For as long as I can remember, I’ve been different from most kids. At the age of 2, I recited the names of dinosaurs, correcting anyone who said them wrong. I read books when I was 3 and was identified as gifted at the age of 4… Today I’m still different from most kids.”

- Alicia

“A typical school day is boring and tedious, filled with repetitive work that it seems like we’ve been studying for years. It involves being forced to work with “partners” where you always have to drag the other person along with you and then wait for them. My typical day is filled with frustration with other people’s learning pace”

- Barry

“Sometimes, life is a series of contradictions. In my case I am an identified gifted student, yet I have dyslexia. I love books even though I have always had a hard time reading them. I remember pre-school as being very boring because I knew everything already. Year one was a nightmare. Even though I could read words on flashcards (I memorised the shapes of the words), I could not read these same words when they were in sentences or paragraphs”

- Hector

Think of a child or young person you consider gifted or talented and describe them to the person next to you. They could be pupil, family member, celebrity etc…

**Extension:** Why do you consider them Gifted or Talented?
What is a Gifted or Talented Pupil?
DfES (2006) – G&T students are:

"Those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities)."
Objectives

• What is a Gifted or Talented pupil?
• Why should we cater specially for their needs?
• How can teachers adapt their practice to personalise teaching for G&T pupils?
  - Identification
  - Practical strategies

Outcomes:

• To know the range of students who come under the G&T umbrella
• To know the benefits of catering for G&T pupil needs
• To know what to look for in identifying G&T pupils
• To be confident in providing a range of activities to stretch G&T students.
Why is catering for G&T students important?

**Why would we want to?**

- **Classroom reasons:** raising expectations (*a rising tide lifts all ships*), behavioural
- **Developmental reasons:** Acknowledging and nurturing the abilities of children and young people is essential to their development.
- **Long term/societal reasons:** Who will be the discoverers, inventors and problem solvers of tomorrow?
Why do we have to?

OFSTED
- Catering for the needs of G&T students is a key element of inclusion and required in the new OFSTED framework:

“While on site, inspectors may also ‘track’ potentially vulnerable pupils, such as those with special educational needs, those with disabilities, those who are gifted and talented, and children in care.”

“The different judgements are as follows:
- 1. Pupils’ achievement and the extent to which they enjoy their learning the quality of pupils’ learning and their progress”

OFSTED Framework for school inspection 2009

Every Child Matters
- “Enjoy and Achieve”
Identification

An effective policy for identifying G&T students should:
• Be guided by a whole school strategy with agreed criteria
• Use a range of different criteria
• Be sensitive to dual/multiple exceptionality, underachievers and out of school talents/activities
• Feed into a central register
• Be regularly reviewed

Sources of information
• Teacher observation
• Talking to the children
• Test data – achievement, potential and curriculum ability
• Assessment of children's work
• Assessment of children's social, emotional and behavioural skills
• Parental information
• Using community resources (local football teams etc.)
What to look for?

G&T students may be...

- Very articulate or verbally fluent for their age
- Give quick verbal responses communicate well with adults – often better than with their peer group
- Have specialised interests
- Show unusual and original responses to problem-solving activities
- Have an ability to work things out in their head very quickly
- Have a good memory that they can access easily
- Have strong views and opinions
- Focus on their own interests rather than on what is being taught
- Need to be challenged and motivated by learning linked to their own interests
How to cater for their needs…

- What are their needs?
- How can teachers support these?
The three-waves model

Wave 2 plus increasingly personalised intervention to maximise progress and minimise gaps in achievement

Wave 1 plus planned additional small-group provision to increase rates of progress and secure learning for groups of pupils

High-quality inclusive teaching supported by effective whole-school policies and frameworks, clearly targeted on all pupils’ needs and prior learning

Guidance on addressing underachievement: planning a whole-school approach, DCSF 2009

“Outstanding support” – “Accurate and perceptive” – “Practical tips and strategies” – “Tireless commitment” – “Important and relevant issues delivered at a high level”
Guidance on addressing underachievement- planning a whole-school approach, DCSF 2009

<table>
<thead>
<tr>
<th>Key Stage 2, Primary School C provision map</th>
<th>Area of need: G&amp;T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Form</td>
</tr>
</tbody>
</table>

Please highlight appropriate provision after discussion with the pupil and parent/carer.

<table>
<thead>
<tr>
<th>Wave 1</th>
<th>Wave 2</th>
<th>Wave 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Morning meetings that merge social, emotional and intellectual learning.</td>
<td>● Focused ability group guided sessions tailored to need (literacy, mathematics).</td>
<td>● One-to-one tuition/coaching to meet identified need via specialist teacher, TA or academic mentor.</td>
</tr>
<tr>
<td>● 'Challenge Box' in every classroom to ensure creative use of spare moments.</td>
<td>● In-class small group-specific interest projects.</td>
<td>● Contact with experts via the internet.</td>
</tr>
<tr>
<td>● A carefully planned blend of teaching approaches to direct pupils' learning.</td>
<td>● Regular school KS2 withdrawal group: mathematics, philosophy, science.</td>
<td>● Choice of learning pathways.</td>
</tr>
<tr>
<td>● Range of questioning styles, including open-ended questions targeted at specific pupils.</td>
<td>● Learning conversations.</td>
<td>● Opportunity to enter poetry, art and sports competitions.</td>
</tr>
<tr>
<td>● Opportunities for choice within a task.</td>
<td>● Termly master classes: Term 1 poetry, Term 2 dance, Term 3 the environment.</td>
<td>● Individualised programme of learning.</td>
</tr>
<tr>
<td>● Range of grouping arrangements in which G&amp;T pupils are offered opportunities to be both a member and a leader of a group.</td>
<td>● School newspaper team.</td>
<td>● Anger management training.</td>
</tr>
<tr>
<td>● Shared target setting.</td>
<td>● Extended day clubs: young engineers, art, drama, music, chess, history, etc.</td>
<td>● Mentoring.</td>
</tr>
<tr>
<td>● Peer evaluation and peer support.</td>
<td>● Additional provision (please specify).</td>
<td>● Participation in local schools’ G&amp;T network sessions (one day a month).</td>
</tr>
<tr>
<td>● Home/school diary.</td>
<td></td>
<td>● Participation in LA arts residential weekend.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target for this term:</th>
<th>Views of child:</th>
<th>Views of parents:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signed: Teacher</td>
<td>Signed</td>
<td>Signed</td>
</tr>
</tbody>
</table>

Guidance on addressing underachievement- planning a whole-school approach, DCSF 2009

“Outstanding support” – “Accurate and perceptive” – “Practical tips and strategies” – “Tireless commitment” – “Important and relevant issues delivered at a high level”
Teaching and Learning for G&T students

Normal high quality teaching e.g.

- Variety of tasks and learning styles
- AfL
- Ownership of learning: understanding objectives, reviewing and evaluating learning
- Well structured lessons
- Appropriate resources
- Study support

"Outstanding support" – “Accurate and perceptive” – “Practical tips and strategies” – “Tireless commitment” – “Important and relevant issues delivered at a high level”
Plus...

- **Grouping** - as “experts” in mixed ability – as an ability group working on a different project
- **Extension** work
- **Question type**: Hypothesising, Comparing, Which is the most important, Higher order
- **Shifting the medium** (i.e. how could you present this as a... cartoon/film/presentation/leaflet)
- **Choice**
- **Acceleration**
CQS Feature 1 Conditions for learning
Pupils work in a classroom climate in which they feel safe, secure and valued.

CQS Feature 2 Development of learning
Questions probe understanding and develop thinking and reflection.

CQS Feature 3 Knowledge of subjects and themes
Teaching is lively, engaging and involves a carefully planned blend of approaches that direct pupils’ learning.

CQS Feature 4 Planning
A range of assessment strategies, including peer and self-assessment, inform teaching.

CQS Feature 5 Understanding learners’ needs
Pupils are offered a variety of ways in which to record their learning.

CQS Feature 6 Engagement with learners and learning
Pupil groupings are flexible and maximise learning.

CQS Feature 7 Links beyond the classroom
G&T learners access homework that extends interests and raises achievement.
Various approaches, notably ICT, are used to help G&T learners extend their learning beyond the classroom.

Guidance on addressing underachievement - planning a whole-school approach, DCSF 2009
Do you think Easter is a more important Christian festival than Christmas? Why?

Write a radio interview with 3 characters to explain why they acted the way they did.

Why do you think Pontius Pilate was nervous about having Jesus crucified?

Why do Christians still use the cross as a symbol today?

What were the main events in the Easter story?

Who do Christians believe is the son of god?
Maths

Surface Area
Find the surface area of cuboids with the following dimensions:
1. Width = 4 cm
   Length = 6 cm
2. Height = 2 cm
   Width = 5 cm
3. Length = 3 cm
   Height = 10 cm

Extension 1
a) Height 4cm length 3cm  
b) Height 12cm Length 10cm  
c) Height 6cm Length 2cm

Extension 2.
• Find a cuboid that has an area of exactly 100 square units.
• Is there more than one?
• Can you find them all?
• Now that you’ve done this, what would be an easy way of finding cuboids with an area of 50cm and cuboids with an area of 200cm

“Outstanding support” – “Accurate and perceptive” – “Practical tips and strategies” – “Tireless commitment” – “Important and relevant issues delivered at a high level”
Easy tricks to generate extension maths questions

- Work backwards

\[ 20 + 5 \times 6 \div 10 = 15 \] - How do you get back to 20?

- What if…

All lengths and heights were doubled - what would happen to area

- How else could you get the same answer/are there any different possible answers?
**My Inspiration...**

Who inspires you?

Write a sentence/paragraph about someone who inspires you and illustrate it with a picture of them.

- This is _________________.
- They inspire me because__________.

**Extension** – Talk to your group about their examples and why their person inspires them.

Decide on 5 things they all have in common and draw a picture that shows a “superhero” with all these qualities. e.g. A big brain if they are very clever, big muscles if they are strong etc.
<table>
<thead>
<tr>
<th>Checklist of ingredients for a myth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. An interesting setting</strong></td>
</tr>
<tr>
<td>- When does it take place?</td>
</tr>
<tr>
<td>- Where does it take place?</td>
</tr>
<tr>
<td>- Does it provide details that catch your interest and set the mood for your story?</td>
</tr>
<tr>
<td><strong>2. A fantastical beast</strong></td>
</tr>
<tr>
<td>- What does it look like?</td>
</tr>
<tr>
<td>- How does it behave?</td>
</tr>
<tr>
<td>- Give a detailed description of it</td>
</tr>
<tr>
<td><strong>3. A detailed description of the struggle to solve the problem</strong></td>
</tr>
<tr>
<td>- How does the hero find the beast?</td>
</tr>
<tr>
<td>- Is there a journey involved?</td>
</tr>
<tr>
<td>- What does the beast do?</td>
</tr>
<tr>
<td>- Is there a conflict?</td>
</tr>
<tr>
<td>- Does the hero have any help in solving the problem? e.g. friends, special powers.</td>
</tr>
<tr>
<td><strong>4. A good ending</strong></td>
</tr>
<tr>
<td>- How is the problem solved?</td>
</tr>
<tr>
<td>- Who wins the struggle?</td>
</tr>
<tr>
<td>- Does the hero receive a reward?</td>
</tr>
</tbody>
</table>

http://www.primaryresources.co.uk/english/englishC2.htm
This lesson on myths has included an introduction to each of the four ingredients with examples. Next lesson pupils will write their own myth.

Your Task: in discussion with your table decide:

What extension task could you set during this lesson?

Prepare to share your ideas with the rest of the group.

Remember to use the strategies that we have discussed today.
If you were making a film how would you show that it was a myth?

What are the main differences between a myth and a fairy story?

What is special about the way a myth makes you feel when you read it?

Share your ideas with rest of the group.

Here are mine:

“Outstanding support” – “Accurate and perceptive” – “Practical tips and strategies” – “Tireless commitment” – “Important and relevant issues delivered at a high level”
What type of “Wave 2” intervention may be appropriate for a pupil who consistently excels in language/literature tasks like this?

What type of “Wave 3” intervention could follow this?
Imagine you are a G&T pupil at your school.

On your Green post it note write down:
- What 2 features make your education here well adapted to your ability?

On your orange post it note write down:
- What 2 possible changes/initiatives would make the biggest difference to your enjoyment and achievement
Other Sources

Brilliant Activities for Gifted and Talented Children: That Other Children Will Love Too
Ashley McCabe Mowat

Teaching Gifted and Talented Pupils in the Primary School - A Practical Guide
Chris Smith

- Support for pupils talented in sports: www.youthsporttrust.org
- Young Gifted and Talented: Site for pupils and teachers with resources and information: http://ygt.dcsf.gov.uk/
- Music and dance centres: www.dcsf.gov.uk/mds/
- E-learning course on G&T pupils www.nationalstrategiescpd.org.uk/course/view.php?id=81
- http://www.standards.dfes.gov.uk/giftedandtalented/
- For more references, check out the library on my website: www.lkmconsulting.co.uk (from August 2010)

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