
Best Practice Network Gifted & Talented Newsletter

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Issue 6

Provision for Gifted and Talented Pupils

Increasingly schools, having identified their Gifted and Talented coordinator, agreed a policy and set up a register of Gifted and Talented pupils are asking for support with provision for Gifted and Talented pupils.

During the past year the National Academy for Gifted and Talented Youth (NAGTY) have developed models of provision for both the secondary and primary phases. These models are based on an integrated approach to ensure that gifted education is a part of the whole school's philosophy of inclusion, where Gifted and Talented pupils/students are integrated with their peers as much as possible.

The NAGTY outlines their view of provision as follows:

- Provision for Gifted pupils/students should be a part of our practice everyday.
- Core provision should be enhanced within and beyond the school and should become increasingly sophisticated with age.
- The distinctive nature of your school should add diversity of opportunity to develop certain aptitudes.
- The role of parents as key partners in the education of their Gifted and talented pupils is identified.
- The learning process and needs of individuals should be carefully tracked so that appropriate personalised pathways can be created.

NOTHING NEW HERE!

So how can we enhance provision in class? Can you tweak the questioning skills you use,

to open up thinking skills and move away from the stereotypical QCA curriculum at any level, in any subject?

Can you develop thinking skills in your lessons beyond the lower levels of knowledge (knowing facts), comprehension (understanding the facts), and application (applying the facts)? Where in your lesson plan can you tweak the learners' thinking to a higher level?

Higher levels of thinking involve analysis (taking the facts apart), synthesis (creating something new from the facts) and finally evaluation (evaluating the knowledge or skill). Can these levels of thinking described by Bloom*, be included in the lesson to offer growing complexity and challenge to a pupil/student's thinking about any topic, any lesson, any time?

A learner is someone who thinks. Successful learning involves helping all pupils, students and adults to develop higher levels of thinking. Gifted and Talented pupils relish the opportunity to work at these higher levels. How can you plan for the higher levels and analyse opportunities for thinking to meet the needs of your new group of pupils/students and in particular those with gifts and talents beginning this autumn?

The Best Practice Forum meetings will look at aspects of thinking skills during the year.

*references

Bloom, B and Krathwohl, D.R. (1956)
Taxonomy of Educational Objectives, Handbook
1: Cognitive Domain, David McKay, New York.
NAGTY's updated website can be viewed
at <http://www.nagty.ac.uk>

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