



latest in 'Gifted and Talented' opportunities and developments.

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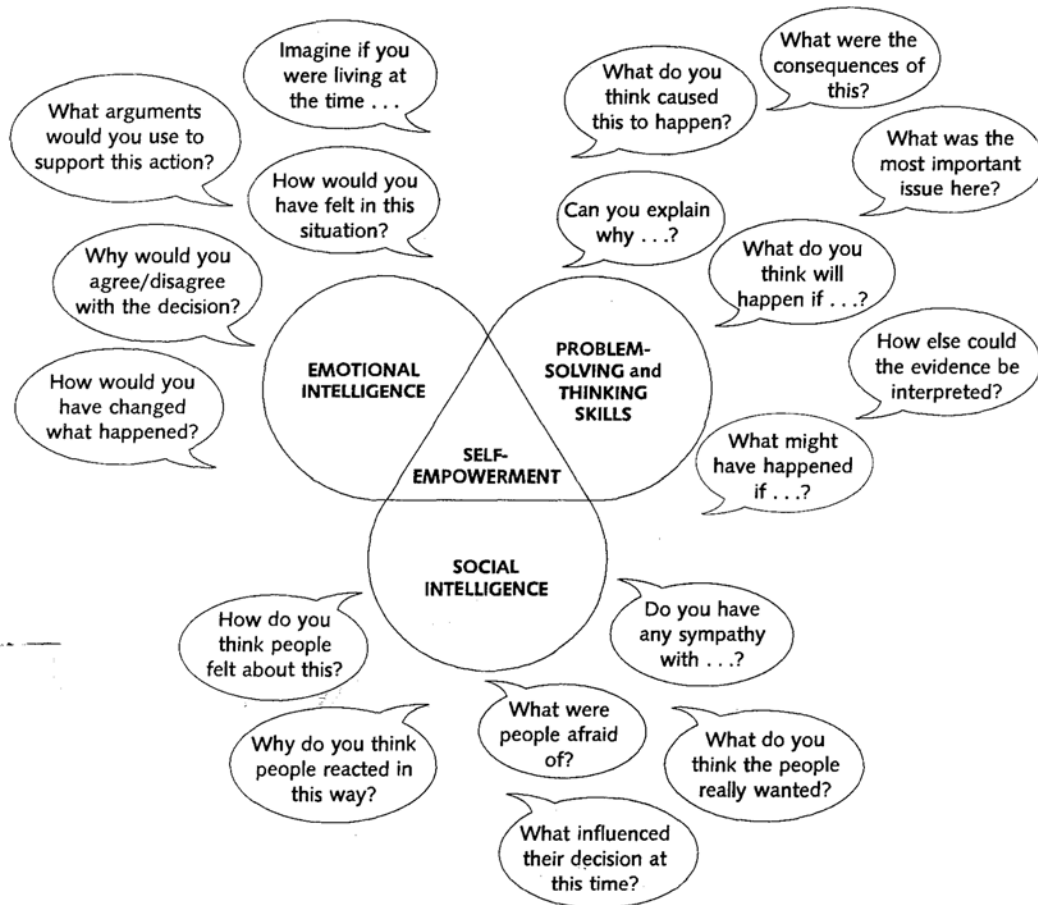
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**What does 'gifted and talented' mean?**

It means many things: playfulness and willfulness; thinking out of the box, organizing the box, reinventing the box from scratch. It's a challenge to teachers and schools everywhere. Although spotting a talented or gifted pupil isn't necessarily straightforward, help is available, and methods are being refined and improved all the time. Many definitions exist and LEAs and schools have developed their own wording. The current nationally proposed and used definition is given as follows:

***Gifted students are defined as having 'academic' ability in one or more subject areas and talented students are those with ability in creative arts or sports***

Gifted or talented or neither, all pupils can benefit from teaching that has, amongst other qualities, high order questioning skills. The diagram below is taken from 'Using History to Develop Thinking Skills at Key Stage 2', by Belle Wallace (2003) David Fulton Publishers. A NACE / Fulton publications. It serves to inspire teachers to use questions well to promote problem-solving and thinking skills for all pupils, not just the G&T.



## Existing South Gloucestershire Guidance

Three years ago South Gloucestershire published **'Very Able and Exceptionally Gifted Pupils: Guidance for Schools 2000'**, which is currently under review by the LEA G&T steering group (see page 7).

This guidance identified some of the **characteristics of the able and gifted**. The 'positives' are not surprising perhaps - but do the 'negatives' ring a bell? In the past it's often these 'negatives' that have misled teachers into overlooking potential talent or ability and often what makes G&T pupils so interesting.

### Characteristics of younger more able pupils

Positive	Negative
<ul style="list-style-type: none"> <li>▪ May display musical / physical / artistic / numerical / mechanical / intellectual abilities of a high order</li> <li>▪ May show a high level of curiosity</li> <li>▪ May prefer to work independently</li> <li>▪ May concentrate for long periods of time</li> <li>▪ Can work a problem through to its conclusion</li> <li>▪ Can be creative or inventive</li> <li>▪ Can apply ideas across a range of circumstances</li> <li>▪ May enjoy puzzles/word games</li> <li>▪ May have a more mature sense of humour</li> <li>▪ May be articulate with good oral skills</li> <li>▪ May have leadership qualities</li> <li>▪ May enjoy a challenge</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can be intolerant of others</li> <li>▪ Can show erratic behaviour - easily upset</li> <li>▪ May have difficulty working and/or playing collaboratively</li> <li>▪ May not enjoy written tasks</li> <li>▪ May appear bored</li> <li>▪ May be demanding of the teacher's time</li> <li>▪ May dominate other children</li> <li>▪ May have poor co-ordination</li> </ul>

### Characteristics of older more able pupils

Positive	Negative
<ul style="list-style-type: none"> <li>▪ May display musical /physical/ artistic/ numerical/ mechanical/ intellectual abilities of a high order</li> <li>▪ Shows initiative in setting and completing own</li> </ul>	<ul style="list-style-type: none"> <li>▪ May be absorbed in a private world</li> <li>▪ Prefers to respond orally while written work may be poor/incomplete</li> </ul>

goals

- Can be original, creative or inventive
  - Leaps quickly from concrete to abstract, able to make generalizations
  - Shows advanced understanding and use of language
  - Reads rapidly, quick mastery and recall of information
  - May possess extensive general knowledge
  - May ask provocative, searching questions and show concern over worldwide issues
  - May have a wide range of interests/hobbies
  - May prefer the company of older pupils and adults
  - Can see humour in the unusual, appreciate verbal puns, jokes, etc.
  - May enjoy the challenge of open-ended, problem-solving activities.
- May appear bored and lethargic, lacking in motivation
  - Critical of authority, generally anti-school, may truant
  - May lack self-esteem and be intolerant of self and others
  - Can be abrasively humorous with an ironic perception of other people's weaknesses
  - Able to manipulate others
  - May have difficulty relating to peers and teachers

## National Organisations for Gifted and Talented Provision

### The National Academy for Gifted and Talented Youth

First launched in February 2002, the National Academy is part of the government's strategy for gifted and talented education and is intended to provide an internationally recognised centre from which gifted and talented education can be developed and delivered, as well as providing support for parents and educators.

**Gifted students are defined as having 'academic' ability in one or more subject areas and talented**

**students are those with ability in creative arts or sports.**

Based at the University of Warwick, the Academy will focus on 'gifted' students only at first, but it will eventually cater for the needs of 'talented' pupils as well.

**The Academy is currently running a Talent Search,** designed to identify and recognise young people with exceptional academic ability

(in the top 1% or the top 5% of pupils in England), initially in the 11-16 age range.

The Academy and the Talent Search are open to pupils from all schools, maintained and independent, and those educated at home. Eventually, in-year opportunities through the Academy will include a range of outreach activities, online learning trials with mentor support and individual learning plan trials.

For further information contact:  
Claudie Combelas,  
Administrative Officer,  
Summer school programmes, National Academy for Gifted and Talented Youth, University of Warwick, Coventry CV4 7AL, tel. 024 7657 4361, [www.warwick.ac.uk/gifted](http://www.warwick.ac.uk/gifted)

*Deborah Eyre, Director of the National Academy for G&T Youth, at a recent NACE conference said, in relation to linguistically gifted pupils: 'Some children have advantages from home.' and went on to tell this story.*

*"A mother and small child were walking down Oxford high street on a warm, sunny summer's day, after a sudden, short-lived, but heavy rain. The small child, wearing canvas shoes, was enjoying splashing through puddles. After jumping into a particularly big puddle her shoes and feet were soaked through. The mother bent down and said, "Wriggle your toes. How does that feel?"*

### **National Academy Summer Schools 2003**

Applications are now being taken for this year's Academy summer schools, which will take place at the Universities of Warwick, York, Durham and Christ Church Canterbury. They will all be residential and three weeks in duration, on various dates from 20 July 2003 onwards, and there's an exciting selection of courses to choose from. Students must be members to apply, but membership applications will be accepted at the same time as summer school applications. Fees for summer school have been set at £600, and there is an expectation from the DfES that schools will pay £270 towards this fee.

## **The National Association for Able Children in Education (NACE)**

NACE is an association of professionals promoting and supporting the education of able, gifted and talented children and young people. Established as a charity in 1984, it's the only organisation which exists solely to help teachers provide effective education for giftedness and talents. Its membership includes more than 1,000 schools, corporate bodies and individuals, and it has a network of local, national and international links. Members receive termly newsletters; bi-annual Journals giving in-depth

research results and examples of effective teaching and learning; a membership website, with updates, FAQs and networking; access to a telephone or email helpline; access to the NACE library; a service commenting on your LEA policy; an annual membership conference; an annual LEAs conference; continuing professional development and consultancy services for schools (management, cross-curricular and subject-specific); specialist keynote speakers; and regional meetings and networks.

In 2003 NACE are developing advice on assessment, so if your school is working on this, do contact them for further information.

**Membership rates** are as follows (includes VAT where applicable):  
**Individual** (named individual at home address) £29.38  
**Small school** (Group 1 or 2) £47.00  
**Larger school** (Group 3 upwards) or other organisation £58.75  
**Overseas** (for members living outside the UK) £55.00

For more details, including detailed brochures describing available courses and publications, contact

NACE, PO Box 242, Arnolds Way, Oxford OX2 9FR;

[www.nace.co.uk](http://www.nace.co.uk)

## **The National Association for Gifted Children (NAGC)**

NAGC was founded in 1967. Thousands of people are supported by NAGC volunteers every year, and their number is increasing. Children aged 5 to 11 form the main 'core group' for children's activities, and the main benefit offered by volunteers is information and advice. NAGC also serves teachers and a range of professionals including educational psychologists and education advisers.

The NAGC web-site states:

The Association recognises that the needs of gifted children are best met when parents, students, education professionals, schools and colleges are able to share a common forum and gain wider understanding of home/school issues.

It presents some **Unresolved Problems**:

- Which is better in school, acceleration or enrichment?

- What is the most acceptable way to identify gifted children?
- Do gifted children differ quantitatively or qualitatively from other children?
- Is childhood giftedness the same as adult giftedness?
- Does pre-school advancement signify later giftedness?
- Are gifted children best left to develop their own talents or do they need guidance?
- Is cooperative learning a useful strategy for gifted children with unique needs?
- What forms of testing work best for the gifted?

Suite 14, Challenge House, Sherwood Drive, Bletchley, Milton Keynes, MK3 6DP.  
[www.nagcbrtain.org.uk](http://www.nagcbrtain.org.uk)

## South Gloucestershire Summer Schools for G&T pupils

### South Gloucestershire Summer Schools 2002

In 2002, two summers school were run, one at **Sir Bernard Lovell School** and one at **Brimsham Green School**.

In Newsletter 1 we include a brief report from **Brimsham Green School**.

*'We were determined that the learning at our 2002 summer school should be active with high challenge and low stress. The focus was on thinking skills with the content drawn mainly from the science curriculum with some geography and design and technology ideas.*

*The first morning began with a motivational presentation of the 'big picture' followed by some socialisation games. Activities during the first week included the dissection of a sheep's heart, a workshop on the human brain and a visit to Slimbridge to study birds as flying*

*machines. The second week included the design, construction and launching of hot air balloons, a visit to the City Museum to view artefacts not normally available to the public and studies of microbes and woodlice.'*

*The evaluation of the summer included such comments as:*

**"Quality teaching which stimulates learning"** (external adviser)

**"Impressive questioning and enthusiasm"** (Slimbridge staff)

**"I've probably learned more here than I've ever learned in my life"** (participant)

## South Gloucestershire Summer Schools 2003

The LEA has been allocated funds to run two Gifted and Talented Summer Schools for 2003. The 2003 South Gloucestershire Summer Schools are being hosted, on behalf of the LEA, by:

**Chipping Sodbury School**                      language and communication focus  
and at  
**Marlwood School**                                science focus

Summer schools take pupils from Years 6 to 9 from all LEA schools. Each school, primary and secondary has been asked to nominate 2 pupils for each summer school.

We hope to include reports on these summer schools in the Autumn Term 2003 issue of the LEA G&T newsletter.'

## LEA Gifted and Talented Steering Group

*HMCI's Annual Report for 2000-01 revealed that a third of LEAs were at an early stage of development of provision for Gifted and Able pupils, with 25% of LEAs making strong provision and almost 40% of schools now making good provision.*

An LEA self-evaluation in the summer of 2002 judged that South Gloucestershire is in that third of LEAs in an 'early stage of development' – it intends to improve with advice and guidance from the LEA Steering Group.

The Steering Group is made up of teachers or senior managers from across the LEA who volunteered in October 2002 to work, alongside advisers and in collaboration with LEA Psychology Service, on developing Gifted and Talented support and provision.

The Steering Group's terms of reference are:

- To advise the Director of Education on how the LEA can support schools in the development of provision for gifted and talented pupils and students.
- To contribute to the monitoring and evaluation of LEA support for gifted and talented pupils and, in particular, to comment on the impact of this support on the achievements of all pupils, not just the gifted and talented.
- To contribute to the LEA information base on schools' good practice in providing for gifted and talented pupils and to advise on how this should be shared.
- To promote awareness of and engagement in national initiatives and activities in relation to developing G&T pupils.

The group meets twice termly and expects to operate until April 2004. Members of the LEA G&T Steering Group are:

Ben Houghton	Filton High School
Gary Lobbett	Sir Bernard Lovell School, Secondary
Helen Daone	Christchurch Primary, Hanham
Kath Wilson	The Grange School, Secondary
Jill Bendeaux	Wellesley Primary

Mo Williams	Christ the King, Primary
Sandra Allen	Bromley Heath Infant School
Louise Wenham	Meadowbrook Primary
Nicola Bates	Stanbridge Primary
Sian Barker	Culverhill Special
Nicola Bailey	Charborough Road Primary
Mike Whitton	Mangotsfield Secondary
Margaret Smith	Crossways Infant School
Clare Shurmer-Jones	Barrs Court Primary
Julia Mabey	St Helen's Primary
Esther Saunders	St Andrew's Primary
Wiola Hola	Educational Consultant
Tracey France	LEA Consultant for TLF

*'We want every school and LEA to plan how it will help gifted children. All schools should seek to create an atmosphere in which to excel is not only acceptable but desirable.'* *Excellence in Schools 1997*

## LEA Audit for Gifted and Talented Provision

### SUMMER 2003

The LEA Steering Group has devised a school audit for use in the Summer Term 2003. Schools' answers will be crucial in helping the LEA Advisory Service plan its work in support of schools. The audit outcomes will also inform the contents of the forthcoming 'Best Practice' meetings of schools' G&T coordinators (see page .

**The audit questionnaire will be distributed to schools by Friday 16 May 2003 and needs to be returned by Friday 20 June 2003.**

The audit is short - one piece of paper with two sides of questions, mostly YES / NO; we do urge all schools to complete and return it. The audit should paint a clear picture of the strengths and weaknesses of the overall provision in South Gloucestershire schools.

**PLEASE LOOK OUT FOR THE AUDIT QUESTIONNAIRE IN MAY AND COMPLETE IT, EVEN IF YOUR WORK ON PROVIDING FOR GIFTED AND TALENTED IS STILL AT AN EARLY STAGE OF DEVELOPMENT.**

### SUMMER 2002

An earlier and simple audit of G&T provision was carried out in the Summer Term 2002, as part of the LEA Annual Review process with schools. Through supported self-evaluation, schools made judgments about their provision using a 5-point scale: **1 for high quality provision and 5 for poor provision.**

Evaluation criteria to assist in making these and other evaluations are given in the LEA document 'Defining Success' which is part of the Education Development Plan (EDP)

Below is the analysis, based on all the schools in which 2002 Annual Reviews were carried out.

Percentage of schools in each grade group						
Type of school	Grade (1 is high and 5 is low)					Total
	1	2	3	4	5	%
Primary	8	35	42	12	3	100
Infant	11	11	67	0	11	100
Junior	0	17	67	0	17	101
KS1&KS2	8	31	47	9	5	100
Secondary	11	33	33	22	0	99
Special	0	50	50	0	0	100
All	8	31	45	10	5	99

[It is anticipated that the above exercise will be repeated as part of the 2003 Annual Reviews; a similar analysis, with a commentary on the extent of change, will appear in the Autumn Term 2003 G&T Newsletter Issue 3]

***' The best schools gather and analyse data; debate amongst staff; ensure representation of minority groups including EAL, poorly behaved, those frequently on the move; ask parents and pupils for help with identifying gifted and talented pupils (e.g. questioning about leisure pursuits); and have a means of identifying potential.' OFSTED***

## South Gloucestershire G&T Courses for Teachers

### **Primary Best Practice forum for Providing for Gifted & Talented Pupils at Key Stage 1 and Key Stage 2**

A chance to find out what the latest thinking is on both practice and theory locally and nationally. We will consider approaches to definition, identification and provision for Gifted and Talented pupils in schools. By the end of the course, participants will be able to initiate or develop further policies and practices for the provision of Gifted and Talented pupils.

**Session 1:** Wednesday 4 June or Tuesday 17 June 2003

**Session 2:** Tuesday 7 October or Wednesday 22 October 2003

**Session 3:** Thursday 29 January or Wednesday 4 February 2004

All sessions 4.15 to 5.45 p.m. at Severnside Professional Development Centre.

### **Secondary Best Practice forum for Providing for Gifted & Talented Pupils at Key Stages 3, 4 and post-16**

Updates on national and local developments in practice and theory will be backed up by approaches to definition, identification and provision for Gifted and Talented pupils in schools. Participants will be able to initiate or develop further policies and practices for the provision of Gifted and Talented pupils.

**Session 1:** Thursday 19 June at the Old Grammar School, Chipping Sodbury

**Session 2:** Tuesday 21 October 2003 at Severnside Professional Development Centre

**Session 3:** Wednesday 28 January 2004 at Severnside Professional Development Centre.

All sessions 4.15 to 5.45 p.m.

The above course may be booked through the South Gloucestershire CPD Unit – see CDP booklet for application forms.

## Other Resources

DfES gifted and talented education:

[www.standards.dfes.gov.uk/excellence/gift/](http://www.standards.dfes.gov.uk/excellence/gift/).

National Curriculum guidance: [www.nc.uk.net/gt/](http://www.nc.uk.net/gt/). Guidance on working with gifted and talented children. Web-based only. It has generic section- and

subject-specific components for all key stages. Further guidance on 14-19 and creative arts and sports expected 2002/3.

Xcalibre: [www.xcalibre.ac.uk](http://www.xcalibre.ac.uk). A database of subject-specific resources for teachers of gifted and talented children. Web-based only, all key stages.

Sports: [www.intuitivemedia.com/talentradder/](http://www.intuitivemedia.com/talentradder/)

Enrichment resources for able mathematicians  
The London Mathematical Society has produced a useful list, available at <http://www.bath.ac.uk/math-sci/news/resources.htm>

Enrichment resources for able scientists  
Check out [www.whyfile.org](http://www.whyfile.org) for excellent background on science issues in the news

Enrichment resources for able theologians  
Go to [www.theresite.org.uk](http://www.theresite.org.uk) for guidance on where to find good RE input

Web-sites for self-directed extended learning:

[www.s-cool.co.uk](http://www.s-cool.co.uk), a comprehensive set of revision resources for GCSE, AS and A Level. Also [www.learn.co.uk](http://www.learn.co.uk).

[www.homeworkhigh.com](http://www.homeworkhigh.com) takes pupils to a virtual, with teacher-led 'live' sessions at set times. Also check out [www.bbc.co.uk/schools](http://www.bbc.co.uk/schools).

### **Books:**

Bernadette Tynan, 'Challenging Gifted Children at 11-16' Letts DIY, 2003. A down-to-earth workbook of practical solutions for the busy teacher, with plenty of suggestions for further reading.

### **Contributions to the G&T newsletter - invited and welcome**

The Gifted and Talented Newsletter is produced by the South Gloucestershire LEA Advisory Service. Contributions are warmly invited from schools to be considered for inclusion in future issues.

**Please send contributions to Leanne Cook, Education Service, Bowling**

**Hill, Chipping Sodbury, South Gloucestershire BS37 6JX or e-mail to  
leanne\_cook@southglos.gov.uk**

Editors: Wiola Hola and Christina Zaba

## News from South Gloucestershire Schools

**MANGOTSFIELD SECONDARY SCHOOL** took part in the piloting of on-line tests in June 2002, when 20 Year 9 students, selected for their relatively high ability in Maths, Science and Technology, grappled with 'Problem Solving' over the Net.

It proved to be quite an exciting experience, and certainly very different from traditional pen and paper. Feedback such as 'That was difficult - but fun!' showed them that they were on the right track, which was encouraging.

World Class Tests are currently offering a 'Mathematics Online Challenge' for 9 year olds and 13 year olds, but anyone can have a go.

Find them on [www.worldclassarena.org](http://www.worldclassarena.org).

**Mike Whitton, Mangotsfield Secondary School**

Following attendance at a writing together course, **WELLESLEY PRIMARY SCHOOL** was fortunate enough to receive a contribution towards having a writer in residence at their school.

In September, Colin Macfarlane visited the school for two days. During this time he entertained pupils in years 2 to 6, by reading his favourite poems and challenging them with his tricky riddles. He also ran a variety of poetry sessions for groups of more able pupils exploring planning techniques, rhymes, rhythms, stressed and unstressed vowels, similes and metaphors.

After an action packed day in school, Colin took a group of Year 5/6 pupils and their teachers on a woodland walk. Here they used all of their senses to collect exciting images and vocabulary for their 'Wapley Woods' poems.

The pupils were delighted to meet and listen to an author whose books are in the school library. These sessions gave them an opportunity to develop their writing skills and provided excellent ideas and inspiration for their own writing.

***"I liked his poems, they put a clear picture in my head." Tom***

***"Colin showed us how to plan our story by pegging our ideas onto a washing line. This makes it easier to see." Daniel***

***"I was very proud of my Wapley woods poem. Using all of my senses made me really think." Fernando***

***"I enjoyed his riddles the most, but you really had to think very carefully about the clues. Often there were several possible answers but only one that was exactly right"***



*'It's a lot of fun because each problem or question has lots of stages to it. Sometimes when it feels like we've worked it out, we often realize there is a pattern, and this helps us work out different questions!'*  
(Jack)

*'When we're at home we do learn a little bit, but when we go with Mrs Stace we learn a lot more!'*  
(Karthi)

G&T G&T

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