



# **North Somerset Guidelines to Support Gifted and Talented Pupils**

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# AN EXAMPLE POLICY DOCUMENT FOR GIFTED AND TALENTED

## INTRODUCTION

This policy outlines the school's practice and procedures relating to the support of gifted and talented pupils.

The policy outlines the way that the school:

- identifies what 'Gifted and Talented' means
- identifies the procedures used to support these pupils
- provides coherent support to staff so that they can meet the pupils' needs
- maintains a register

## STRATEGY FOR IMPLEMENTATION

### Identification

The school recognises, in line with DfES guidelines, that ***'Gifted and Talented pupils are those pupils who achieve, or who have the ability to achieve, at a level significantly in advance of the average for their year group'***. The school normally expects to identify between 5 and 10 percent of each year group as Gifted or Talented, although this will vary from year to year.

The following areas have been identified as being the main areas of ability. Following DfES guidance, Category A includes gifted pupils, and B to E pupils who are talented. We also seek to identify pupils who could fit into these categories in the future (f), and who are not fulfilling their potential.

- A. Intellectual (aspects of English, mathematics, science)
- B. Artistic and creative (art and design, music, drama)
- C. Practical (design and technology, mechanical ingenuity)
- D. Physical (PE, sports, dance)
- E. Social (personal and inter-personal, leadership qualities, working with adults)
- F. A pupil who could be recognised as Gifted or Talented, but who is presently not reaching his or her potential

*(These categories are based on the Howard Gardner seven intelligences)*

## **Identification Strategies**

Staff, pupils, parents and carers will all be involved with the identification.

The strategies used will include:

- identification by staff using professional judgements, class work and test and assessment results
- information from parents or carers
- identification by a previous teacher, previous school, external agency or organisation
- discussions with pupils

## **The School Register**

Pupils who have been identified by a teacher as being Gifted and Talented are entered onto the school register. A copy of the register is made available to all staff in paper and electronic form. The area of ability is recorded using one of the categories A - E with further reference made to which aspect or aspects they have a gift or talent in (i.e. A - science). The parent or carer is consulted before the pupil's name is put on the register. The register is reviewed twice a year at a meeting of the staff concerned and the progress of each pupil towards their individual targets evaluated. If a pupil is not reaching his or her full potential, or has achieved the set targets, new arrangements and, where necessary, new targets will be set.

## **Teaching and Learning**

We recognise that it is important for gifted and talented pupils to work at an appropriate pace and in a variety of settings. Some of our able pupils grasp concepts quickly and are ready to move to the next, or more demanding work; at times they may also require more time than others to complete work to their own satisfaction. Not all of our able pupils will be good at all subjects, and this may mean that some Gifted and Talented pupils will work in different ability groups for different subjects.

As appropriate, the teachers provide differentiated activities and a range of support and resources for Gifted and Talented pupils. This may include extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working.

## **CURRICULUM AND ORGANISATION**

### **The Curriculum**

The school curriculum is planned to encourage the maximum progress for all pupils, including Gifted and Talented pupils. Curriculum policies refer to the needs of pupils of different abilities and describe the different expectations of pupils as outlined in the QCA Schemes of Work. Due regard is given to the Equal Opportunities Policy to ensure that Gifted and Talented Pupils are provided with a full and balanced school and curriculum experience. We

believe that all pupils should have an inclusive experience of the school's formal curriculum and any other personal, social and enrichment opportunities.

## **Organisation**

We believe in the education of the whole pupil, focusing on both their academic and social development (intellectual and emotional intelligence). Where possible, all Gifted and Talented pupils are taught in groups which are appropriate for the age and ability in the normal class for their chronological age. In those cases where a pupil has abilities that are well beyond those of their peer group, consideration will be given to moving the pupil to a different year group for part or all of the school day. This will be done after careful discussion with the teachers concerned, the parents (or carers) and the pupil. Where such acceleration takes place, due consideration is given to the child's social development. Any pupil working in a different class setting will be carefully monitored and an academic and social progress review will take place at least once each term. The class teacher, tutor, co-ordinator, Head of Department or Headteacher will undertake the review. The parents will be involved in this process, and it may also include the involvement of teachers from other feeder or secondary schools.

## **Continuity and Progression**

Gifted and Talented pupils often make very rapid progress in some subjects, parts of a subject or many subjects. We aim to make sure that the pupils make maximum progress through careful differentiated planning and diligent record keeping. Records and lesson planning are shared between teachers across a department or year group and follow the pupil to the next class or year. Where classes have a mix of pupils with different ages, able pupils are placed in the most appropriate group for their ability rather than age.

## **Inclusion**

Classroom support is provided to ensure that all pupils have appropriate opportunities to develop their own ideas and work, whatever their ability, beliefs or background. Gifted and Talented pupils have equal access to all aspects of the curriculum and school life and will be encouraged to take a full part. The school recognises that some gifted pupils may be keen to specialise early in some activities, such as in academic work, to the detriment of other experiences or subjects of the curriculum such as group performance, sporting activities or even going out at break-time to get exercise and fresh air. Pupils will be encouraged to fulfil their potential in those subjects in which they are gifted or talented without reducing the breadth of their curriculum and personal experience.

## **EXTENSION OR EXTRA-CURRICULAR OPPORTUNITIES**

The aim is to create a culture in which all pupils are encouraged to reach high standards and where it is acceptable to work hard and be successful. To support this, the school organises extension classes for Gifted and Talented pupils after school and it regularly invites pupils to attend local Gifted and

Talented Enrichment Courses. All pupils, including the Gifted and Talented, are encouraged to use local centres of interest such as museums, galleries, Saturday morning workshops and clubs, sports groups or Scouts and Guides. The school keeps a list of such enrichment opportunities and a collection of periodicals and reading material in the library for pupils, staff and parents.

### **Homework**

Homework is matched to the ability of the pupil and is set according to the school homework policy. Particular care is given to matching work to the high level of Gifted and Talented pupils' ability. .

### **The Role of Parents and Carers**

Parents and carers are encouraged to be involved in the child's learning and the school aims to work in full partnership. The pupils are encouraged to share their work and ideas with their parents during open evenings, visits to the school and at home. Parents are invited to support their child during the time they are doing set homework and, if possible, provide space for them to work and additional resources such as reference material.

### **Personal and Social Education**

Class work and work outside the classroom include a number of opportunities for pupils to work in small and large groups, which will help develop their personal and social skills. We recognise that the way that pupils work in teams and support each other when discussing ideas or collection resources and materials supports their social, personal and emotional development. Some gifted and talented pupils find working in teams easy; others show excellent social and leadership skills, but others find 'team work' more difficult. The school aims to develop all the abilities of pupils, including their social and personal skills, especially if these are not strengths. We aim to create a climate in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted.

## **STAFF DEVELOPMENT AND TRAINING OPPORTUNITIES**

The school and subject departments undertake a regular audit of teaching. The information gained is used to identify training needs. These identified needs are used to plan training sessions and inputs by specialists. The school makes full use of local staff training and, whenever possible, the co-ordinator and other staff attend national and local courses and conferences.

## LEADERSHIP AND MANAGEMENT ROLES

The Co-ordinator for Gifted and Talented Pupils is responsible for monitoring the school's provision for pupils. The Headteacher is responsible overall for the implementation of the Gifted and Talented Policy. All subject areas have a named teacher who is responsible for subject provision for more able pupils. A named Governor takes specific interest in the school's arrangements for Gifted and Talented pupils and works, with the Co-ordinator, on review and development.

## HOW ATTAINMENT AND PROGRESS WILL BE MONITORED, EVALUATED AND ASSESSED

The assessment of pupils is based on the National Curriculum Level Statements in specific subjects and a range of standard tests. All work is planned so that there are three levels of expectation: one for the majority of the class, one for more able and one for less able pupils. The Headteacher and Governor with curriculum oversight will monitor the implementation and effectiveness of the Gifted and Talented Policy. Issues raised during the monitoring process will be reported to the Governing Body and addressed in the school improvement plan.

## USEFUL PUBLICATIONS IN THE STAFF LIBRARY

**Educating the Very Able, Current Education Research**, OfSTED, 1998, The Stationery Office, PO Box 276, London SW8 5DT. ISBN 0-11-350100-5.

**Effective Provision for Able and Talented Children**, Barry Teare, 1997, The School Effectiveness Series, Network Education Press. ISBN 1-85539-041-8.

**Effective Resources for Able and Talented Children**, Barry Teare, 1999, Network Education Press. ISBN 1-85539-050-7.

**Accelerated Learning in the Classroom**, Alistair Smith, 1996, Network Educational Press. ISBN 1-85539-03-05.

**Teaching More Able Pupils**, Deborah Eyre, 1998, National Association for Able and Talented Children (NACE). ISBN 1-901099-05-9.

**Handbook for Inspecting Secondary Schools**, 2003, OfSTED, The Stationery Office.

**Handbook for Inspecting Primary and Nursery Schools**, 2003, OfSTED, The Stationery Office

**Aquila Magazine**, PO Box 2518, Eastbourne, East Sussex, BN21 2BB.

## ACCELERATION OR PROMOTION

### **Checklist of Criteria to be Met for Consideration of Early Promotion** *(to be used more as a safeguard than rigidly)*

1. Attainments well above average for age.
2. Evidence of exceptional ability.
3. Emotional and social maturity for age.
4. Can cope with physical activities with reasonable motor co-ordination.
5. Anxiety and perseverance at reasonable level without evidence of stress or obsessional behaviour.
6. Parental agreement and support.
7. School agreement and support.
8. Readiness of child to separate from friendship group.

#### **Factors to be borne in mind:**

- a. A decision at 8 years old can rarely be changed later - redoing a year is bad for morale.
- b. Child may be functioning 5 years in advance, not just one.
- c. Impact on other children in the family.

#### **The benefits of a 'second opinion'** e.g. Educational Psychologist or Adviser:

1. To confirm that the child has exceptional abilities unlike others in the peer group and that this has been consistent.
2. To confirm that the child has the necessary emotional maturity.
3. To confirm that the social integration is likely to be successful.
4. To consider the long-term consequences.
5. To protect the child from over-ambitious parent or teacher.
6. To check that the child isn't being used to fulfil the needs of an adult.
7. To protect the teachers from parental pressure and ill-will.
8. To give parents access to professional advice that can continue when the child has left the present school. *Source: Barry George (2000)*

## GIFTED AND TALENTED PUPILS SCHOOL CHECKLIST

<b>Rationale/Terminology</b>		
<b>Identification Strategies</b>		
<b>Awareness of general categories of Gifted and Talented Pupils</b>		
<ol style="list-style-type: none"> <li>1. High achieving 'all-rounders'</li> <li>2. The 'coasters'</li> <li>3. Those with high ability in one or more areas</li> <li>4. Those with high ability whose performance may be affected by a learning difficulty or other disability</li> <li>5. Under-achievers</li> </ol>		
<b>Aspects of Provision</b>		
<b>1. The Whole School Approach</b> <ul style="list-style-type: none"> <li>• A climate of achievement</li> <li>• A school policy</li> <li>• Agreed identification and monitoring strategies</li> <li>• The role of Co-ordinator/responsible teacher</li> <li>• Partnership with parents</li> <li>• Governor interest</li> </ul>		<b>2. Within the Classroom</b> <ul style="list-style-type: none"> <li>• The learning environment</li> <li>• Target setting</li> <li>• Differentiation</li> <li>• Differentiated homework</li> <li>• Extension/enrichment</li> <li>• Grouping/setting</li> <li>• Acceleration</li> <li>• Independent learning</li> <li>• Thinking skills</li> </ul>
<b>3. Within the School</b> <ul style="list-style-type: none"> <li>• Extension/enrichment</li> <li>• Mentoring</li> </ul>		<b>4. Beyond the School</b> <ul style="list-style-type: none"> <li>• Cross-phase activities</li> <li>• Academic Council organised activities</li> <li>• Links with other organisations/businesses</li> <li>• LEA support</li> </ul>

# CHECKLIST OF LEARNING AND BEHAVIOURAL CHARACTERISTICS COMMON TO GIFTED AND TALENTED STUDENTS

The following checklist may be helpful to teachers in developing their awareness of and sensitivity towards students' strengths, talents and socio-emotional needs.

It may also assist teachers in identifying high achieving students and alert them to the covertly able, the under-achieving and the high-potential student with behavioural problems.

A list of characteristics does not necessarily define an intellectually-talented students.

**No student** will demonstrate **all** the characteristics noted, nor will a characteristic be evident all the time, but a student showing a significant number of them could have exceptional potential.

## **LEARNING:**

- is a rapid learner, who understands advanced topics easily
- shows insight and fantasises about cause-effect relationships
- persists in completing tasks
- sees the problem quickly and takes the initiative
- learns basic skills quickly and with little practice
- is reluctant to practise skills already mastered, finding such practice futile
- follows complex directions easily
- constructs and handles high levels of abstraction
- can cope with more than one idea at a time
- has strong critical thinking skills and is self-critical
- has surprising perception and deep insight
- is a keen and alert observer, notes detail and is quick to see similarities or differences
- displays intellectual and physical restlessness; once encouraged, is seldom a passive learner
- has a remarkable range of general (or specialised) knowledge in one or more areas
- possesses extensive general knowledge (often knows more than the teacher) and finds classroom books superficial

- explores wide ranging and special interests, frequently at great depth
- has quick mastery and recall of information, seems to need no revision and is impatient with repetition
- learns to read early and retains what is read; can recall in detail
- has advanced understanding and use of language, but sometimes hesitates as the correct word is searched for and then used
- sees greater significance in a story or film and continues the story
- demonstrates a richness of imagery in informal language and brainstorming
- can ask unusual (even awkward) questions or make unusual contributions to class discussions
- asks many provocative, searching questions which tend to be unlike those asked by other students of the same age
- has exceptional curiosity and constantly wants to know the reasons why
- displays intellectual playfulness; fantasises and imagines; is quick to see connections and manipulate ideas
- often sees unusual, rather than conventional, relationships
- can produce original and imaginative work, even if defective in technical accuracy (e.g. poor spelling and/or handwriting)
- wants to debate topics at greater depth
- mental speed is faster than writing ability, so is often reluctant to write at length
- prefers to talk rather than write and talks at speed with fluency and expression

#### **BEHAVIOURAL:**

- sets very high personal standards and is a perfectionist
- is success-oriented and hesitates to try something where failure is a possibility
- demonstrates a sense of humour and loves incongruities, puns and pranks
- may be behind peers in manual dexterity, which can be a source of frustration
- can have a negative self-concept and suffer from poor social acceptance by age peers
- daydreams and seems lost in another world
- listens to only part of the explanation and sometimes appears to lack concentration, but always knows what is going on - when questioned usually knows the answer

- often prefers company of older students and adults
- when interested, becomes absorbed for long periods and may be impatient with interference or abrupt change
- can be stubborn in own beliefs
- shows sensitivity and reacts strongly to things causing distress or injustice
- empathises with others and often takes a leadership role; very understanding and sympathetic
- shows unusual interest in adult problems such as important issues in current affairs (local and world), evolution, justice, the universe, etc.

***Exceptionally Able Children, 1997, rev. ed.,  
Education Dept. of W.A., East Perth (p.12)***

## CHARACTERISTICS OF THE GIFTED PUPIL

The following information may assist you in better understanding the nature of a gifted child.

<b>Bright Child</b>	<b>Gifted Learner</b>
Knows the answers	Asks the questions
Is interested	Is highly curious
Has good ideas	Has wild, silly ideas
Works hard	Plays around yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings/opinions
Learns with ease	Already knows
Enjoys peers	Often prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memoriser	Good guesser
Enjoys straightforward sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

## CHARACTERISTICS OF THE VERY ABLE AND TALENTED PRE-SCHOOL CHILD

What are some of the characteristics of the very able or talented pre-school child?

- Intense concentration, 'in a world of their own'
- Persistent behaviour, sometimes verging on the obsessional
- Unusual retentive memory
- Eagerness to learn, i.e. reading very early that seems to arise naturally - not from 'teaching' or coaching. The child also derives meaning from the printed word
- Talking very early
- More than the usual number of questions for a young child!
- Telling jokes that peers do not find funny
- Very energetic, enthusiastic, curious and demanding
- Demonstrating an understanding of abstract concepts and complex relationships and categories and properties of objects earlier than is usual
- Talent in one particular area, i.e. an understanding of number relationships and concepts

*Extract from 'The Very Able Child' produced by the Early Years Unit*

SELF REVIEW		GIFTED AND TALENTED			
6	5	4	3	2	1
The school has no policy for gifted and talented child education	The GTCO has not discussed gifted and talented issues with the whole staff	Gifted and Talented Guidance is in the school	Gifted and Talented Guidance is in the school and is regularly used by the GTCO	The Headteacher and GTCO have received training on the key elements of gifted and talented child education	There are agreed arrangements to monitor the teaching of gifted and talented children by the GTCO, staff with management responsibilities and the Headteacher
The school has no identified GTCO	The school only identifies gifted and talented children through tests	The GTCO or the LEA Adviser has discussed gifted and talented issues with the whole staff	The GTCO has led staff meetings and/or professional day closures on gifted and talented child education	Gifted and Talented Guidance is in the school, regularly used by the GTCO and known to the teachers	There is a planned staff development programme to help teachers improve their teaching of gifted and talented children
The school has no strategy for providing appropriate support to gifted and talented children	The school has made no provision within the School Improvement Plan to address gifted and talented pupils	The school has a policy for gifted and talented child education related to the LEA's gifted and talented child policy	The GTCO has provided advice for staff on the school's policy and how to implement it	There are positive attitudes to the education of gifted and talented children evident in the work on display in the school	There is effective teaching for gifted and talented children in all years
The school does not identify gifted and talented children	Provision within the school is inconsistent	The school receives and acknowledges statutory and other advice about gifted and talented child education from DfES, OfSTED, QCA, LEAs	There are positive attitudes to the education of gifted and talented children in lessons	The leadership and management has clear ideas about what to do to improve the culture of the school and support the education of gifted and talented children.	Analysis of pupil work and school performance data shows that gifted and talented pupils make good progress as they move from class to class

**Key:** GTCO = Gifted and Talented Co-ordinator

SELF REVIEW		GIFTED AND TALENTED			
6	5	4	3	2	1
	In EIC schools strategies for gifted and talented children are variable and not having an impact	There is clear evidence of an improved culture of high expectation and challenge in the education of gifted and talented children.	The school has continuing arrangements to evaluate its culture in a climate of self review	Arrangements have been made for staff and governors to visit schools where there is a culture of high expectation and challenge so that they can see this operating practically for themselves	There is clear evidence of an improved culture of high expectation and challenge in the education of gifted and talented children
	The school has no monitoring evidence of gifted and talented activities or of their needs	Teachers feel they are competent teachers of gifted and talented children	There are high expectations of gifted and talented children in the planning of lessons	The planning of lessons is differentiated down from the most gifted and talented children	There are positive, agreed and shared attitudes to the school's principles and practices in gifted and talented child education by governors, those with management responsibilities, the GTCO, teachers, teaching assistants, parents and children
		Good practice is shared across the school	The quality of teaching for gifted and talented children is generally good in most lessons	Governors are given information about the quality of teaching provided for gifted and talented children and their progress over time.	Positive attitudes to gifted and talented child education have been directly promoted through the school's programme of personal, social and emotional education.

SELF REVIEW						GIFTED AND TALENTED					
6		5		4		3		2		1	
				The school has accurately identified strengths and weaknesses in gifted and talented provision		Teachers can demonstrate that they are competent teachers of gifted and talented children through the use of children's work, performance data and other evidence		Parents have positive views about the school's commitment and actions in the teaching of gifted and talented children		The Governors have received training about gifted and talented child education	
				In-service is targeted at weakness		In-service has led to improvements in school		There is evidence that gifted and talented children make good progress in lessons (LEA visits, OfSTED Inspections, results of school-based observations)			
						The school has set challenging targets for its gifted and talented children		The teachers and the management of the school know what to do to improve their teaching of gifted and talented children			
								Those with management responsibilities have clear proposals to improve teaching and progress of gifted and talented children, which is included in the School Improvement Plan			

## RESOURCES

### Recommended Reading

Casey, R. & Koshy, V	(1995)	<i>Bright Challenges</i>	Cheltenham: Stanley Thorne
Clark, C & Callow, R.	(1998)	<i>Educating Able Children</i>	London: Fulton
Clark, C & Callow, R.		<i>Educating Able Children, Resource Issues and Process for Teachers</i>	NACE/Fulton ISBN 1-85346-537-2
Coates, D. & Wilson, H	(2003)	<i>Challenges in Primary Science</i>	London: Fulton
Dean, G	(1998)	<i>Challenging the More Able Language User</i>	London: Fulton
DfES	(1999)	<i>Excellence in Cities</i>	Nottingham: DfES Publications
DfES	(2000)	<i>Mathematical Challenges for Able Pupils in Key Stage 1 and 2</i>	The National Numeracy Strategy ISBN 0-19-312342-8
DfES	(2000)	<i>Summer Schools for Gifted and Talented Pupils</i>	DfEE Circular to Chief Education Officers
Dickinson, C.	(1996)	<i>Effective Learning Activities</i>	Stafford: Network Educational Press
Eyre, D & Marjoram, T	(1990)	<i>Enriching and Extending the National Curriculum</i>	London: Kogan Page
Eyre, D & McClure, L	(2001)	<i>Curriculum Provision for the Gifted and Talented in the Primary School</i>	London: David Fulton
Eyre, D	(1997)	<i>Able Children in Ordinary Schools</i>	London: David Fulton
Eyre, D and Lowe, H	(2002)	<i>Curriculum Provision for the Gifted and Talented in Secondary School</i>	NACE/Fulton ISBN 1-85346-772-3
Fisher, R	(1990)	<i>Teaching Children to Think</i>	Cheltenham: Stanley Thorne
Freeman, J.	(1991)	<i>Gifted Children Growing Up</i>	London: Cassell
Freeman, J.	(2001)	<i>Gifted Children Growing Up</i>	NACE/Fulton ISBN 1-85346-831-2
Freeman, J	(1998)	<i>Educating the Very Able: Current International Research</i>	London: HMSO

Freeman, J., Span, P & Wagner, H (Eds)	(1995)	<i>Actualising Talent: a Lifelong Challenge</i>	London: Cassell
Gardner, H.	(1990)	<i>Frames of Mind (2<sup>nd</sup> edn)</i>	New York: Basic Books
Heller, KA, Monks, FJ & Passow, HA (Eds)	(1993)	<i>International Handbook of Research and Development of Giftedness and Talent</i>	Pergamon Press
HMI	(1992)	<i>Education Observed: The Education of the Very Able in Maintained Schools</i>	London: HMSO
House of Commons Ed. & Em. Committee	(1999)	<i>Highly Able Children</i>	London: HMSO
Howe, M. (Ed)	(1991)	<i>Encouraging the Development of Exceptional Skills and Talents</i>	Leicester: BPS Publications
Kennard, R.	(1997)	<i>Teaching Mathematically Able Pupils</i>	Oxford: NACE
Koshy, V.	(2000)	<i>Teaching Mathematics to Able Children</i>	London: Fulton
Lee-Corbin, H and Denicolo, P	(1998)	<i>Recognising and Supporting Able Children in Primary Schools</i>	NACE/Fulton ISBN 1-85346-555-0
Leyden, S.	(1998)	<i>Supporting the Child of Exceptional Ability</i>	London: Fulton
Montgomery, D.	(2000)	<i>Able Underachievers</i>	Whurr Publishers
Montgomery, D.	(1996)	<i>Educating the Able</i>	London: Cassells
O'Brien, P	(1998)	<i>Gifted Young Children</i>	Oxford: NACE
Office for Standards in Education	(1998)	<i>Educating the Very Able, Current International Research</i>	The Stationery Office
OfSTED	(2001)	<i>Providing for Gifted and Talented Pupils: An Evaluation of Excellence in Cities and Other Grant-funded Programmes</i>	OfSTED Website <a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a> Tel: 020 7421 6800 or 6774
OfSTED	(2001)	<i>Inspecting New</i>	OfSTED Website

		<i>Developments in the Secondary Curriculum 11-16 with Guidance on Self-Evaluation</i>	<a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a> Tel: 020 7421 6800
OfSTED	(2003)	<i>Handbook for Inspecting Primary and Nursery Schools</i>	The Stationery Office
OfSTED	(2003)	<i>Handbook for Inspecting Secondary Schools</i>	The Stationery Office
Porter, L.	(1999)	<i>Gifted Young People</i>	Open University Press
Smith, A	(1996)	<i>Accelerated Learning in the Classroom</i>	Network Educational Press
Smith, A	(1999)	<i>Accelerated Learning in Practice</i>	Stafford: Network Educational Press
Stopperm M J	(2000)	<i>Meeting the Social and Emotional Needs of Gifted and Talented Children</i>	NACE/Fulton ISBN I-85346-645-X
Teare, B	(1997)	<i>Effective Provision for Able &amp; Talented Children</i>	Stafford: Network Press
Teare, B	(1999)	<i>Effective Resources for Able &amp; Talented Children</i>	Stafford: Network Press
Wallace, B.	(2000)	<i>Teaching the Very Able Child: Developing a policy and adopting strategies for provision</i>	London: Fulton
Winner, E	(1996)	<i>Gifted Children: Myths and Realities</i>	New York: Basic Books
		<i>Case Studies of More Able Pupils in Primary Schools</i>	Oxford: Nace

# RESOURCES

## Website Links

The following is a selection of sites which are either directly concerned with gifted and talented pupils, or offer resources which may be used with the more able.

### Very Useful Links

Guidance on Teaching G & T pupils <http://www.nc.uk.net/gt>  
Nrich (Mathematics) <http://www.nrich.maths.org.uk>  
Xcalibre <http://www.xcalibre.ac.uk>

### Organisations

National Research Centre on the Gifted & Talented <http://www.gifted.uconn.edu/nrcgt.html>  
National Association for Able Children in Education <http://www.nace.co.uk>  
National Association for Gifted Children <http://www.rmplc.co.uk/orgs/nagc/index.html>  
World Council for Gifted & Talented Children <http://www.WorldGifted.org>  
Children of High Intelligence <http://www.users.dircon.co.uk/~tutorcom/chi/index.htm>  
Scottish Council for Research in Education <http://www.scre.ac.uk>  
Ohio Association for Gifted Children <http://www.oagc.com>  
Queensland Association for Gifted & Talented <http://www.bit.net.au/~gagticinc/bookmark.htm>

### Resources

BBC School online <http://www.bbc.co.uk/education/schools>  
Brunel, Robert Fisher [http://www.brunel.ac.uk/faculty/ed/Robert Fisher](http://www.brunel.ac.uk/faculty/ed/Robert%20Fisher)  
Creative Drama & Theatre Education <http://www.creativedrama.com>  
DfES Thinking Skills <http://www.standards.dfes.gov.uk/guidance/thinking>  
English Teaching in the UK [http://ourworld.compuserve.com/homepages/HARRY DODDS](http://ourworld.compuserve.com/homepages/HARRY_DODDS)  
Exploring the Environment <http://www.cotf.edu/ete/modules/modules.html>  
Gifted Resources Homepage <http://www.eskimo.com/~user/kids.html>  
History Page <http://www.spartacus.schoolnet.co.uk/TGHistory.htm>  
Hoagies <http://hoagiesgifted.org>  
How Stuff Works <http://www.howstuffworks.com/>  
Julius Caesar <http://juliuscaesar.future.easyspace.com>  
Mary Rose <http://www.cix.co.uk/~mary-rose>  
New Horizons <http://www.newhorizons.org>  
Religious Education Exchange Services <http://www.re-xs.ucsm.ac.uk>  
Science Museum <http://www.nmsi.ac.uk/on-line/index.html>  
Talented & Gifted Educational Resources <http://www.uis.edu/~schroede/school/taglink.htm>  
Teaching Ideas for Primary Teachers <http://www.teachingideas.co.uk>  
TESCO Schoolnet 20 <http://schoolnet2000.com>  
10 Downing Street <http://www.number-10.gov.uk>  
21<sup>st</sup> Century Learning Initiative <http://www.21learn.org>

# RESOURCES

## Organisations

### ***Xcalibre***

c/o Patricia MacLachlan, Cambridge University, School of Education,  
17 Trumpington Street, Cambridge, CB2 1QA.

Telephone: 01223 462 600  
Fax: 01223 356 401  
Email: [mmpm34@cam.ac.uk](mailto:mmpm34@cam.ac.uk)

(Organisation offering high calibre opportunities for able students to benefit from challenging activities).

### ***NACE: National Association for Able Children in Education***

Westminster College, Harcourt Hill, Oxford, OX2 9AT

Telephone: 01865 245 657  
Fax: 01865 245 658  
Email: [nace@ox-west.ac.uk](mailto:nace@ox-west.ac.uk) <http://nace.co.uk>

(Professional Association for teachers and others in education)

### ***ECHA: The European Council for High Ability (affiliated membership)***

Dr Harald Wagner, Bildung und Begabung  
Kennedyalle 62 - 70, 53175 Bonn, Germany

Telephone: +49 228 949 15-0  
Fax: +49 228 959 15-19  
Email: [113322.152@compuserve.com](mailto:113322.152@compuserve.com)

(European Research Association)

### ***WCGTC: World Council for Gifted and Talented Children (affiliated membership)***

210 Lindquist Centre, The University of Iowa, Iowa City, Iowa 52242-1529,  
USA

Email: [worldgt@earthlink.net](mailto:worldgt@earthlink.net) <http://www.WorldGifted.org>

### ***CHI: Children of High Intelligence***

PO Box 4222, London SE22 8UP

### ***BASE: Brunel Able Children's Education Centre***

Brunel University, 300 ST. Margaret's Road, Twickenham, Middlesex, TW1 1PT

***NAGC: National Association for Gifted Children***

Elder House, Milton Keynes, MK9 1LR

Telephone: 01908 673 677 (Parent and Child Support)

Telephone: 01908 698 498 (Youth Agency)

***MENSA Foundation for Gifted Children***

MENSA House, St. John's Square, Wolverhampton, WV2 4AH

(For children of high IQ).

***GIFT***

5 Ditton Court Road, Westcliffe on Sea, Essex

(Residential courses for children).

***The Potential Trust***

Shepards Close, Kingston Street, Nr Chinnor, Oxon, OX9 4NL

(Courses for children).

**ALSO:**

Many local Universities run Masterclasses, as do the Royal Institution.

## COMMUNITY OPPORTUNITIES

A selection of community resources to further pupils' interest and skills within North Somerset.

<p><b>Backwell Library</b> Station Road, Backwell, North Somerset BS48 3NW</p> <p>Tel: 01275 462 573 <a href="mailto:Backwell.library@n-somerset.gov.uk">Backwell.library@n-somerset.gov.uk</a></p>	<p><b>Banwell Library</b> 6 West Street, Banwell, North Somerset BS29 6DA</p> <p>Tel: 01934 822 840 <a href="mailto:Banwell.library@n-somerset.gov.uk">Banwell.library@n-somerset.gov.uk</a></p>
<p><b>Clevedon Library</b> 38 Old Church Road, Clevedon, North Somerset, BS21 6NN</p> <p>Tel: 01275 874 858 Tel: 01275 873 498 Fax: 01275 343 630 <a href="mailto:Clevedon.library@n-somerset.gov.uk">Clevedon.library@n-somerset.gov.uk</a></p>	<p><b>Congresbury Library</b> Parish Room, Station Road, Congresbury, North Somerset, BS29 6DA</p> <p>Tel: 01934 877 127 Fax: 01934 877 129 <a href="mailto:Congresbury.library@n-somerset.gov.uk">Congresbury.library@n-somerset.gov.uk</a></p>
<p><b>Long Ashton Library</b> Lovelinch Gardens, Long Ashton North Somerset, BS41 9AH</p> <p>Tel/Fax: 01275 392 358 <a href="mailto:LongAshton.library@n-somerset.gov.uk">LongAshton.library@n-somerset.gov.uk</a></p>	<p><b>Nailsea Library</b> Somerset Square, Nailsea North Somerset, BS48 1RQ</p> <p>Tel: 01275 854 583 <a href="mailto:Nailsea.library@n-somerset.gov.uk">Nailsea.library@n-somerset.gov.uk</a></p>
<p><b>Pill Library</b> Crockerne House, Underbanks, Pill North Somerset, BS20 0AT</p> <p>Tel/fax: 01275 372 589 <a href="mailto:pill.library@n-somerset.gov.uk">pill.library@n-somerset.gov.uk</a></p>	<p><b>Portishead Library</b> High Street, Portishead, North Somerset, Bristol, BS20 6EW</p> <p>Tel: 01275 843 433 Fax: 01275 847 085 <a href="mailto:Portishead.library@n-somerset.gov.uk">Portishead.library@n-somerset.gov.uk</a></p>
<p><b>Weston-super-Mare Library</b> The Boulevard, Weston-super-Mare North Somerset, BS23 1PL</p> <p>Tel: 01934 636 638 Fax: 01934 413 046 <a href="mailto:Weston.library@n-somerset.gov.uk">Weston.library@n-somerset.gov.uk</a></p>	<p><b>Winscombe Library</b> Woodborough Road, Winscombe North Somerset, BS25 1AB</p> <p>Tel: 01934 843 069 <a href="mailto:Winscombe.library@n-somerset.gov.uk">Winscombe.library@n-somerset.gov.uk</a></p>
<p><b>Yatton Library</b> High Street, Yatton, North Somerset BS49 4EQ</p> <p>Tel/fax: 01934 833 080 <a href="mailto:Yatton.library@n-somerset.gov.uk">Yatton.library@n-somerset.gov.uk</a></p>	

<p><b>North Somerset Museum Service</b> Burlington Street, Weston-super-Mare BS23 1PR</p> <p>Tel: 01934 621 028 Fax: 01934 612 526 Email: <a href="mailto:museum.service@n-somerset.gov.uk">museum.service@n-somerset.gov.uk</a></p>	<p><b>Playhouse Theatre</b> Freepost (BS8111), Weston-super-Mare, BS23 1BR</p> <p>Tel: 01934 645 544 Fax: 01934 642 768</p>
<p><b>Bristol Old Vic</b> King Street, Bristol, BS1 4ED</p> <p>Tel: 0117 987 7877 Tel: 0117 949 3993</p>	<p><b>The Bristol Hippodrome</b> St. Augustine's Parade Bristol, BS1 4UZ</p> <p>Tel: 0870 607 7500</p>
<p><b>Bristol City Museum and Art Gallery</b> Queens Road, Clifton, BS8 1RL</p> <p>Tel: 0117 922 3571</p>	<p><b>Georgian House</b> 7 Great George Street Bristol, BS1 5RR</p> <p>Tel: 0117 921 1362</p>
<p><b>Bristol Zoo</b> Guthrie Road, Clifton, Bristol, BS8 3HA</p> <p>Tel: 0117 973 8951</p>	<p><b>At Bristol</b> Harbourside, Bristol, BS1 5DB</p> <p>Tel: 0117 915 5000</p>
<p><b>The British Empire and Commonwealth Museum</b> Clock Tower Yard, Temple Meads, Bristol, BS1 6QH</p> <p>Tel: 0117 925 4980</p>	<p><b>Clevedon Court National Trust</b> Tickenham Road, Clevedon BS21 6QU</p> <p>Tel: 01275 872 257</p>

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