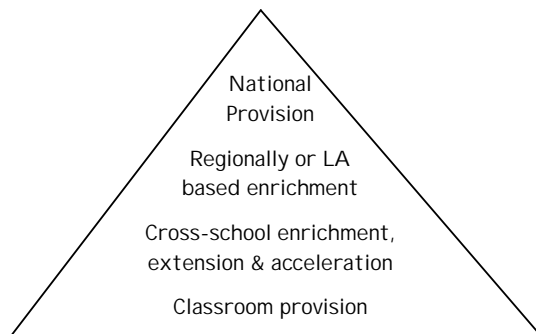


specialist colleges and/or organisations (eg. East Sussex Music Service, Heathfield Community College);

- additional support in specific areas of learning;
- tasks which help pupils to develop perseverance and independence in learning through their own research and investigation;
- greater emphasis on creative problem-solving and the encouragement of critical thinking;
- access to additional time to talk about learning - to build future learning on prior learning and experiences;
- 'personalised learning' whereby a child's education is tailored to individual need, interest and aptitude.



The above diagram sets out the layers of provision for gifted and talented children. Once an individual has been identified there is support available through the levels of the pyramid. National provision is available for all identified learners through the YG&T Learner Academy. Their website also provides links to a regional layer of provision.

5. The role of parents

Once an individual has been identified, parents are notified and are invited into school to discuss the school based provision that will be put in place to ensure their child is appropriately stretched and challenged. Parents are also advised as to how they may support their child at home and how they can access additional support external to the school and home.

Maynards Green
Community Primary School

Gifted & Talented Provision

a parent guide



1. Introduction

The Department for Children, Schools and Families (Dcsf) defines gifted and talented learners as:

"Children and young people with one or more abilities to a level significantly ahead of their year group "

The Dcsf encourages schools in identifying gifted and talented learners to focus on:

- a range of abilities including talent in the arts and sport: and
- ability rather than achievement, so that underachievers are amongst those identified.

There are gifted and talented learners in every year group and in every school and schools are required to keep a register of those learners. Since relative ability changes over time, learners move on and off the register when appropriate.

2. General characteristics of gifted and talented learners

The following characteristics are not necessarily proof of high ability, but they may alert teachers to the need to enquire further into an individual child's learning patterns and ability levels.

He or she may:

- be a good reader;
- be very articulate or verbally fluent for their age;
- give quick verbal responses (which can appear cheeky);
- have a wide general knowledge;
- learn quickly;
- show unusual and original responses to problem-solving activities;
- be logical;
- be self-taught in his/her own work;
- have an ability to work things out in his/her head very quickly;
- have a good memory that s/he can access easily;
- be artistic;
- be musical;
- excel at sport;



- have a lively and original imagination/sense of humour;
- be socially adept;
- appear arrogant or socially inept;
- be easily bored by what they perceive as routine tasks;
- show a strong sense of leadership; and/or not necessarily appear to be well-behaved or well liked by others.

3. Identifying gifted and talented learners

Schools have the discretion to decide how best to identify their gifted and talented pupils. There is no single perfect instrument for identification and schools are advised to use a 'best fit' model that draws on a range of evidence.

At Maynards Green school, staff use those methods listed below.

1. Teacher/staff nomination
2. Information arising from various checklists
3. Testing - achievement, potential and curriculum ability
4. Assessment of children's work
5. Parental information
6. Discussions with children
7. Using community resources.



4. From identification to provision

Once an individual has been identified, there are a range of strategies put in place to ensure that the learner is appropriately stretched and challenged. The most important aspect of provision is the day-to-day experience of teaching and learning in the classroom. The teacher's role is therefore crucial in planning appropriate learning experiences for gifted and talented learners and these experiences may include:

- differentiated learning activities which offer additional stretch through a combination of acceleration, enrichment and extension;
- attendance at 'Master Classes' and specific Gifted and Talented Workshops arranged by the school and local