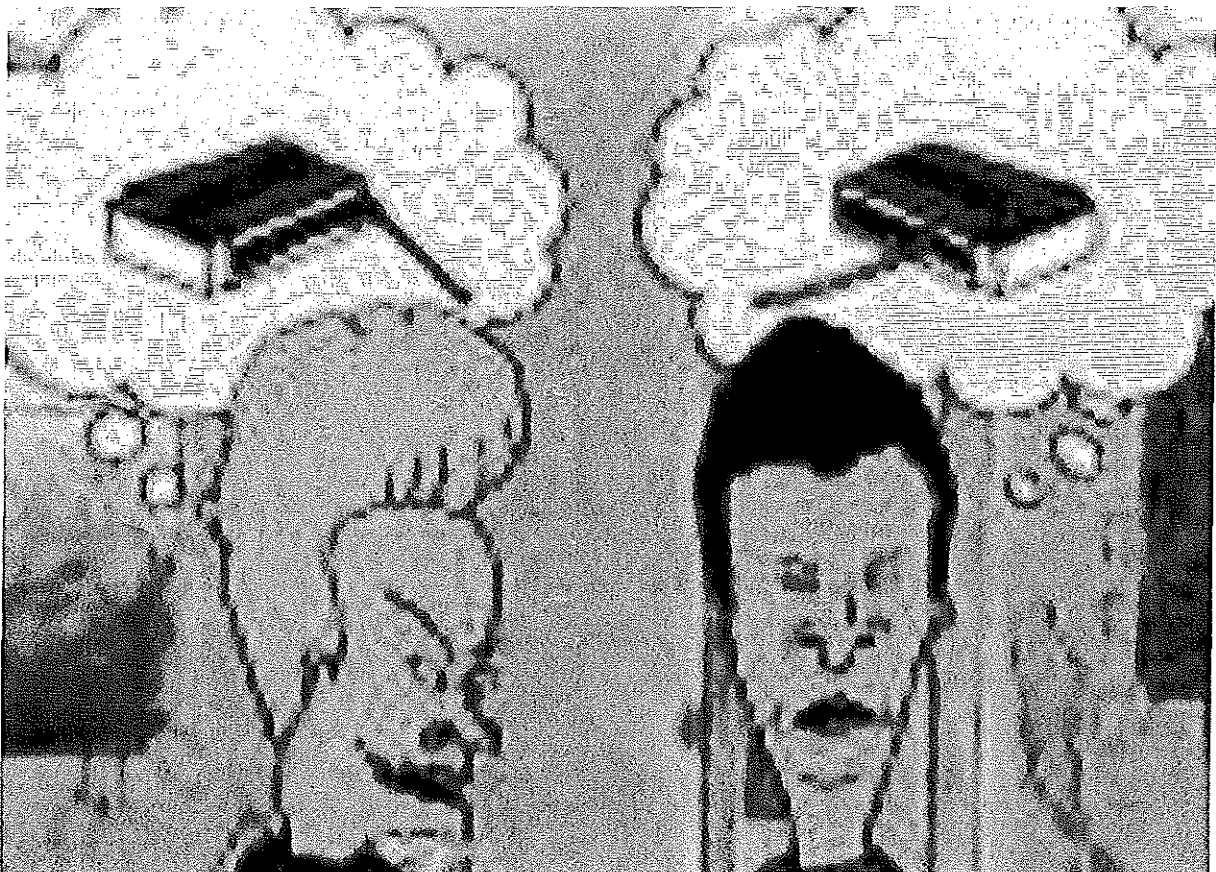


Gifted and Talented: Resources for Teaching and Learning.





What does 'Gifted and Talented' Mean?

Governments Requirements and Definitions

The Gifted and Talented Programme in school is part of the government's Excellence in Cities initiative. It aims to support the more able students in all state schools.

The Excellence in Cities definition of Gifted and Talented in the "5 – 10% of pupils starting from year 5 in Primary Schools through to all Secondary Year Groups who are achieving, or have the potential to achieve, significantly in advance of the year group in their school"

Gifted is defined as those with ability in academic areas, such as English, Mathematics, Science, etc

Talented is defined as those with abilities in sports and the arts.

Within the 5 – 10%, schools are required to maintain a balance of 2/3 who are Gifted and 1/3 who are Talented

Aims of the Gifted and Talented Programme

Excellence in Cities Targets

- ; To raise KS3 SATS levels – especially the number of pupils achieving Level 6's and 7's
- ; To raise the number of pupils leaving school with 5 GCSE grades A* - C
- ; To raise the number of pupils leaving school with A* - A grades
- ; To develop pupil's metacognitive and cognitive abilities
- ; Create an enriched and extended curriculum for Gifted and Talented Pupils to exceed their supposed potential

TEACHING AND LEARNING

Why is it so important to include various learning styles and VAK in lessons?

Students who are more able may not necessarily be able to process all information effectively in the same way. They may have a preferred method (visual, auditory, kinesthetic) which would be more helpful in helping these students to make progress more easily and quickly. Otherwise, some students may not be able to process information effectively which will prevent them from fully developing the skills required in your subject. Moreover, higher ability students can often get easily bored. This use of variety in tasks will help to keep them stimulated, challenged and on task.

What are thinking skills?

According to Bloom's taxonomy, the 5 thinking skills are as follows:

1. Process of information
2. Application
3. Analysis
4. Synthesis
5. Evaluation

Lower order thinking skills

Higher order thinking skills

These can be thought of as learning "building blocks" where the lower order thinking skills (such as process of information) must be achieved in order to get to the higher order thinking skills (such as synthesis and evaluation). These can also be easily adapted into the accelerated learning cycle (see diagram below) so that students are working towards the higher order thinking skills in every lesson.

As well as Bloom's 5 thinking skills, there are also a number of creative thinking skills which students should have the opportunity to develop. These are things like:

- ; Fluency (quantity of ideas)
- ; Flexibility (variety of ideas)
- ; Originality (new ideas)
- ; Elaboration (adding to ideas)
- ; Curiosity (wondering about ideas)
- ; Complexity (generating alternatives)
- ; Risk Taking (exposing ideas to criticism)
- ; Imagination (Thinking beyond the idea)

By encouraging students to think and by providing them with the skills to think about what they are learning we can make effective independent learners of all our students.

Formative Assessment

One of the problems which teachers face when teaching gifted and talented pupils is how to fully extend the attainment of the most able. Even the most hard working gifted and talented students can often miss out on the higher National Curriculum levels or GCSE grades because their work is either not focused enough or they have gone off on irrelevant tangents which do not score them any more marks. One solution for this is the use of formative assessment (eg. mark schemes in student speak and/or the use of peer marking). This can help to inform students as to exactly what will earn them the higher marks in National Curriculum or GCSE assessments and will help to focus the work they produce. It also helps the pupils to develop their higher order thinking skills by **evaluating** what they or their peers have written

Extension activities / Differentiation and use of alternative activities

Our goal is to keep all students challenged so that they are achieving their potential. Clearly, this will not happen if all students are expected to do the same task without differentiation. For many years the focus of differentiation has been on allowing the weaker student to access the lesson but we must also consider that

students at the very top of the ability range will need something more challenging and stimulating to allow them to make progress. In fact, recent studies on the teaching and learning of gifted and talented students focuses show that effective challenging lessons will often be aimed at the most able student (rather than the middle) and differentiated down. This has proven to have a positive knock on effect for the entire class. However, this may not be always possible or indeed helpful in every lesson so some lessons will require separate activities or extension activities in order to properly challenge the most able student. When planning extension activities it is important that you consider exactly what skills you would like your stronger students to progress and develop in so that they are not simply doing time filling tasks. Remember – HOTS not MOTS (Higher Order Thinking Skills not More Of The Same).

GT resources 10

Learning styles questionnaire

Currently, there are eight types of intelligence:

- | | |
|----------------|-----------------|
| • Linguistic | • Naturalistic |
| • Mathematical | • Kinesthetic |
| • Visual | • Intrapersonal |
| • Musical | • Interpersonal |

This is a questionnaire to help you find out how you personally prefer to learn or which intelligence you have. You can complete it on your own or with other people (especially if you are an interpersonal learner!). The important thing to remember is to take your time and be honest.

Next to each statement are boxes numbered from 0 to 5. Put a tick in the box which best reflects your view, where 0 is 'not at all' and 5 is 'absolutely'. It is important for you to be consistent when you allocate 1, 2, 3 and 4.

	0	1	2	3	4	5
1 I always like to do things one step at a time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I am good at recognising various animals and plants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 I am good at recording words on paper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I remember what people tell me easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I like to touch things when I am learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I am observant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 I enjoy discussing new things with other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 I remember things like new people's names by repeating them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 I use pictures to help me learn and remember.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 I instinctively know what sort of mood people are in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 I prefer to be outside rather than indoors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 I like to be in control of what I learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 I like to make lists of things to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 I need to understand why I need to learn something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 I prefer to move about while I am studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 I like to help people with their studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 I am good at finding my way around.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 My friends come to me when they have argued.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 19 I learn the lyrics to songs easily.
- 20 I enjoy finding out how mechanical things work.
- 21 I enjoy team sports.
- 22 I do not like noise when I am thinking.
- 23 I can hear individual melodies in a piece of music.
- 24 I spot similarities very easily.
- 25 I value the opinions of others.
- 26 I enjoy just watching what people do.
- 27 I often fiddle with things when I am concentrating.
- 28 I enjoy my own company.
- 29 I can play a musical instrument or sing well.
- 30 I do not like my room to be a mess.
- 31 I enjoy working with numbers.
- 32 It takes a lot to change my opinion.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Score grid

Now, look back at what you have written on the learning styles questionnaire and put your score for each question in the boxes below. You then need to add up the scores.

Linguistic

Questions	3	4	7	16	Total
I scored					

Mathematical

Questions	1	13	24	31	Total
I scored					

Visual

Questions	6	9	17	20	Total
I scored					

Musical

Questions	8	19	23	29	Total
I scored					

Naturalistic

Questions	2	11	26	30	Total
I scored					

Kinesthetic

Questions	5	12	13	27	Total
I scored					

Intrapersonal

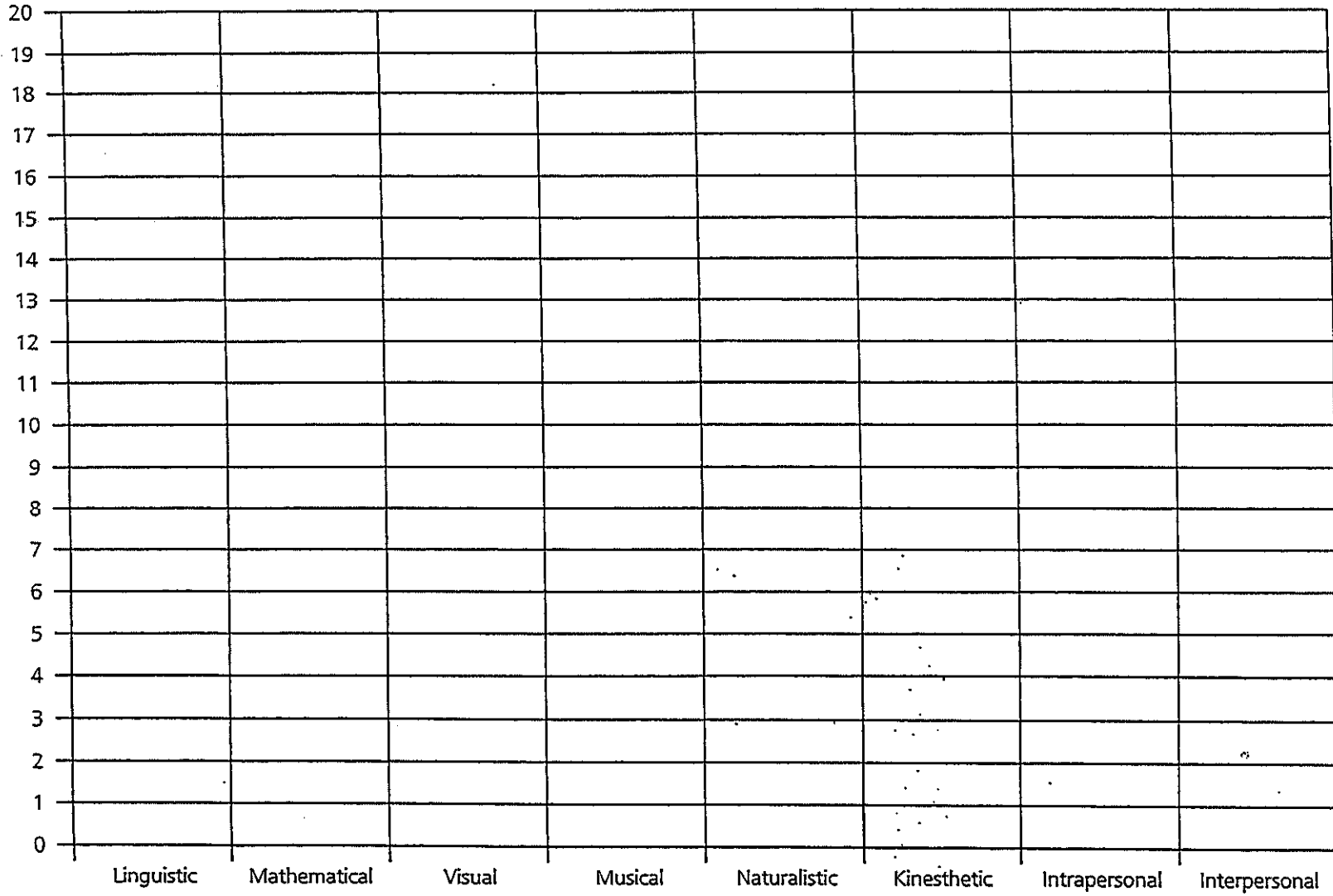
Questions	14	22	28	32	Total
I scored					

Interpersonal

Questions	10	18	21	25	Total
I scored					

Learning styles chart

Shade in this grid with the points total from your questionnaire score grid. You will probably see that you are stronger in one or two areas than others. Is the result a surprise, or did you think the outcome was obvious?



VAK ACTIVITIES



Auditory	Visual	Tactile-Kinesthetic
Audio recording Autobiography Book Classifying Commentary Crossword puzzle Debate or panel talk Dialogue Documentary Editorial Essay Experiment Fact file Family tree Finding patterns Glossary Interview Journal or diary Learning Center task Letter to editor Limerick or riddle Mystery Newspaper Oral report Pattern and instructions Petition Position paper Press conference Reading Scavenger hunt Simulation game Song lyrics Speech Story or poem Survey Teaching a lesson Trip itinerary Written report	Advertisement Art gallery Brochure Coat of arms Collage Coloring book Comic book or strip Costume Decoration Design Diagram Diorama Drawing or painting Filmstrip Flannel board Flow chart Graphic organizer Greeting card Hidden pictures Hyper Studio or other multimedia presentation software Illustrated manual Illustrations Learning Center visuals Magazine Map Mural Pamphlet with pictures or icons Photo album Photo essay Picture dictionary Political cartoon Portfolio Poster Rebus story Scrapbook Slide show Transparency talk Travelogue TV program Video Web site	Acting things out Activity plan for trip Animated movie Collection Composing music Dance Demonstration Diorama Dramatization Exhibit Experiment Field experience Flip book Flip chart Game Game show How-to book Invention Jigsaw puzzle Learning center—hands-on tasks Manipulatives Mobile Model Museum exhibit Papier-mâché Photograph Play or skit Pop-up book Project cube Puppet show Rap or rhyme Reader's Theater Rhythmic pattern Role-play Scale drawing Sculpture Simulation game Survey TV broadcast

CURRICULUM DIFFERENTIATION CHART

Unit:

Key Concept	Auditory/Analytic	Visual/Global	Tactile- Kinesthetic/ Global	Extension
# 1				
# 2				
# 3				
# 4				

FORMATIVE ASSESSMENT

Holocaust Mark Scheme

1

Introduction to the Holocaust

- ; Level 3: You have written a few simple statements about the Holocaust
- ; Level 4: You have briefly described a few things that happened in the Holocaust
- ; Level 5: You have made links between some of the events in the Holocaust that you are describing
- ; Level 6: You have linked all the events together that you describe
- ; Level 7: You have found out what at least two different historians have said about the Holocaust

1

A timeline of the major events of the Holocaust

- ; Level 3: You have written 3-4 dates and events in your timeline with few words to describe each event
- ; Level 4: You have written more than 5 dates and events. You have written 2 sentences for each event to explain what happened and why it happened
- ; Level 5: You have written more than two sentences to explain what happened and how it happened. You have linked two or more of the events together to explain how one might have caused another
- ; Level 6: You have made many links between the events in your timeline

1

A map of the camp

- ; Level 3: You have drawn 3 of the main things that there would be in a concentration camp
- ; Level 4: You have drawn 5 things that there would be in a concentration camp
- ; Level 5: You have explained what the different things in your camp were used for

Exam style question: How accurate is this source in telling us about life in Britain during World War 2?

■ Key words: PROPAGANDA
CENSORSHIP

To answer the key question you must make sure you have covered all these points

- Level 4
 - What does the source tell us?
- Level 4-5
 - What do we know about life at that time which supports this source?
- Level 5
 - What do we know that contradicts this source?
- Level 6-7
 - Why is this source not completely trustworthy? (HINT: propaganda)
- Level 6-7
 - What is your final conclusion?





BIOGRAPHY EXTENSIONS MENU



<p>Create a bibliography of biographies in a specific category. <i>Examples:</i> women, astronauts, children, musicians, inventors, sports heroes, entertainers. Read those that look interesting to you. Find a way to get others interested in reading them.</p>	<p>Read 3 biographies in a specific category (see the box at the left). Illustrate the elements they have in common.</p>	<p>Illustrate the relationship between the subject's life and the time period in which he or she lived. Include information about specific events and how they influenced the person's life.</p>
<p>Describe gender or ethnic issues in biographies written for your age group during the past 10 years, and during the first 5 years of any previous decade.</p>	<h2>Student Choice</h2>	<p>Discover some things about which the subject would have been proud. Use these to create his or her obituary and epitaph.</p>
<p>Create an illustrated timeline showing major and minor events in the subject's life. Create a second timeline showing things the person might have wanted to do or accomplish.</p>	<p>Act out a biography of a person who was connected to a particular historical event your classmates are studying. Challenge your audience to guess the person's identity.</p>	<p>Use photography to illustrate the "snapshot method" of biography, in which you show common themes or elements found in 3 biographies.</p>



ALTERNATE SPELLING ACTIVITIES



If you pass a spelling pretest with a score of 90% or higher, you are excused from the week's regular spelling activities and the final test. Choose from this list of alternate activities.

Using New Words

1. Working with a partner who also passed the pretest, find 10 unfamiliar words from glossaries of books in our room. (You choose 5 and your partner chooses 5.) Learn their meanings and spellings. When the rest of the class is taking the final spelling test, you'll test each other on your personal spelling list. Here's how:

- a. Partner A dictates words 1-5 to Partner B, one at a time. Partner B gives a meaning for each word before writing it down.
- b. Partner A dictates words 6-10 to Partner B, who writes them down (no meanings needed).
- c. Partner B dictates words 1-5 to Partner A, who writes them down (no meanings).
- d. Partner B dictates words 6-10 to Partner A, who gives a meaning for each word before writing it down. In other words, Partner A defines 5 of the words, Partner B defines the other 5, and both partners spell all 10. Words are counted wrong if either spelling or meanings are not correct.

2. Keep track of words you misspell in your own writing. When you have collected 5 words, learn them.

Keep a list of any words you don't master in activities 1 and 2. Learn them the next time you get to choose your own spelling list.

Using Regular or Alternate Words

3. Use all the words to create as few sentences as possible.

4. Create a crossword or an acrostic puzzle on graph paper. Include an answer key.
5. Learn the words in a foreign language. Use the words in sentences.
6. Group the words into categories you create. Regroup them into new categories.
7. Create greeting card messages or rebus pictures.
8. Create an original spelling game.
9. Create riddles with the words as answers.
10. Create limericks using the words.
11. Write an advertisement using as many of the words as you can.
12. Use all of the words in an original story.
13. Create alliterative sentences or tongue twisters using the words.
14. Using a thesaurus, find synonyms for the words and create Super Sentences.
15. Use the words to create similes or metaphors.
16. Create newspaper headlines using the words.
17. Using an unabridged dictionary locate and describe the history of each word (its etymology). Create flow charts to show how the meaning of each word has changed over time.
18. Create a code using numbers for each letter of the alphabet. Compute the numerical value of each word. List the words from the highest to lowest value.
19. Take pairs of unrelated spelling words and put them together to create new words. Invent definitions.
20. Create your own activity. Get your teacher's permission to use it.



Extension Menu



<p>List all the letters of the alphabet. Find a word to do with the topic we have been studying that starts with each letter</p>	<p>Make a wordsearch or crossword using key words from the topic</p>	<p>Make a mind map of all the new facts you have learnt today. Draw arrows to show how these facts link together</p>
<p>Design a board game about the topic you have been studying</p>	<h2>Student Choice</h2>	<p>Choose another topic you have studied recently. Make a table comparing any similarities and differences between that topic and the one you have been studying today.</p>
<p>Find a person in the class that needs help with their work. Explain the topic to them to help them understand</p>	<p>Put yourself in the place of one of the people you have been learning about today. Write a diary entry as that person describing their thoughts and feelings</p>	<p><i>Use a textbook to investigate your topic further</i></p>



What was so bad about life in the ghettos?

Thursday 9th February 2005

- colohstau
- totegh
- zain
- ritelh
- tain mesimits
- stirf dowlr raw
- tallrisktanch
- yanar
- Lainf notisoul

Starter activity: unscramble these key words

- Star prize for the first to finish
- 2 credits for completing task in the time given
- 1 credit getting 6 or more
- 1 credit for completing the extension task

Level 5 EXTENSION: come up with a paragraph that includes and links together at least 5 of these words

CREATIVE THINKING SKILLS

SKILL	TASK STARTER	SPECIFIC ACTIVITY
FLUENCY Quantity of Ideas	<ul style="list-style-type: none"> - list all the... - write 10... - what are some reasons for... - how many...? - what are the things...if...? - how did you feel when...? 	
FLEXIBILITY Variety of Ideas	<ul style="list-style-type: none"> - what are the alternatives to...? - compare...with... - what are the consequences of...? - how many different ways...? - give 5 different reasons for... 	
ORIGINALITY New Ideas	<ul style="list-style-type: none"> - plan a... - invent a... - create a... - compose a... - think of unusual ways to... - how many uses can you find for...? - use all of these to make a... 	
ELABORATION Adding to Ideas	<ul style="list-style-type: none"> - improve...by... - modify the...so it... - who am I? I lived... - change the...so that... - eliminate... - adapt... - substitute... 	
CURIOSITY Wondering about Ideas	<ul style="list-style-type: none"> - what would happen if...? - where might...occur? - just suppose... - why do you think...? 	
COMPLEXITY Generating alternatives	<ul style="list-style-type: none"> - decide on the reasons for... - what are the considerations if...? - what questions can be asked to discover...? 	
RISK TAKING Exposing Ideas to criticism	<ul style="list-style-type: none"> - rank... - justify... - say why...is the best/worst... - decide... - give reasons for... - would you rather be...or...? 	
IMAGINATION Thinking beyond the idea	<ul style="list-style-type: none"> - imagine that... - think of... - you are x, how do you feel about...? - what would it be like if...? - pretend 	

Gifted and Talented Project Proposal

Subject team: _____

Project coordinator: _____

Other staff involved: _____

GT students involved in project (year group, number of students, etc):

Outline of project:

Funding required (full costings in detail):

How will this project raise achievement for GT students?

How will you measure the impact of this project on student learning?

GIFTED AND TALENTED TRIP / PROJECT EVALUATION

Student name _____ Year group _____

Name of trip / project

Teacher/s in charge and subject(s) associated with (eg. Mrs Chamberlain / history)

Details of what you did during this trip / project (continue on spare paper if necessary)

What was the purpose of the trip/project? (eg. developing skills in ...)

What, if anything, do you feel that you learnt from the trip / project?

Do you feel that the trip/project was worthwhile and why?

What impact has this trip/ project had on you personally?