



# Overview of provision

## How to provide for gifted and talented students within the whole-class setting

- January 2007

# Inclusive planning and teaching

- Whole-class teaching must meet the needs of all students
- Needs of individual student



# Provision is .....

- About offering extension in breadth and enrichment in breadth
- Whole-school issue – equality of opportunity



# Learning culture

- Should be independent and autonomous
- Imaginative and unconstrained
- Allow students to reflect on their own learning
- Build in assessment to gauge individual and group learning needs



# Key dimensions to focus on



# When planning...

- Consider process rather than product
- Separate memory from thinking questions/tasks
- Allow time for thinking
- Connection-making
- Problem solving



# Key pointers when planning

- Involve students in establishing goals of task
- Celebrate drafting process as well as end product
- Reflect on how to move student on – what they can do next when they have achieved the objective



# Pitfalls in provision

- Avoid giving more of the same work
- Do not expect gifted and talented students to work alone all the time
- Use of ICT with gifted and talented students needs focused planning and shouldn't be used as a filler/add-on without specific purpose
- Use variety of groupings



# Specific strategies

- Accrediting prior learning
- Find out what students already know and actually do something with it



# Curriculum compacting

- Compact by topic
- Focus on student's strengths
- Assign the most difficult task first



# Most difficult first

- Success saves time and frustration
- If unsuccessful get the student to work through previous elements of the assignment



# Independence

- Encourage autonomy and choice
- Allow students to work in their preferred way



# Other strategies

- Questioning skills
- Differentiation
- Thinking skills

