

Gifted & Talented Pupils

A South Gloucestershire Strategy



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Introduction

South Gloucestershire Local Education Authority (LEA) is committed to supporting schools in developing their provision for Gifted and Talented pupils. This commitment is stated in the LEA Education Development Plan, which also gives details of specific LEA support actions.

Work in South Gloucestershire echoes the national commitment to support the education of Gifted and Talented pupils. There is a huge volume of information on this subject; the main sources are given in the 'Where to get Help' section of this guidance document.

This document outlines the LEA's principles, aims, intentions and expectations for supporting Gifted and Talented pupils, upon which schools can build their own policies and guidelines.



The guidelines contained in this document build upon an earlier document, produced in 2000. This was revised by the LEA Steering Group during the summer and autumn of 2003, using resources from the Department for Education and Skills and from the National Curriculum.

Further information on developing provision for Gifted and Talented pupils, based on good practice in South Gloucestershire and beyond, is published in a regular LEA Newsletter.



Local Education Authority Aims, Principals and Support

LEA Aims

The LEA aim (taken from the Educational Development Plan, 2002-2007) is to **ensure effective, engaging and enriching education for all learners.**

In relation to Gifted and Talented pupils, the LEA aims to:

- Encourage and support schools so that they can identify Gifted and Talented pupils, write their own policies and guidelines, provide an appropriate curriculum, create assessment procedures that ensure their progress and raise the awareness of the school community to their educational and social needs;
- Create networks of teachers interested in promoting the education and welfare and education of Gifted and Talented pupils;
- Encourage positive links for Gifted and Talented pupils between schools, across key stages and into higher or further education;
- Provide schools with up-to-date and relevant information concerning local and national support for developing provision for Gifted and Talented pupils.

LEA Principles

1. South Gloucestershire LEA is committed to the principles of:

- Equality and inclusion;
- Lifelong learning;
- Every pupil achieving his or her potential;
- Raising achievement for all through a curriculum that is broad, balanced and meets the needs of individuals or groups.

2. Gifted and Talented pupils have the same education entitlement as other pupils:

- Their needs will be identified;
- Their potential will be realised through work and enrichment opportunities, carefully matched to their assessed needs;
- Their progress will be monitored;

- Their teachers will be supported appropriately;
- Their parents or carers will be involved as partners in the educational process.

3. All pupils benefit from an enriching and challenging curriculum, such as that developed for Gifted and Talented pupils.

LEA Support

The LEA Advisory Service will work with other sections, including the Psychology Service, to promote the above LEA aims and principles.

The LEA will identify, promote and disseminate good practice in the provision for Gifted and Talented pupils in South Gloucestershire by:

- Supporting schools in the development of increased understanding of the needs of Gifted and Talented pupils;
- Providing and encouraging enrichment and the development of wider horizons and higher expectations;
- Helping schools to recognise the leadership and management issues relating to the provision for Gifted and Talented pupils;
- Highlighting and sharing examples of good practice between educational providers;
- Monitoring data and school performance indicators;
- Encouraging innovative curriculum development work and research;
- Providing references to helpful books, publications, professional expertise and organisations;
- Promoting links with other LEAs and educational establishments (e.g. schools, colleges and universities) and maintaining an overview of these links;
- Promoting awareness of, and participation in, national initiatives and activities in relation to developing Gifted and Talented pupils.

The Education Service will, subject to needs analysis, include courses about Gifted and Talented pupils in its professional development programmes for teachers and in the governor development programme.

Definitions of Gifted and Talented Pupils

There are many definitions of Gifted and Talented pupils. None of them are precise. This guidance takes and uses the now nationally adopted terminology in relation to pupils who, in previous LEA guidance documents, have been referred to as being 'very able' or 'exceptionally able'. The term 'more able' is also used.

Schools may use this guidance to adopt their own definitions as outlined in their policy for Gifted and Talented pupils. Further information on defining Gifted and Talented pupils is given in Appendix 1.

Gifted and Talented

Nationally, and in South Gloucestershire LEA, gifted pupils are defined as having academic ability in one or more subject areas, whereas talented pupils are those with ability in creative arts or sports.

More able, very able and exceptionally able pupils

More Able Pupils attain above average standards. For example, they perform above national expectations in NC tests or reach levels beyond what is or could be expected in other curriculum areas or in creative or sporting fields.

Very Able Pupils reach standards in their academic, artistic or sporting achievements which are in the top 10% of all* performance.

Exceptionally Able Pupils reach standards in their academic, artistic or sporting achievements which are in the top 2% of all* performance

* In this context, "all" is relative to the school the pupil attends.

In Summary:

Gifted and Talented = very able including exceptionally able

Gifted and Talented pupils are those (approximately 10%) of pupils who are very able in one or more subjects or in creative arts or sports, INCLUDING those (approximately 2%) who are exceptionally able.

These are pupils who achieve, or who have the ability to achieve at a level significantly in advance of the average for their year group in their school.

In defining Gifted and Talented pupils, the following issues should be taken into account:

- The number and abilities of Gifted and Talented pupils will not be the same in every school.
- Schools may use this guidance to adopt their own definitions as outlined in their policy for Gifted and Talented pupils. Consequently, the dividing line between 'more able', 'very able' and 'exceptionally able' pupils cannot be defined precisely.
- A pupil may demonstrate high ability over many areas of the curriculum. Equally, a pupil may be considered very able in only one area.
- Gifted and Talented pupils may under-achieve, for example if they are not presented with the right opportunity at the right time, do not work within a curriculum that promotes creativity and enjoyment, do not benefit from teacher recognition and encouragement or develop positive peer recognition.
- Gifted and Talented pupils may not wish to be identified as such by their peers or by adults.
- Motivation of pupils may be limited by their wish to avoid peer pressure of all kinds and they may choose to 'coast' through the curriculum.
- Hidden gifts and talents may be obscured by behavioural difficulties, autism, dyslexia or other factors unrecognised by adults.

Identification of Gifted and Talented Pupils

Schools should be able to identify their Gifted and Talented pupils through the professional judgment, knowledge and experience of individual or the collective staff of the school. Identification should be an agreed, continuous, whole school process. It should match the school's definition of Gifted and Talented pupils.

Schools should ensure that the identification process is rigorous, transparent, fair and inclusive. The process should be flexible in order to meet the needs of pupils who may join the school part way through a year or key stage. Pupils' gifts or talents may be recognised at any time or in any area of school life.

Where possible, schools should work closely with 'feeder' schools at all key stages in order to promote continuity and progression for pupils.

Gifted and Talented under-achievers are particularly difficult to identify. Schools should monitor their arrangements to ensure that they are not simply identifying those who are already high achievers. The identification process will need to take into account factors such as motivation, personality and home background. These factors are significant in converting potential into performance.

There are many checklists available for teachers to use when identifying Gifted and Talented pupils. A general checklist may be a starting point for a school, but this should be supplemented by subject-specific lists of identifiers, especially in Key Stages 3, 4 and at post-16. Examples of typical identifiers can be found in Appendix 2 of this document.



The main methods of identification are:

- testing, formally or informally
- tracking
- nomination by teachers, parents and peers
- providing pupils with the opportunities in which to succeed, from which it should become clear if pupils have, or have not, notable ability.

The LEA will carry out an audit in order to facilitate sharing of good practice, to identify Gifted and Talented pupils.

The school's own definitions of Gifted and Talented pupils and main methods of identification should be included in the school's agreed policy and guidance documents. In addition, the policy or guidelines should state how the identification process is to be managed, who will be involved and when and how it is to take place.

Schools will also need to consider to what extent the outcomes will be publicised within the school and how decisions will be explained and justified to parents.

School Policies for the Provision for Gifted and Talented Pupils

Provision needs to be underwritten by an agreed whole school policy that is regularly monitored and reviewed by staff and governors. Appendix 3 gives examples of frameworks for such policies.

Schools are recommended to identify a member of staff who has a specific interest in and who will take a lead in the development of provision for Gifted and Talented pupils.

Pupils identified as Gifted and Talented should be listed on a register and their progress regularly monitored with appropriate parental involvement if possible.

Provision for Gifted and Talented pupils should be carefully matched to their assessed needs and potential. This should be coupled with a realistic expectation of progress and the anticipated outcomes that also match the assessed ability. Tasks should be more advanced, open-ended and flexible than those for average ability pupils and thus offer an enriched, extended curriculum.

Enrichment and extension are words that are often interchanged and confused. In this document the following definitions are used:

Enrichment

- Given experiences to broaden horizons.
- An experience offered in the classroom designed to supplement and enrich the normal curriculum.
- The enrichment task/work must not simply be a repetition of previous activities.

Extension

In extension work the student moves to higher order skills; for example, from knowledge to comprehension and application, from analysis to synthesis and finally to evaluation.

Extra curricular provision

Where appropriate this should aim to:

- Provide the enrichment and extension needed across curriculum areas;
- Highlight awareness amongst the staff of the need to provide challenging work for Gifted and Talented pupils;
- Provide an opportunity to enhance the pupil's independence in learning;
- Provide situations to develop skills and acquire new ones;
- Promote individual learning programmes, as appropriate to the needs of the pupil.

Provision should aim to be inclusive for all pupils.

Provision may comprise withdrawal from the main class or separate grouping if that will clearly meet the pupils' needs. Due care and consideration has to be taken with organisational systems such as streaming, setting, banding, extraction, promotion, acceleration and fast tracking.

The social needs of Gifted and Talented pupils are very important.

If social needs of Gifted and Talented pupils are ignored or over-ridden, there may be a counter-productive effect on the aim of raising standards of achievements for the pupils. For example, pupils accelerated into an older year group in the interests of their academic achievement, may find that they are not socially equal to or happy in the situation. This is likely to have a detrimental effect on academic results and social outcomes for Gifted and Talented pupils.

The Role of the Gifted and Talented Coordinator

The role of the coordinator will depend on the size and education phase of the school.

The job description of a co-ordinator of Gifted and Talented pupils in the school should be:

- To ascertain the professional development needs of staff and work with the headteacher to provide appropriate support;
- To draw up/revise the school policy for Gifted and Talented pupils, with regard to the national and local agenda;
- To assist subject leaders in revising subject policies to take account of the needs of Gifted and Talented pupils;
- To assist subject leaders in providing suitable resources for Gifted and Talented pupils;
- To ensure that identification procedures are in place throughout the school and that they are used to maintain a register of Gifted and Talented pupils;
- To advise on the setting of appropriate targets for Gifted and Talented pupils;
- To promote extra-curricular activities and involvement in the wider community for Gifted and Talented pupils;

- To ensure that appropriate records are kept and passed on to the next phase of education;
- To ensure that parents are kept fully informed about the progress of their Gifted and Talented children;
- To review educational literature related to Gifted and Talented pupils and bring this to the attention of staff;

The coordinator will also need to keep the governing body informed of the following:

- The number of pupils who are on the register;
- The variety of abilities and talents that are represented;
- The strategies that have been implemented to cater for these pupils;
- Details of any in-service provision and impact of training on pupil achievements;
- An outline of any special projects that have been undertaken by Gifted and Talented pupils;
- Future priorities, including resources;
- Pupil views and preferred learning strategies.

A Checklist for Headteachers and Senior Managers

- All staff should have an awareness of the key issues in the education of Gifted and Talented pupils;
- A school policy exists to support Gifted and Talented pupils;
- Gifted and Talented pupils are mentioned in subject policies;
- Staff and governors should engage in training to support aspects of the education of Gifted and Talented pupils;
- Staff development and deployment shows awareness of issues for Gifted and Talented pupils in the school;
- The school designates a teacher who has responsibility for the identification and provision for Gifted and Talented pupils;
- Effective systems exist to facilitate the identification of Gifted and Talented ability;
- Extension, challenge and enrichment exists in medium and short term planning;
- Systems exist for tracking progress of individual Gifted and Talented pupils;
- Gifted and Talented pupils are mentioned in the prospectus;
- An element of the budget recognises the needs of Gifted and Talented pupils as appropriate;
- Work from Gifted and Talented pupils is discussed at staff meetings from time to time;
- A portfolio of outstanding work by Gifted and Talented pupils exists as appropriate;
- Achievement is recognised and rewarded within a school ethos which recognises that achievement and success is acceptable for ALL pupils.

Based on: Deborah Eyre, 1997 Curriculum provision for the Gifted and Talented in the Primary/Secondary School, NACE/David Fulton publication.

Where to get help

Within South Gloucestershire LEA:

Julia Mabey, School Improvement Adviser
Education Department
Bowling Hill
Chipping Sodbury
South Gloucestershire BS37 6JX.

Telephone: 01454 868968

<http://www.southglos.gov.uk/ed/advisory/>

Denis de Souza, Inclusion Strategy Manager
Education Department
Bowling Hill
Chipping Sodbury
South Gloucestershire BS37 6JX

Telephone: 01454 863272

Organisations:

National Association for Able Children in Education
(NACE)
PO Box 242
Arnolds Way
Oxford OX2 9FR

Telephone: 01865 861879

Fax: 01865 861880

<http://www.nace.co.uk>

Email: info@nace.co.uk

(Professional Association for teachers
and others in education)

National Association for Gifted Children (NAGC)
Elder House
Milton Keynes MK9 1LR

Telephone: 0845 450221

Fax: 0870 7703219

<http://www.nagcbritain.org.uk>

National Academy for Gifted and Talented Youth
The University of Warwick
Coventry CV4 7AL

Telephone: 02476 574213

Brunel Able Children's Education Centre
Brunel University
Twickenham Campus
300 St Margaret's Road
Twickenham TW1 1PT

Telephone 0208891 0121 ext 2070

RECAP Research Centre for Able Pupils,
Westminster Institute of Education,
Oxford Brookes University
Harcourt Hill
Oxford OX2 9AT

Telephone: 01865 488278

MENSA Foundation for Gifted Children
Mensa House, St John's Square
Wolverhampton WV2 4AH
(For children of high IQ)

Telephone: 01902 772771

The European Council for High Ability (ECHA)
(affiliated membership)
Dr. Harald Wagner,
Bildung und Begabung
Kennedyallee 62-70
53175 Bonn
Germany

Telephone: +49 228 95915-0

Fax: +49 228 9599915-19

Email: 113322.152@compuserve.com

(European Research Association)

World Council for Gifted and Talented Children
(WCGTC) (affiliated membership)
18401 Hiawatha Street
Northridge
CA 91326
USA

Telephone: 818 368 7501

Fax: 818 368 2163

<http://www.WorldGifted.org>

Email: worlddgt@earthlink.net

Web sites

Xcalibre

<http://www.xcalibre.ac.uk>

Nrich

<http://www.nrich.maths.org>

Ohio Association for Gifted Children

<http://www.oagc.com>

QCA

<http://www.qca.org.uk>

CASE

<http://www.case-network.org>

Scottish Council for Research in Education

<http://www.scre.ac.uk>

BBC School online

<http://www.bbc.co.uk/education/schools>

Talented and Gifted Educational Resources

<http://www.uis.edu/~schroede/school/taglink.htm>

10 Downing Street

<http://www.number-10.gov.uk>

DfES Thinking Skills

<http://www.standards.dfes.gov.uk/thinkingskills/>

How Stuff Works

<http://www.howstuffworks.com>

Science Museum

<http://www.sciencemuseum.org.uk>

Teaching Ideas for Primary Teachers

<http://www.teachingideas.co.uk>

21st Century Learning Initiative

<http://www.21learn.org>



References

OFSTED Handbook for Inspecting Primary and Nursery Schools 2003, The Stationery Office.

Office for Standards in Education (1998), *Educating the Very Able, Current International Research*, The Stationery Office.

DfEE (2000), *Summer Schools for Gifted and Talented Pupils*, DfEE Circular to Chief Education Officers.

Devon Curriculum Services, Great Moor House, Bittern Road, Sowton, Exeter, Devon, EX2 7NL; *Gifted and Talented Handbook 2003*.

National Association for Gifted Children (NAGC), Elder House, Milton Keynes, MK9 1LR.

National Association for Able Children in Education (NACE), NACE National Office, PO Box 242, Arnolds Way, Oxford, OX2 9FR.

National Academy for Gifted and Talented Youth, The University of Warwick, Coventry, CV4 7AL.

Curriculum Provision for the Gifted and Talented in the Primary School, Edited by **Deborah Eyre and Lynne McClure**, 2001, NACE/Fulton Publication, ISBN 1-85346-771-5.

Appendix 1: Further information on defining G&T pupils Source NAGC

More able pupil

- Knows the answers
- Is interested
- Is attentive
- Has good ideas
- Works hard
- Answers questions
- Top groups
- Listens with interest
- Learns with ease
- 6-8 repetitions to mastery
- Understands ideas
- Enjoys peers
- Grasps the meaning
- Completes assignments
- Is receptive
- Copies accurately
- Enjoys school
- Absorbs information
- Technician
- Good at memorising
- Enjoys straightforward sequential presentation
- Is alert
- Is pleased with own learning

Gifted learner

- Asks the questions
- Is highly curious
- Is mentally and physically involved
- Has wild silly ideas
- Plays around yet tests well
- Discusses in detail, elaborates
- Beyond groups
- Shows strong feelings and opinions
- Already knows
- 1-2 repetitions to mastery
- Constructs abstractions
- Prefers adults
- Draws inferences
- Initiates projects
- Is intense
- Creates a new design
- Enjoys learning
- Manipulates information
- Inventor
- Good at guessing
- Thrives on complexity
- Is keenly observant
- Is highly self critical

Appendix 2: Checklist for Subject Identifiers

English for Gifted and Talented Pupils

What does it mean to be gifted and talented in terms of English and literacy?

Identification of gifted and talented pupils

- Able to generalise from their reading experience, latching on very quickly to the conventions of different writing.
- Highly active readers able to infer, deduce and empathise, and also remain sensitive to subtitles in the text.
- Capacity to immerse themselves in their reading and writing.
- Highly creative, being able to manipulate language and orchestrate their writing.
- Highly articulate, using apt terminology adeptly as well as having a rich, varied vocabulary and sentence structure.
- Brave in writing, willing to take risks and experiment with new styles.
- Prone to think in original and divergent ways.

Caution

- Gifted and talented pupils sometimes try to conceal their intelligence because high ability is mocked or resented by other pupils. They may be reticent in class and difficult to involve.
- Divergent thinking is sometimes perceived as incorrect thinking.
- Gifted and talented pupils may get frustrated at the slow pace of learning and this sometimes leads to disruptive behaviour. Also, a mature intelligence may not always be reflected in emotional maturity: beware stereotypes.
- High ability is sometimes patchy e.g. a superb reader may produce scrappy writing.
- Gifted and talented pupils are sometimes lax about showing working out – they move to answers quickly but need to be interested in analysis e.g. they may provide correct references which they are reluctant to justify, or excellent writing which has been mimicked without analysis.
- Gifted and talented pupils need to see the value and purpose of work before they dismiss it as obvious and boring.

Maths and Gifted and Talented Pupils

Identification of gifted and talented pupils

As with most subjects, pupils' responses to mathematics work can suggest that they would benefit from more challenging work. Typical behaviours to watch for are:

positive:

- They finish first, get it all right
- They ask interesting/awkward questions

negative:

- They become bored; lose interest
- They do only the minimum to get by

More specifically, the following characteristics are typical of pupils with a particular aptitude for mathematics. As such, they may be used to identify pupils with high potential in this area.

In young children:

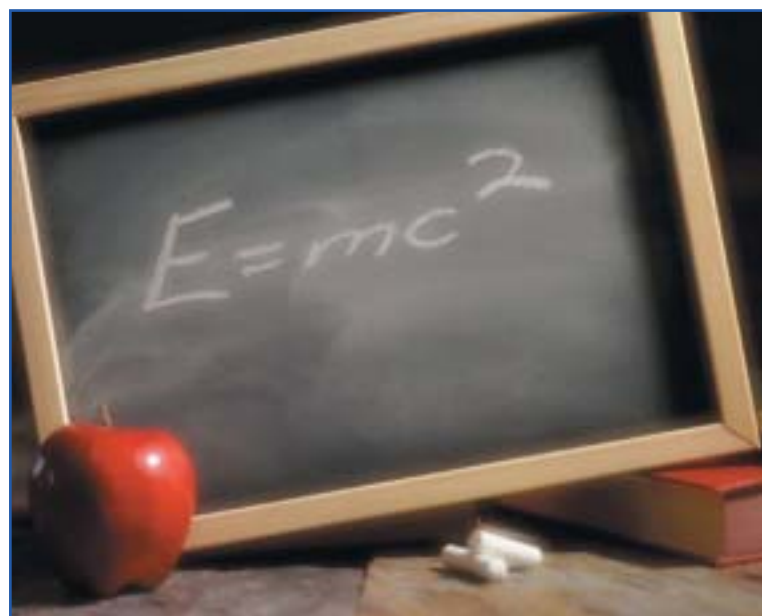
- Ability to argue, question and reason using logical connectives such as if; then; so; because
- Enjoying pattern-making, revealing balance or symmetry
- Use of sophisticated criteria for sorting and classification
- Being quick at perceiving relationships between quantities and qualities.

In older children:

- Ability to make generalisations from the study of examples
- Logical reasoning and ability to see flaws in arguments
- Rapid grasp of new material
- Ability to justify results and relationships
- Ability to grasp the formal structure of a problem
- Flexibility (willingness to try different methods in search of solution)
- Curtailed reasoning (taking valid, though possibly unexpected, shortcuts to a solution)
- Fluency with symbolic representation of relationships and quantities
- Ability to reverse mathematical processes.

Even the most able may not readily display these abilities and teachers need to ensure they provide pupils with:

- Sufficient opportunities to show high levels of aptitude
- Systematic encouragement and praise for such displays
- Rewarding responses (not just more of the same).



Science for Gifted and Talented Pupils

In many schools gifted and talented pupils are taught science alongside pupils of average and below average ability. In such situations, teaching may not always fully extend more able pupils. Sometimes extension work may mean offering 'more of the same' without challenging pupils' intellectual capabilities. The potential of more able pupils may be underestimated risking a loss of motivation and wasted talent.

Identification of gifted and talented pupils

- Exhibit intellectual curiosity – ask perceptive and thought provoking questions about a wide range of topics.
- Accept abstract concepts readily and provide explanations that involve a high level of reasoning.
- Are highly creative and show an ability to think laterally to solve problems.



ICT and Gifted and Talented Pupils

Identification of gifted and talented pupils

- Apply knowledge and understanding in an unfamiliar context and in a way that indicates a wide overview of science knowledge.
 - Can manipulate data to identify fundamental patterns, trends and relationships that are not immediately obvious to other pupils.
 - Make connections across areas of knowledge
 - Show skill in analysing and synthesising information.
 - Show particular skill in those aspects of scientific investigation which require clarity of thought and understanding such as asking questions, hypothesising, identifying and controlling variables, evaluating and explaining results in scientific terms.
 - Apply numerical skills at a high level.
 - Often use information technology with a high level of competence and an understanding of its application.
 - Show respect for evidence but evaluate explanations critically.
 - Recognise that scientific evidence may sometimes be conflicting.
 - Sometimes regard written work as an unnecessary burden because thinking is central to his/her way of working.
 - Ask higher order questions that require pupils to analyse, evaluate and create something new.
- Quickly become confident and competent in the use of newly introduced software and hardware.
 - Are well motivated and work independently and with sustained concentration.
 - Independently explore additional facilities within software.
 - Recognise opportunities to use previously learnt knowledge in new applications and do so creatively.
 - Recognise the potential of ICT as a tool for learning.
 - Understand when it is or is not appropriate to use ICT, or a particular piece of software.
 - Can explain his/her own work, procedures or processes clearly to others.
 - Can recognise why a problem has occurred and offer a solution.
 - Know a number of ways to achieve a particular result and choose the best under the particular circumstances.
 - Identify limits in software and find ways around them.
 - Develop an interest in the area for its own sake and create systems, write software etc.
 - Strive for elegant solutions and methods rather than those that simply work and can appreciate other contributions.
 - Exhibit creative, lateral or original uses or approaches to the area worked on.
 - Can handle multi-step sequences or multi-dimensional systems with ease
 - Understand systems at a high level and are adept at reverse engineering, desegregating compound systems from first principles.
 - Transfer, replicate, scale and otherwise generalise solutions.

Appendix 3: An Example of a Framework of a Policy for Gifted and Talented Pupils

The school's policy should include the agreed and stated practice and systems for converting policy into action. The impacts of the policy on pupils' achievements should be identified.

Rationale

The current position of provision for Gifted and Talented pupils should identify:

- Why the policy is necessary;
- Where links are made with school aims and key issues;
- How it links to the development of pupil learning and achievements in the school.

Aims

What the school aims to provide for Gifted and Talented pupils:

- Their entitlement to appropriate and inclusive education;
- Work at higher cognitive levels;
- Opportunities to develop specific skills or talents;
- A concern for the whole child, from both a social and intellectual perspective.

Definitions

The school's definition of Gifted and Talented pupils.

Guidelines should include:

Class provision

Identification and monitoring schemes

Organisation and management issues for the school

- Acceleration
- Working with older pupils
- Withdrawal groups
- Provision for extension and enrichment for all pupils

In the classroom

- Enrichment/extension
- Working with others of like ability
- Differentiation
- Challenge within subject areas

Out of the classroom

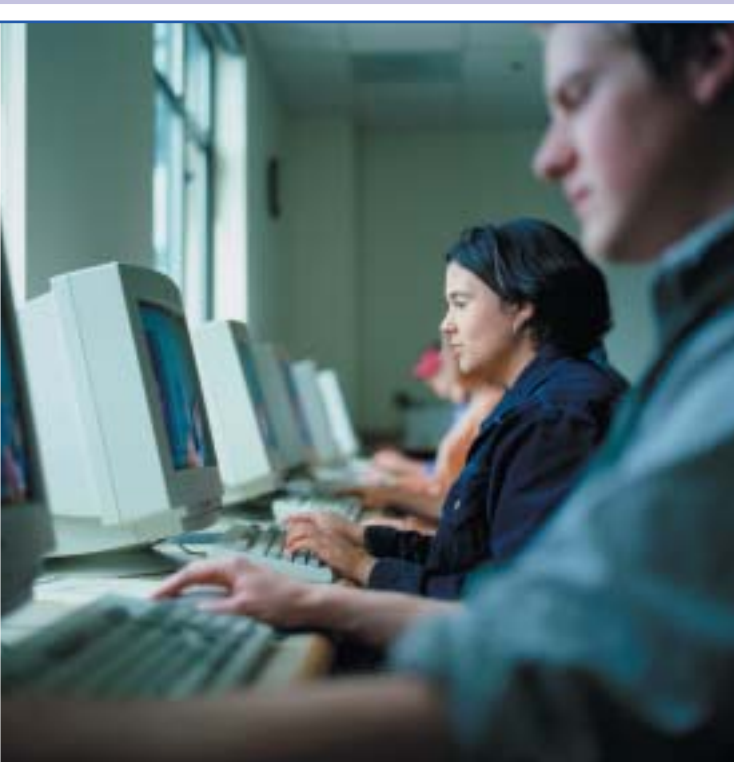
- Enrichment opportunities
- School clubs
- Musical and sporting opportunities

Personal and social concerns for Gifted and Talented pupils

Responsibility for coordinating and monitoring progress by a named coordinator or the class teacher

The process and timing of review and development of the policy for Gifted and Talented pupils should be clearly defined.

A detailed policy is available from **The Learning and School Effectiveness Team** and can be e-mailed to you on request to leanne.cook@southglos.gov.uk



List of Organisations who have Endorsed the Strategy

This guidance document was revised in the summer and autumn terms of 2003 as part of the work of the LEA Gifted and Talented Steering Group. It is based on an earlier document, produced in 2000.

Members of the Steering Group 2003 were:

Sandra Allen	Bromley Heath Infant School
John Allister	The Grange School [Secondary]
Nicola Bailey	Charborough Road Primary
Sian Barker	Culverhill Special
Jill Bendeaux	Wellesley Primary
Nicola Bury	Stanbridge Primary
Helen Daone	Christchurch Primary, Hanham
Tracey France	LEA Consultant for Key Stage 3 Foundation Subjects
Wiola Hola	Educational Consultant
Ben Houghton	Filton High School
Gary Lobbett	Sir Bernard Lovell School [Secondary]
Julia Mabey	LEA School Improvement Adviser
Esther Saunders	St Andrew's Primary
Clare Shurmer-Jones	Barrs Court Primary
Margaret Smith	Crossways Infant School
Louise Wenham	Meadowbrook Primary
Mike Whitton	Mangotsfield School [Secondary]
Mo Williams	Christ the King, Primary



