

Talent spotted

THE TERM “gifted and talented pupil” covers a child who demonstrates one or more ability developed significantly ahead of their age group. “Gifted” pupils tend to be those who have particular aptitude in a subject area, while “talented” is applied to children who are especially able in creative subjects, PE or sports.

As the government is committed to raising standards for all pupils whatever their needs, children who are gifted and talented should be given work in school that enables them to use and extend these abilities.

Schools are encouraged to identify the top 5 to 10% of each year group – but the process should be ongoing rather than a one-off event. Look out for these signs if you think a child you are working with may be “gifted” or “talented”

- completing work quickly
- questioning and seeking different ways of working
- consistent high scores in



Louise Burnham
on how to spot
and how to help
gifted children

- assessments and tests
- demonstrating a strong talent in a particular subject

Remember that gifted and talented pupils may have other needs such as behavioural, literacy or physical difficulties. They might also speak English as an additional language. These should not distract from their abilities or prevent them from having access to extra support in this area, as all pupils have an equal right to personalised learning.

There should be a trained “leading” teacher for gifted and talented pupils for each cluster of primary schools in local areas. If you are asked to work with these pupils, you should ask whether you can seek their expertise and support.



Children who have a special aptitude may need extra support to help them use their abilities to the full

WHAT IT MEANS FOR THE CHILD

■ Gifted and talented pupils will sometimes not be identified – this can lead to boredom and disruption in class

■ They may need extra support if they are emotionally or socially immature for their age

HOW YOU CAN HELP

■ Show all pupils that you have high expectations of them:

■ Check you are asking questions that encourage a deeper level of thinking

■ These children may benefit from problem-solving activities and occasionally leading others

■ Encourage independence and initiative

■ Encourage pupils to evaluate and talk about what they have learned

WHAT TO EXPECT FROM THE SCHOOL

■ Training and advice on activities to carry out with pupils, preferably within whole-class sessions

■ Thorough planning with teachers to involve and extend these pupils in all areas of the curriculum

■ Information on local cluster groups for gifted and talented pupils

■ Extended school programmes may be opportunities for schools to put on additional activities for these children

FURTHER ADVICE

www.standards.dfes.gov.uk/giftedandtalented/

www.teachers.tv – this has lots of information and suggestions as well as videos to support the learning of gifted and talented pupils

www.nc.uk.net (national curriculum online) has information about the identification of gifted and talented pupils

The National Association for Gifted Children, Suite 14, Challenge House, Sherwood Drive, Bletchley, Milton Keynes MK3 6DP
0845 450 0221

www.nagcbrtain.org.uk/info.html