

**PERSONALISATION:  
ABLE, GIFTED AND  
TALENTED LEARNERS  
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**Andrea Broadbent**

**Excellence Cluster Manager**

**0161 342 2633**

**[Andrea.broadbent@tameside.gov.uk](mailto:Andrea.broadbent@tameside.gov.uk)**

**[www.teachingandlearningtameside.net](http://www.teachingandlearningtameside.net)**



# PERSONALISATION AN ENTITLEMENT FOR ALL LEARNERS

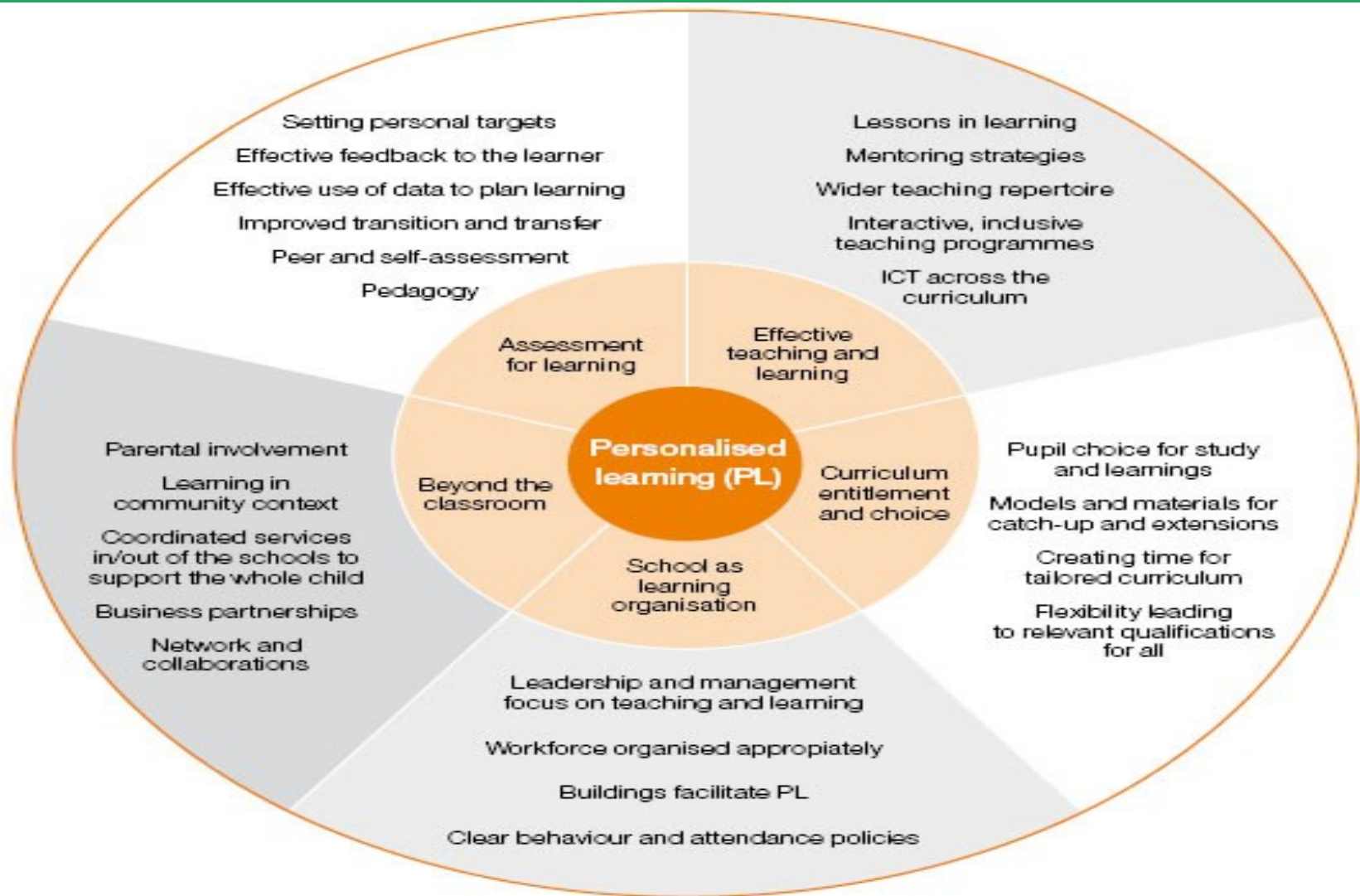
Personalising learning means, in practical terms, focusing in a more structured way on each child's learning in order to enhance progress, achievement and participation. All children and young people have the right to receive support and challenge, tailored to their needs, interests and abilities.

Christine Gilbert (2006) 2020 Vision

# KEY PRINCIPLES AND MESSAGES

- Personalising learning for **all** pupils, including G&T learners
- Making inclusive classroom teaching (*quality first teaching*) central for **all** pupils
- Responsibility of **all** teachers to meet the needs of the full diversity of learners
- Preventing underachievement through personalised learning and a focus on the five outcomes of *Every Child Matters*
- Building capacity in schools through distributed leadership, collective responsibility and continuing professional development
- Building on local expertise, knowledge, partnerships and existing good practice

# FIVE ASPECTS OF PERSONALISED LEARNING



# Personalised Learning promotes equity and excellence

## *Equity*

- Narrowing the attainment gap
- Addressing needs of different pupil groups (segmentation)
- Supporting pupils from low Socio Economic Groups (SEG)
- Every child supported to reach minimum standards in English and Maths

## *Excellence*

- Every child to realise their aspirations
- Every child to make maximum progress
- Recognition of gifted and talented driven by focus on learning
- Teaching approaches take account of “multiple intelligences”

### **Personalised Learning**

*“Bringing together equity and excellence”*

# Personalisation: From Identification to Practice

“Able, gifted and talented pupils have a right to a challenging, stimulation and appropriate high quality teaching and learning which is tailored and customised to meet their personalised needs.”

Tameside A,G and T Guidance March 2007

# TAMESIDE DEFINITION

“ Able, gifted and talented children and young people are those with one or more abilities, or who have the potential to achieve, at a level substantially beyond and significantly ahead of the rest of their peer group, within the context of the school.”

Gifted – ability in one or more subject areas, except art, music and PE.

Talented – ability to excel in practical skills such as sport, leadership artistic performance and may include students following vocational pathways.

# G&T - Some 'Givens'

- Gifted and talented pupils can be found in every school and college
- Ability is evenly distributed throughout the population
- Ability rather than achievement, so underachievers need to be included
- All schools will have a Leading Teacher for G&T
- G&T register
- Identification and effective personalised provision are inseparable
- Institutional Quality Standards for G&T Education – self evaluation tool at whole school level
- Classroom Quality Standards for G&T Education – tool for developing in class provision.

# ACCURATE IDENTIFICATION

## Gifted and More Able if:

Speaks confidently  
Good vocabulary  
Mature  
Reads early  
Born Sept./Dec.  
Had 'bright' siblings  
Good general knowledge  
Good motor skills  
Attractive and lively

## May be missed if:

EAL  
Quiet  
Immature  
Slow to read and write  
Summer birthday  
Had 'slow' siblings  
Had little pre-schooling  
Poor motor skills  
Scruffy and unappealing

# GIFTED AND TALENTED UNDERACHIEVERS

- Have low self-esteem
- Confused about their development and about why they are behaving as they are
- Manipulate their environment to make themselves feel better
- Tend towards a superior attitude to those around them
- Find inadequacy in others, in things, in systems to excuse their own behaviours

Gifted and talented underachievers may be:

LAC, ethnic minority – Bangladeshi, Pakistani, Black African, boys, EAL, new arrivals, Travellers, young carers, those on FSM, SEN/LDD, DME

Children from disadvantaged backgrounds are just as likely to be gifted and talented as those from the middle class and they need greater support to fulfil their potential.

# LOCAL CONTEXT

## PUPILS VIEWS IN TAMESIDE

- Teachers spend too much time with naughty pupils in lessons
- Work isn't always challenging enough in lessons
- Few opportunities exist for independent research and study during lessons
- Would welcome smaller groups and ability sets
- Would like Teaching Assistants to work with gifted & talented pupils
- Would like to have more choice in what they learn
- Less repetition of work done in previous year or school
- More comfortable learning environment
- Greater recognition for gifts and talents
- More activities and opportunities for learning during school holidays
- Opportunities to present views about learning and provision to governors, the headteacher and staff in school

# What do Tameside parents say?

- More communication with parents - definitions, who is on register, what for, what's happening, who us in charge of it, how are pupils' needs being met?
- Provide work at an appropriate level that is challenging
- Develop consistency of teaching.
- Promote events with parents.
- Recognise the child's achievements.
- Ensure the child reaches their full potential.
- Fund G&T better.
- Smaller groups.
- If classes have to be split up this should be done by ability and not age.

# G&T Provision

- Planning
- Challenge
- Variety
- Assessment for Learning including self and peer assessment and pupil voice
- Deepen, Broaden or Accelerate

Find out more via G&T Core E- module 1 Teaching and Learning. [www.nationalstrategiescpd.org.uk](http://www.nationalstrategiescpd.org.uk)

following link for whole school then G&T. You do not have to log on but can just click site agreement

# CHALLENGE

- Bloom's revised taxonomy-higher order skills
- High level of student discussion with low level teacher explanation.
- Early entry GCSEs in KS3.
- Introduction of new concepts and ideas.
- Work set appropriately for the individual's ability by teachers who understand the ability level of the student.
- High expectations, such as being told how to get an A\* in GCSE coursework.
- Homework linked to the class work but that introduces new concepts and ideas.
- Time limits on work to make learners work harder and faster by increasing demands on concentration.
- Teachers pushing learners to reach their full potential by understanding what they can learn, already know and need to do to improve
- Learners knowing their current level of performance and what they need to do to improve.
- The setting of targets such as Level 8 and exceptional performance.
- The use of timed questions as lesson starters.