

# The following is a list of stalls at the 2009 Bedfordshire G&T conference with contact details for those interested in finding out more.

## MARKET STALL 1

**'MORE THAN JUST A REGISTER: ORGANISING YOUR G&T REGISTER FOR MAXIMUM RESULTS'**



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### 1) Clear Identification:

Prior testing, staff, parent and peer nomination.  
Gifted and Talented/Subject Excellence

### 2) Acknowledging Achievement

With a 'Subject Excellence' category and a shadow register.

### 3) Creating the Register

Viewing the students on the register in a variety of meaningful ways  
Gifted and Talented justifications  
IQS targets

### 4) Using the G and T register

For identifying underachievement at the high ability end  
For identifying patterns with High CAT scores/ Low CAT scores

### 5) Next Steps: Subject Monitoring

Sue Jones, Redborne Upper School [STSTaylor@Redborne.beds.sch.uk](mailto:STSTaylor@Redborne.beds.sch.uk)

## G&T Subject Monitoring

Name

Form 13KD

Date :- 22 <sup>nd</sup> January 2008	<b>G&amp;T nominated subject:- Music</b>	Predicted grade (if appropriate):-
Review date:-	Indicator grade:- A	Number of G&T nominations:-
	Subject Teacher:- Mrs .....	Subjects:- <b>Music</b>
<b>Target 1</b> To have a better understand of music styles relating to historical context (including composers)		Success Criteria:- Apply knowledge in exam context Recognising periods when playing pieces
<i>Student Strategy:-</i> Make a wall chart with a timeline. Make a snap game Allocate colours to periods Learn 3 composers dates each week Use anthology as resource		
<b>Target 2</b> Ensure a thorough knowledge of grade 5 theory		Success Criteria:- Feeling more confident Apply information to aural and anthology work
<i>Student Strategy:-</i> Learn key signatures Complete practice papers for theory Apply knowledge more regularly and freely in playing situations Analysis current pieces		
Impact Effect:- More confident in exams Achieve more highly ensuring place at university		
We have read and discussed these subject targets.      Student .....      Parent/Carer ..... <p style="text-align: center;">Sue Jones, Redborne Upper School 2009</p>		

## MARKET STALL 2:

### KEY RESOURCES FOR SCHOOLS



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This stall has a number of *practical* resources that you can take away with you, some of which are also available electronically.

- Subject leader's guides – short starting handbook for G&T coordinators to hand over to subject leaders in their school to begin the conversation about provision for more able pupils in classrooms, and for subject leaders to use to coordinate provision, monitoring and feedback from across the whole school.
- Thinking skills materials – a set of words and diagrams that work as maps to clarify the thinking for pupils in classrooms. A clear and very practical guide towards independent learners. Staff in schools can take these and use them the very next day.
- Colourful Leading in Learning synopses – accessible 'single sheet' materials that staff can use in classroom with pupils. The ten separate strands of the LiL process have been presented clearly and concisely. Staff in schools can take these and use them the very next day.
- G&T coordinators – short guides to provide ideas to gifted and talented coordinators about managing processes in schools, including Non-curriculum days, IEPs, pupil questionnaires, letters to parents.

Nick Rees, Robert Bloomfield Middle [nrees@bf5.md.e2bn.net](mailto:nrees@bf5.md.e2bn.net) 01462 628800

## MARKET STALL 3:

### THE BLOODHOUND PROJECT AND SOLID MODELLING



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#### THE BLOODHOUND PROJECT

“We have a wonderful opportunity with The BLOODHOUND Project: an opportunity to create the ultimate Land Speed Record car. When we designed and built Thrust2 in 1978-81 we had the objective of achieving a peak speed of 650 mph, just beyond the existing record of 622.407 mph set by Gary Gabelich in Blue Flame in 1970.

Then came ThrustSSC, which raised the Thrust2 record in 1997 by a whopping 130 mph to 763 mph – that’s 20%. But The BLOODHOUND Project is different. The target is 1000 mph -that’s a 31% jump and there is no way that BLOODHOUND SSC is going to look like anything we have seen before”.

Richard Noble: BLOODHOUND SSC project director.

The UK’S attempt at 1,000mph on land. Find out about the problems and challenges that the team face, as they combine a jet engine and a rocket together to power the car to 1,000 miles per hour in less than 12 seconds.

#### SOLID MODELLING

Solid modelling is a universal industry approach to designing new products and buildings without the need to make them. The package available to schools through the Digital Support centre initiative is Pro-Engineer although Solid Works can be accessed through schemes such as F1 in Schools. Parts can be created, have materials defined and realistic finishes applied so that the image you see is the product you will get.

The final step is to turn your on-screen model into a physical item by adopting one of several output routes, either photo realistic printing or in our case through a 3D printer. 3D printing allows students to produce physical components from their work, which allow D&T projects to come to life.

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## MARKET STALL 4:

### ORGANISING A DISTRICT G&T DAY



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#### Planning

- Decide what activities you'd like to offer – possible theme?
- Check local area calendar
- Decide on a charge (we charged £5 per head) – schools can either pay themselves or pass on whole/part to parents.
- Contact possible providers

#### Publicity/Booking

- Send letters to heads of all local schools (we offered more places to middle/upper schools than lowers)
- Design accompanying leaflet (see example on stall)
- Inform local newspaper
- Decide min/max number for each activity & closing date of booking period
- Ask member of admin team to handle bookings
- Fax/e-mail confirmations to participating schools

#### Organisation

- Book rooms, computers (do you need logons for external students?), cameras, room for lunchtime (and supervisors?), theatre, etc.
- Buy materials needed and refreshments for students/teachers
- Design and print certificates, make registers and badges

#### On the day

- Give alphabetical register to receptionist
- Give each student a badge (we colour-coded ours by activity for easy identification)
- Two copies of registers for activity leaders – one for them; one to be returned to organiser
- Ask older students to take attendees and any teachers who are free to act as gophers!

#### At the end of the day

- Each group does a 10 minute presentation in the theatre to the rest of the participants
- Distribute certificates, articles made on the day
- Parents/accompanying teacher sign students out (NB this can be mayhem!)
- Send out invoices to schools

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Rosemary Duncan, Stratton Upper School 01767 220000  
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**MARKET STALL 5:**

**GIFTED AND TALENTED IN THE EARLY YEARS**



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Karen Finney [karen.finney@bedscc.gov.uk](mailto:karen.finney@bedscc.gov.uk)

## MARKET STALL 6:

### Working together for Oxbridge

What do your most able students think of Oxbridge?

Do your year 9/10/11 gifted/most able students visit Oxbridge?

How do you know what extra experiences they are getting?

Do they ever believe that applying to Oxbridge is a realistic aim?

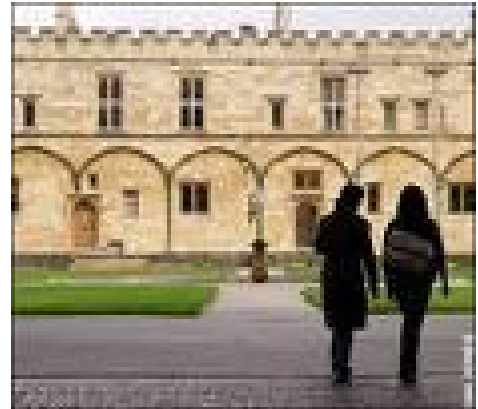
Do your Year 11s know how their A level choices can affect their chances of Oxbridge success?

What extra support can you give your most able year 12s?

We will look at:

- some ideas for encouraging able students to aim higher and – in some cases – to consider Oxbridge as a possible destination.
- ways to maximise students' chances of success against tough competition.
- how to support Oxbridge and other early-entry applicants (medicine, veterinary medicine, dentistry) against a strict deadline.
- maximising interview confidence
- preparing for written tests and school-marked work
- facing possible disappointment

Debby Horsman



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**MARKET STALL 7:**

**SCIENCE FOR GIFTED PUPILS FROM LOWER SCHOOL (2 SESSIONS), MIDDLE SCHOOLS (2 SESSIONS), AND UPPER SCHOOLS (1 SESSION)**



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An essentially practical approach will be taken, with lots of ‘for instances’, many of them being interactive.

Common to all sessions:

- starting position – based on Government definitions, we’re talking about those who are *gifted* in science
- how do gifted scientists *think* – what appeals to them?
- how to provide that challenge – *enrichment* is the author’s prejudice: what does he mean by ‘*enrichment*’
- q-and-a session/discussion to close

Specific to each session:

- Practical demonstrations of typical materials

Take-aways:

- Hand-outs summarising the key points & demonstrations, to act as memory-joggers

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## MARKET STALL 8:

### WHY DID CHERYL BECOME A PERSISTENT ABSENTEE? A MYSTERY!



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#### Who starts bunking off school and why?

#### Purpose of the Mystery

This thinking skill activity has been devised to hook both students and teachers into key issues surrounding the identification of and provision for Gifted and Talented children and young people and to help them think beyond any stereotypes they may have about the most able.

#### Learning Objectives:

- To recognise the importance of Social and Emotional Aspects of Learning in devising a school Gifted and Talented Policy.
- To use the National Gifted and Talented Strategy to implement the Personalised Learning agenda.
- To explain the importance of valuing all students' abilities.

#### Other Materials to be read to supplement this activity:

- Handbook for Leading teachers, chapters 2 and 4
- Associated Handouts (e.g. questions re LAC support)
- Getting Started with SEAL
- National 'Institutional Quality Standards' (especially Identification)
- Example G and T Policies for schools (to be found with a great deal more information and resources on the Local Authority G and T web page: <http://www.schools.bedfordshire.gov.uk/g&t/index.asp>)
- Module 7 (G and T Learners with particular needs) of Gifted and Talented e-learning modules. Look particularly at the 'No one size fits all' video clip. <http://www.nationalstrategiescpd.org.uk>

#### For more information or support please contact:

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Strategies)  
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## MARKET STALL 9:

### THE CLASSROOM QUALITY STANDARDS FOR G&T

#### Classroom Quality Standards

The Department for Children, Schools and Families (DCSF) has developed a suite of National Quality Standards for Gifted and Talented Education in England to support local authorities (LAs) and schools in evaluating and deciding next steps to improve their provision for gifted and talented pupils.

These are:

1. **The Institutional Quality Standards (IQS)**
2. **The Classroom Quality Standards (CQS)**
3. **The Local Authority Quality Standards (LAQS) Framework**

The Market Stall provides an opportunity to look at the Classroom Quality Standards. These are specifically designed to improve classroom practice. The CQS complement the whole-school self-evaluation tool for gifted and talented – the IQS – and support an in-depth look at provision within Element 2 of the IQS: 'Effective provision in the classroom'. The Gifted and Talented: Classroom Quality Standards (CQS) guided resource is a tool supporting G&T leading teachers and classroom teachers in the auditing, planning and development of classroom practice in English, mathematics, science and ICT to help improve outcomes for all pupils.

#### What do the Classroom Quality Standards look like?

There are two colour coded layers.

**Layer 1** is an initial audit tool examining seven key features essential to providing challenge for **all** learners and for **G&T** learners. Each of these key features of effective practice has a set of prompts or questions to stimulate practitioner reflection.

**Layer 2** amplifies Layer 1 for G&T learners and allows each key feature to be examined in more depth. Like IQS there are three levels of practice (Entry/Developing/Exemplary). Teachers can evaluate their practice against these levels using upon a 'best-fit' approach.

The National Strategies provide a resource base of examples of best practice, case studies of action research and other support materials. There is also an online version and it is intended that over time in the main these will be generated by teachers and schools themselves.

**COME ALONG AND PICK UP YOUR COPY!!!**

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## MARKET STALL 10:

### WORKING WITH PARENTS



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#### **Practical Ideas for use in Class & Working with Parents: What to do if you have a Gifted Child in your class**

##### **Who we are**

National Association for Gifted Children. For support, advice, consultancy and training for gifted children, their families and professionals. Our information and advice line is open to teachers as well as parents!

##### **What we offer**

NAGC is a charity supporting the social, emotional and learning needs of gifted children regardless of age, background or multiple exceptionalities (giftedness coupled with learning difficulties such as Aspergers, ADHD or dyslexia).

We provide support and specialist advice for those coping with a wide range of issues that affect children's schooling and their lives every day, such as lack of self esteem, feelings of isolation and frustration, lack of challenge in the classroom or at home, underachievement, or challenging behaviour.

We support parents, carers and professionals to give them the confidence and tools to meet the needs of these children.

We also have volunteering opportunities and hold an annual National awards event for our volunteers.

Crucially, we celebrate the achievements and potential of these amazing children!

We provide help through our:

- Confidential information & advice line on 0845 450 0295
- Fully resourced information & fact sheets on our website [www.nagcbrtain.org.uk](http://www.nagcbrtain.org.uk)
- Family magazine & children's magazines each term
- Programme of family activities across the country
- Consultancy & workshops for parents, carers & professionals
- Dedicated membership services
- Online members' discussion forums
- Local clubs & parent support groups

##### **Membership**

The different types of membership we offer are: Individual, Family, Organisation (Primary Schools, Secondary Schools, Nurseries, LEAs, Trusts), Student, Concessionary and International.

##### **Most common issues from parents and how to address them**

Looking at some of the most common issues arising from parent's calls to our helpline

##### **Identification of a G&T child – is it so clear cut?**

Many gifted children can be missed in the top 5% to 10%, because of the very nature of giftedness and the unusual characteristics that can go with it.

**Practical ideas for what to do with a gifted child in your class**

Ideas, contacts, resources to stretch the G&T children both inside and outside your classroom.  
Ideas for extracurricular activities and for partnership projects with other agencies.

**Working with parents**

Addressing parent's concerns with them. Some signposting ideas.

## **MARKET STALL 11:**

### **CHILDREN'S UNIVERSITY AND FRONTIERS CLUB**



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#### **CHILDREN'S UNIVERSITY**

The Bedford Children's University offers a fantastic opportunity to develop abilities, skills and talents alongside like-minded children. Bedfordshire Children's University brings together more than 1000 children in Years 4 to 8, nominated by state and independent schools in Bedfordshire to take part in a week-long programme of master-classes.

In the Children's University week itself, we will have now 6 strands - Academic, Science, Technology, Creative Arts, Performing Arts and Sports to cater for the very diverse talents and aspirations of our children. We work with teachers, lecturers, coaches, tutors, professional artists, performers and writers to devise courses which will stimulate, excite, inspire and extend the potential of children. We give our course leaders the freedom to plan programmes without National Curriculum constraints.

Our aim is to ensure that our more able children have one of the best extra-curricular learning opportunities of their school year and that they have fun.

All places on Bedfordshire Children's University are by invitation only, based on the nominations of school staff.

#### **FRONTIERS CLUB**

The Frontiers Club is a progression from the Children's University. Once a child has been nominated or attended the Children's University, they are invited to the Frontiers Club.

A variety of courses and workshops are on offer from building and programming robots to Latin and cooking. We encourage gifted & talented children to try out courses outside their talent spectrum to allow them to explore and discover new skills. Approximately 250 students attend each term choosing from 20 courses and 9 workshops.

Students can chose a six session course from 9.30am to 12.30pm or a one day workshop. The majority of courses are taking place at Biddenham Upper School on Saturdays.

For more information on Children's University or Frontiers Club, please visit [www.blebp.co.uk](http://www.blebp.co.uk) or call Susan Ploetz on 01525 408086.



YOUNG GIFTED & TALENTED



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## MARKET STALL 12:

### YG&T: WHAT'S IN IT FOR YOU AND YOUR LEARNERS?

#### YG&T Programme:

The Young Gifted and Talented Programme (YG&T) is the core of the national programme for gifted and talented education, managed by CfBT Education Trust and funded and supported by the Department for Children, Schools and Families (DCSF).

YG&T is dedicated to providing exciting opportunities and resources for gifted and talented learners aged 4 to 19 in England, both in and out of the classroom. Gifted describes learners who have the ability to excel academically in one or more subjects such as English, mathematics or technology. Talented learners have the ability to excel in practical skills such as sport, leadership, artistic performance, or in an area of vocational skill.

The focus of the programme is to make sure that learners have every opportunity to recognise, use and develop their gifts and talents, wherever they come from and whatever school or college they attend. The programme also aims to encourage young people to raise their aspirations as well as realise their potential, regardless of background. Offering a broad spectrum of information and resources, the programme is readily accessible through a single online portal: [ygt.dcsf.gov.uk](http://ygt.dcsf.gov.uk)

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**MARKET STALL 13:**



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## **DESTINATION IMAGINATION**

Destination Imagination can be an exciting addition to the provision for your gifted and talented children. It will stretch and challenge their higher order thinking skills, develop communication and problem solving techniques. Working in small teams with the guidance of a team manager, children discover skills and interests they never knew they had – inventiveness, construction, playwriting, performance, time management, teamwork and leadership are just a few.

Today we will demonstrate the scope of an Instant Challenge, give you a pack of the necessary resources to try this challenge with your children back at school and provide a menu of support activities we can offer your school or your learning community.

Ven Bolton and Christine Highams, DI UK Instant Challenge Masters.

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