

## Ashfield Excellence Cluster

### Evaluating the Curriculum Offer for G&T pupils ~ Guidance

With the primary schools in the Cluster working hard to revise their curriculum in order to improve provision for all pupils, Headteachers feel strongly that the gifted and talented co-ordinators should be closely involved to ensure from the start that the needs of this group of pupils are being considered. Also, we know that many classroom opportunities which particularly benefit more able pupils enhance the learning of other groups. Good pedagogy is good pedagogy...

The aim of this evaluation tool is to draw attention to the wide range of opportunities that constitute good provision for G&T pupils.

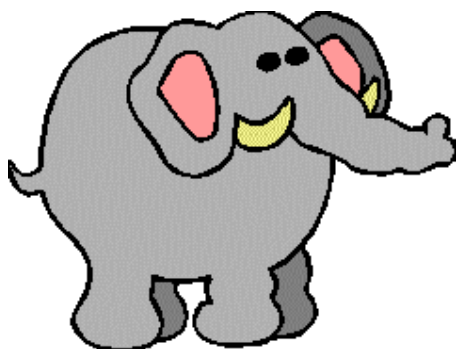
It is NOT intended that it should be used to evaluate all aspects of provision in all year groups for every curriculum unit - though it might be appropriate for some schools to do a broad audit before focusing.

Encouraging class teachers to consider all the aspects might be a useful (and encouraging) whole-staff activity. After considering the big picture, it is easy to adapt the form to reflect a particular focus for school development and subsequent evaluation. For example, you might want to add additional rows to 'Differentiation' in order to break it down and examine it in more detail. You might even want to narrow it down even further by looking at differentiation in Numeracy. Boxes will expand and contract, and rows can be deleted (or added!).

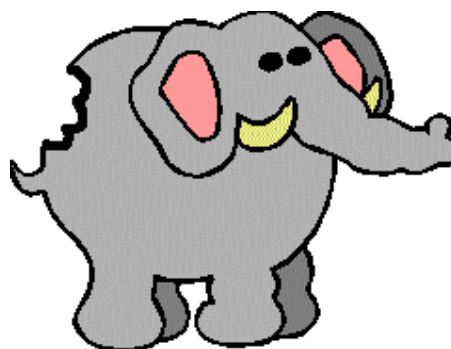
Two pro-formas are available to choose from. The first is more of a checklist/audit and the second is more evaluative with space for comments and actions. They are available electronically on the AEC website so that they can be tweaked to suit individual school needs. For example, it might be appropriate to consider your school's position on the expected frequency of particular aspects (this might already be contained in your school Teaching and Learning or Curriculum Policies) and add that information to the sheet. Similarly, you might want to include extra-curricular opportunities.

Secondary Co-ordinators could adapt the form so that it applies to a department scheme of work.

Good Luck!



*how do you eat an elephant?  
time...*



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*Annie McClimont (June 2007)*