

Action Plan

Research question: “What effective provisions can I make for Gifted writers in my class?”

Action Plan: February to July

Action Plan: Review and evaluation of progress

Action Plan: Further action and targets

	Objective	Planned action and by whom	Resources and availability	Target date for action	Success criteria	Evaluation and review (dated) and further action
1	To find out how to identify children that are Gifted and Talented.	<p>Review recent literature on how gifted and talented children are identified.</p> <p>Look for journals on the internet using Athens.</p> <p>Visit the university’s libraries.</p> <p>Read the School’s policy on identifying children who are gifted and talented.</p>	<p>Request an Athens password from library.</p> <p>Use NQT release time to use library to read relevant literature.</p> <p>Copy of school policy needed.</p>	31.3.07	<p>To know the difference between gifted and talented.</p> <p>To know what criteria is used to identify children who are gifted and talented.</p> <p>To know how my School identifies children who are gifted and talented.</p>	<p>30.3.07 – Completed.</p> <p>I have researched and read Government documents providing me with information on gifted and talented.</p> <p>My School’s G & T policy is currently being rewritten. I have looked at the old policy and spoken to the G & T coordinator about what the new policy will include.</p> <p>Further action: Awaiting a copy of the</p>

						new policy (expected Sept 2007).
2	To find out what provisions there are in my School for Gifted and Talented children.	Meet with Gifted and Talented Co-ordinator in School and discuss what provisions are available for Gifted and Talented children.	Arrange date for meeting.	30.4.07	To know what provisions there are in my School for Gifted and Talented children.	<p>13.3.07 Sat down with the G & T coordinator and talked about the provisions available in School for G & T. Discussed ways to go forward in this area.</p> <p>Further action: Discuss with P.E coordinator about specific clubs available for those who are more able in a particular sport.</p> <p>30.5.06 – I have spoken to the P.E coordinator (see appendix). I have also talked with the I.C.T coordinator as he is organising a day at MGS for gifted and talented pupils.</p>
3	To attend the course “Working Together – Children with Gifts and Talents.”	Attend course on Gifted and Talented children at Canterbury Christ Church University.	Book place on course. Cost £5	17.3.07	To attend the 1 day course.	17.3.07 Completed. On the course I learnt about the provisions available for gifted and talented outside

		Course run by the South East Region for Gifted and Talented Students.				<p>school.</p> <p>The course also provided me with information on the associations that are available and also the outreach courses that are available.</p> <p>I was given useful website and literature to read.</p> <p>Further action: To continue to check website for future courses running.</p>
4	To research good practice and successful ideas to challenge more able children.	<p>Review recent literature on how to challenge Gifted and Talented children.</p> <p>Visit the www.nace.co.uk</p> <p>Read Oxford Brookes Universities training material for Gifted and Talented Co-ordinators – see reading list and websites.</p> <p>Read Bloom's Taxonomy, Pedagogy and Practice document – DFES (2004)</p>	<p>Athens password for online journals needed,</p> <p>Use NQT release time to use library to read relevant literature.</p> <p>Copy of Oxford Brooked Training material.</p>	31.5.07	<p>To implement ideas and good teaching strategies to challenge the more able children in my class.</p>	<p>25.4.07 – I have begun to read relevant literature on gifted and talented children.</p> <p>Further action: Continue research; focus on Bloom's taxonomy and questioning.</p> <p>30.6.07 – I now am familiar with Bloom's taxonomy. I am now starting to plan</p>

						<p>Literacy lessons that included these new strategies and teaching ideas so I am challenging the most able children in my class.</p> <p>Further action: Deliver Literacy lessons and evaluate teaching and children's learning.</p> <p>16.7.07 – completed.</p>
5	<p>To visit another primary school and liase with the gifted and talented coordinator. Share effective practise.</p>	<p>Visit Year 6 teacher and observe a literacy lesson.</p> <p>Discuss and share effective teaching strategies and resources.</p>	<p>Arrange a date to visit.</p> <p>Use NQT release time to visit the school.</p>	30.06.07	<p>Visit other school and meet with gifted and talented coordinator.</p> <p>Share findings with my School's gifted and talented coordinator.</p>	<p>25.4.07 – Due to S.A.T.S possible visiting date is 5.06.07. Awaiting confirmation.</p> <p>Confirmation date: 6.06.07</p> <p>7.07.07 – I gained many new effective teaching strategies, for example the idea of Literacy buddies, Forum Theatre and character studies.</p> <p>Further action: Use these teaching ideas in future lessons.</p>

6	<p>To plan a unit of work in literacy that</p> <p>a) Challenges more able children</p> <p>b) Includes successful ideas or methods to extend the more able children.</p> <p>Evaluate my teaching and the children's learning.</p>	<p>Using resources and materials available plan and deliver lessons in literacy that challenges the more able children.</p> <p>Evaluate teaching and children's work.</p> <p>Reflect upon learning.</p>	<p>Weekly plan</p> <p>Literacy resources</p>	30.06.07	<p>To plan and deliver literacy lessons that challenge more able children.</p> <p>To evaluate my teaching and children's work.</p> <p>To assess what the children have learnt.</p>	<p>30.6.07 – I have planned a 2-week unit of work in Literacy on Mystery and Adventure stories. I have specifically thought about how I am going to challenge more able children in each of the lessons. I have delivered the lessons.</p> <p>Further action: To evaluate my teaching and the children's learning.</p> <p>3.07.07 – Evaluated the lessons and the children's learning.</p> <p>29.7.07 - Completed</p>
7	<p>To arrange a lesson observation by my Mentor, with a clear focus being on "Am I effectively challenging the more able children in Literacy, in my class?"</p>	<p>Talked to Mentor to arrange a date for observation.</p> <p>Notes by Mentor from lesson observation carried out on School proforma.</p> <p>Feedback on teaching and effectiveness of challenging more able children in Literacy.</p>	<p>Mentor Lesson plans. My Class</p>	30.06.07	<p>Feedback from a more experience teacher on how effectively I challenged the more able children in Literacy.</p>	<p>Observation date: 21.5.07.</p> <p>30.6.07 – Feedback from my Mentor was positive. She said I had clearly planned and thought about challenging the more able children. She said</p>

						<p>I did this through differentiated questioning and three levels of independent work. I am pleased with her feedback.</p> <p>Further action: To continue to challenge more able children by developing the effective teaching strategies I have learnt about.</p>
8	<p>To set up a writing club at lunchtime for more able children in Year 3 at lunch time.</p>	<p>Talk to Head Teacher. Talk to other Year 3 teachers. Inform children.</p>	<p>Writing Journals Resources to encourage creative writing (books within School).</p>	<p>25.6.07</p>	<p>Over the next six weeks, spend half an hour at lunch times with children who enjoy writing. Each week, set them little projects to do that we then review in the next session.</p> <p>At the end of the six weeks, the children will of produce a story of their choice.</p>	<p>3.07.07 - Due to circumstances, it had not been possible to implement this.</p> <p>Further action: To set up a writing club in September 2007.</p>