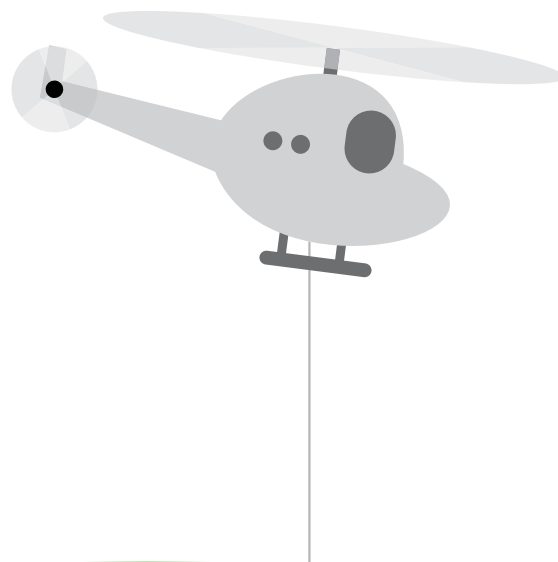


A commitment from  
**The Children's Plan**



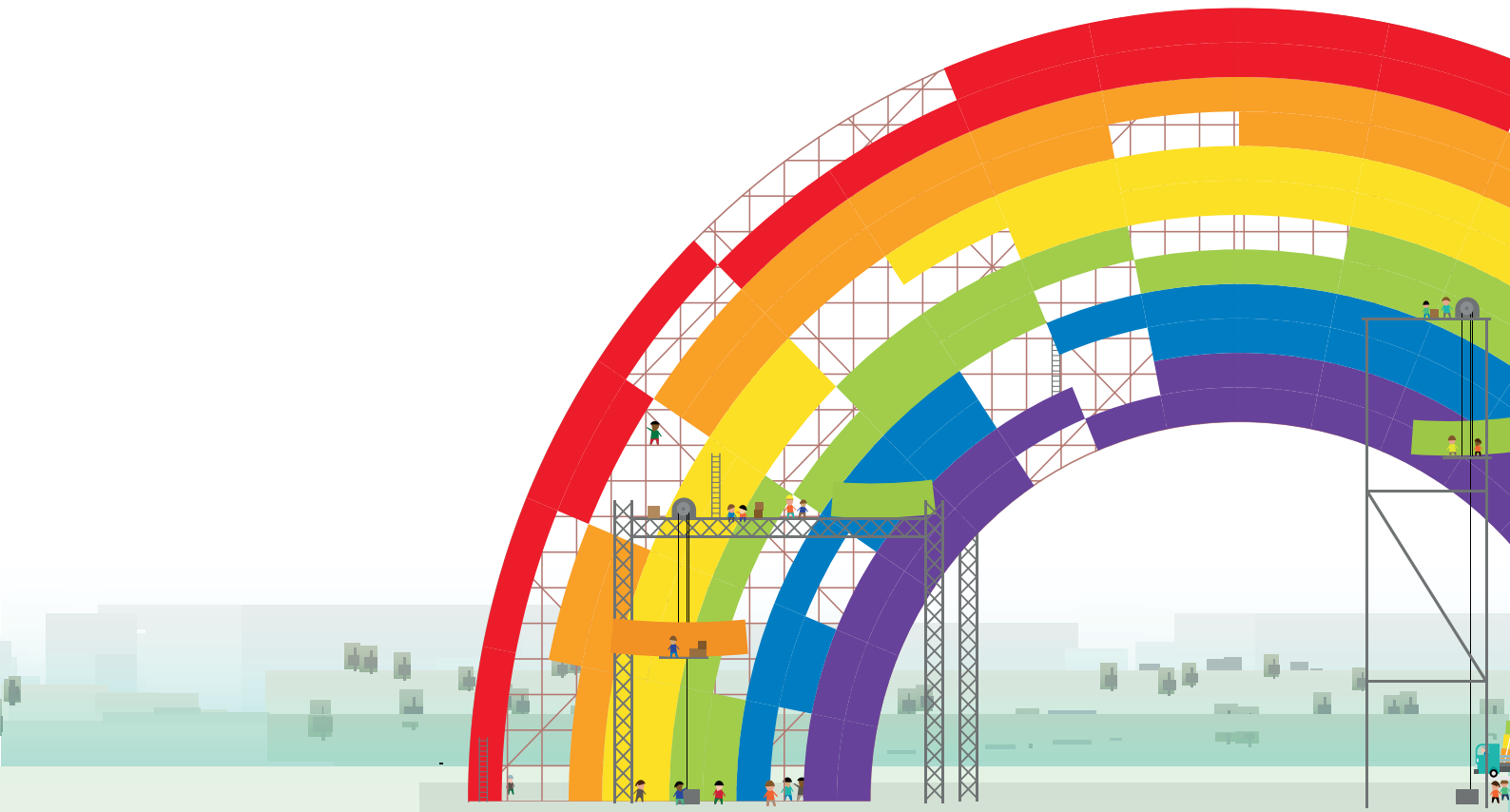
# Effective provision for gifted and talented children in primary education

Revised May 2008



department for  
**children, schools and families**

A commitment from  
**The Children's Plan**



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# Introduction



This guidance is an updated version of the initial guidance published in October 2006 which set out general principles for primary schools to follow in order to plan and deliver effective provision for gifted and talented learners. It sets out expectations of schools, as well as the range of support and resources which are available through the national programme for gifted and talented education.

The document will be of interest to leading teachers for gifted and talented education, governors, headteachers, and senior managers who are responsible for demonstrating a whole school approach to meeting the needs of the most able pupils. The guidance provides support for all staff in identifying gifted and talented pupils and providing them with an appropriately personalised education. It is also intended to be a resource for local authority gifted and talented leads.

Good provision for gifted and talented pupils is an important component of the personalisation and equal opportunities agendas driving recent government initiatives:

**Every Child Matters** (2003), maximising opportunities for children, setting out ‘enjoying and achieving’ as one of the key aims.

**Excellence and Enjoyment** (2003) emphasising the importance of flexibility and creativity in how schools respond to children’s needs: *“Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching, which challenges them and shows them what they can do.”*

**Higher Standards: Better Schools for All** (2005) establishing a system which is designed around the needs and aspirations of the individual, with schools responding in a wide variety of ways to create a personalised curriculum and ensure that children fulfil their potential. *“The personalisation agenda means support for the most able pupils*

*– gifted and talented – as much as those who are struggling.”*

The guidance is set out under the same five headings used for the **Institutional Quality Standards in Gifted and Talented Education** (see Appendix 1) which represent the key components of personalised learning.



The Institutional Quality Standards have been developed as a self-assessment tool for schools to audit and develop their provision. This guidance, used alongside the standards, will help schools to demonstrate both in the single conversation with School Improvement Partners (SIPs), and through inspection, that they are meeting the needs of different groups of pupils as required by the New Relationship with Schools (NRWS).

## What do we mean by gifted and talented?

In every school there are pupils with a range of abilities. **Gifted and talented learners are defined as those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities).** This does not mean just the infant Mozart or the child Einstein, but rather refers to the upper end of the ability range in most classes.

It's important to recognise that gifted and talented pupils are individuals, with their own unique strengths and weaknesses. A child may be very able in some areas, but may appear on the Special Educational Needs (SEN) register for behavioural, social, physical/sensory or specific learning difficulties.

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We use the term 'gifted' to mean those pupils who are capable of excelling academically in one or more subjects such as English, drama or technology. 'Talented' refers to those pupils who may excel in practical skills such as sport, leadership, artistic performance, or in an area of vocational skill. In comparison with their peers, when engaged in their area of expertise, gifted and talented children will tend to:

- show a passion for particular subjects and seek to pursue them;
- master the rules of a domain easily and transfer their insights to new problems;
- analyse their own behaviour and hence use a greater range of learning strategies than others (self regulation);
- make connections between past and present learning;
- work at a level beyond that expected for their years;
- show intellectual maturity and enjoy engaging in depth with subject material;
- actively and enthusiastically engage in debate and discussion on a particular subject; and
- produce original and creative responses to common problems.

Gifted and talented pupils can be found in every school, in every culture and in every socio-economic group. Some will show their talents at an early age, others will take longer to develop and some will pass through the education system unnoticed. We must ensure that the abilities of gifted and talented learners, particularly of those from the most vulnerable groups, are effectively nurtured in order to avoid underachievement within this group.

## Preventing under-achievement

Providing for the gifted and talented pupils in our schools is a question of equity – as with all other pupils, they have a right to an education that is suited to their particular needs and abilities. Some pupils are more vulnerable to underachieving than others, for example children:

- from low socio-economic groups;
- who need support to learn English as an additional language (EAL);
- in small primary schools, where they may be perceived as the ‘only one’;
- who have special educational needs;
- who are poor attenders;
- from different cultural and faith groups;
- in public care;
- with medical conditions;
- who act as carers in the home;
- from families under stress; and
- who are at risk of disaffection and exclusion.

Direct intervention is particularly critical for these pupils because giftedness may only emerge when the appropriate opportunities are provided. A child may have a certain predisposition to excel in one or more areas, but will only demonstrate and develop those predispositions, or ‘potential’ if he or she is encouraged to do so.

The main focus in primary schools should be to create the right opportunities, with support and encouragement, to help the child develop a desire to learn and to achieve as much as possible. This will be achieved by presenting pupils with work that challenges, stretches and excites them on a daily basis, in an environment that celebrates excellence.

Teachers also need to act as ‘talent spotters’, recognising indicators of outstanding ability as and when they begin to emerge. The precociously

gifted and the talented ‘star performers’ usually identify themselves, but there are other, less obvious, indicators of giftedness such as intense interest in a particular subject and an ‘intellectual playfulness’ that hints at a child who will, in years to come, break the boundaries of what we know and understand today.

*“There is a wide variety of gifted and talented children, from the confident to the diffident, and from the helpful to the difficult. As Charles Handy has remarked, it is a vital ingredient in school life for all these personality types to receive a ‘golden seed’ early on from someone they respect; a compliment or an expression of confidence that fortifies their self belief.”*

*Ciaran Clerkin, Headteacher  
Selwyn Primary School, London*

Every primary teacher needs to know how to recognise and teach the gifted and talented, and to be familiar with the techniques for creating high levels of intellectual challenge in the classroom as well as being able to offer or access opportunities for pupils to excel in sport and the arts. This forms the basis of a vigorous gifted and talented programme which increases performance across the board, lifting the aspirations of pupils, teachers and support staff and promoting an environment where working to the very best of one’s ability is celebrated.

Classroom assistants can play a key role in spotting indications of particular abilities. They should therefore have access to information and training about identification and be invited to contribute to identification processes.

‘Gifted and talented’ is the standard terminology used by the government, as in the definition above. However, the terms ‘able’, ‘very able’, ‘more able’ are also used interchangeably throughout this document.

# 1. Effective teaching and learning strategies

This section describes:

- **how the identification of gifted and talented pupils should be an ongoing, fair and transparent process;**
- **how effective teaching develops from good primary practice; and**
- **how self-evaluation, and the Institutional and Classroom Quality Standards for Gifted and Talented Education, are a means of improving standards.**

## 1.1 Identification

Identification of gifted and talented pupils should be a continuous, whole-school process which:

- is fair and transparent;
- does not discriminate against particular groups; and
- is flexible enough to include pupils who join the school part way through the academic year, or are late or early developers.

Schools have the discretion to decide how best to identify their gifted and talented pupils, but are likely to obtain the best results by drawing on a wide range of information. For example:

- a) quantitative data including available test data and results of in-class/teacher assessment;
- b) qualitative information, including staff assessment and nomination, pupil, peer and parent/carer nomination and examples of pupils' work; and
- c) rate of progress, including value-added data and reference to prior attainment/achievement.

The key principles of identification are that:

- it is a continuous process. Some pupils will be easy to identify at a very early age, while others will emerge later. Teachers should be continually 'talent spotting';
- it should be based on a portfolio approach, utilising a range of qualitative, quantitative and value-added measures;
- identification should be systemised within the school so that it becomes part of school life, rather than a battery of specific tests at a particular time of year;



- schools need to be particularly vigilant for the ‘hidden gifted’, such as underachievers, those for whom English is not their first language, those with specific learning or physical disabilities, those from different cultural or disadvantaged socio-economic groups. The identified group should be broadly representative of the school’s population;
- emphasis should be on providing an appropriate, challenging and supportive environment where children can fulfil their potential. In tightly constrained classrooms, for example, pupils may not have opportunities to ‘shine’; and
- there should be open communication between educators, pupils and parents/carers as part of the identification process – parents know their children best and should be engaged as partners in their child’s learning. (Parents/carers should be made aware, however, that being on the gifted and talented register does not automatically guarantee academic success.)

In some situations, children choose to hide their ability in order to ‘fit in’ with their peer group or avoid being singled out for praise. Creating a learning environment which nurtures gifted and talented behaviours is part of the teacher’s professional skill and is the key to effective identification.

Schools are asked to indicate whether pupils are gifted and talented as part of their School Census return on a termly basis and this will come together with Key Stage data and information on other gifted and talented learners to form the National Register for gifted and talented pupils. The National Register is being introduced primarily to help schools to identify their gifted and talented pupils, to help track their progress, and to provide support, so ensuring successful progression through school and on into higher education.

## 1.2 Effective provision in the classroom

### Excellent primary teaching

The principles of good teaching for all children provide a foundation for effective provision for the gifted and talented.

The renewed Primary Framework for literacy and mathematics provides a starting point for an inclusive approach to planning for gifted and talented learners. The findings and recommendations of the Williams Review of Mathematics Teaching in Primary Schools and Early Years Settings (to be published in June 2008) will build on both the Framework and the Early Years Foundation Stage.

Teachers should:

- ensure that every child achieves as highly as they can, creating a culture of high expectations and aspirations, in which it’s ‘cool to be clever’ and where all sorts of talents and abilities are valued;
- recognise and build on what the learners already know, setting out clear objectives for each lesson and sharing them with pupils;
- make learning vivid and real, developing understanding through enquiry, creativity, e-learning and problem solving, within and beyond the classroom;
- make learning an enjoyable and challenging experience, using a variety of teaching styles and matching tasks to learners’ maturity and preferred learning styles;
- enrich the learning experience, making links across the curriculum;
- develop children’s confidence, self discipline and understanding of the learning process, helping them to think systematically, manage information and learn from others; and
- make children partners in their learning, using assessment for learning to help them assess their work, reflect on how they learn and inform subsequent planning and practice.

### Classroom climate

Gifted and talented pupils are first and foremost children, and much of what they need is exactly the same as for other children. They need challenge and support, expectations of appropriate behaviour and recognition of every kind of ability.

Gifted and talented children need to:

- have a secure environment in which they feel happy to display ability;
- experience intellectual challenge, sometimes having to struggle to succeed;
- take risks and sometimes make mistakes;
- be able to relax and have fun;
- comply with rules and a code of conduct;
- know that they can ask searching questions and get a considered response (even if it's 'I don't know .. let's see if we can find out');
- receive appropriate praise when they do well;
- be recognised as individuals with strengths and weaknesses; and
- be able to discuss things meaningfully with the teacher, other adults, or other able children.

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### Gifted and talented children benefit from pacy, purposeful classrooms where teaching is personalised, inspirational and fun.

As children come into the class in the morning, they are greeted by classical music and a thinking skills task on the board (e.g. the A-Zs of various things, differences and similarities, mathematical puzzles). Pupils quickly settle to the task and write their thoughts or answers in their Thinking Skills books; these are not marked so the children are free from worry about handwriting and spelling - ideas are shared verbally at the end of the session. I never cease to be amazed by the inspirational contributions and moments of originality that arise from these ten minute sessions.

Our routine for written work places an emphasis on good presentation and self-reflection. Each piece of work begins with the date, title and today's learning point. Once the work is completed, we add a TIL (today I learnt), which gives the children an opportunity to reflect on their learning or on any difficulty encountered. Lessons are accompanied by an enrichment task that is intended to motivate the children by applying the TLP of the lesson in a different context. Alternatively, children may act as teachers, explaining a concept to a friend and thereby demonstrating their own understanding.

*Westbury Park Primary School*

The language of the classroom, especially incidental comments made while children are working, gives strong messages about achievement and endeavour.

*“It’s making you think because you are learning something you didn’t know before, and I’m here to help.”*

*“This is how we learn. If everything is easy, it means you already knew how to do it, so there’s no new learning.”*

A focus on the fact that challenge leads to new learning, means that children are less afraid of making mistakes and feel more comfortable in admitting difficulty.

High achievers do stand out, and sensitive children may not welcome the attention, especially in schools where classmates are scornful and name-calling can ensue. In some cases, children learn to hide their ability and purposely underachieve in order to remain unnoticed. In other cases, able children need help in managing their ability so that they don’t continually show off and outperform their peers, perhaps resulting in them becoming socially ostracised. Equally, no child should have to feel ashamed of a special talent; it is something to be celebrated.

In classrooms where diversity is celebrated and both effort and achievement are acknowledged, it is easy to accommodate gifted and talented pupils. Discussions about different types of ability, perhaps in circle time, can help children to understand and appreciate a wide range of abilities, talents and personal strengths. Drawing attention to the different contributions made by individuals to a lesson, also demonstrates that everyone is valued. The *Primary Social and emotional aspects of learning* (SEAL) materials can be used to build on effective practices to develop empathy and understanding of others’ feelings.

The resource can provide ways of developing the skills of all children, including those who are gifted and talented, in relation to such areas as working with others and managing their worries.

A key element in making effective provision for gifted and talented pupils is getting to know each child’s strengths and weaknesses and formulating appropriate expectations. Everyone is better at some things than others and the most able children can sometimes suffer from teachers expecting them to do everything equally well. Some children are perfectionists but find it difficult to ask for help and then are devastated when they do not succeed at something. Creating a climate where ‘having a go’ is valued as much as ‘getting it right’ is an important part of meeting individual needs, as is a shared understanding that mistakes can be a force for good if we learn from them.

**Einstein said that clever people are those who make their mistakes fastest.**

Teachers can avoid embarrassing pupils by responding positively to suggestions and answers that are not appropriate or correct:

‘That’s a good suggestion...

‘I can see why you thought that...

‘I like the way you’re thinking...

‘I’d like you to think about that some more... take some time..

‘I used to think that, but then...

‘Lots of people think that, but...

‘That’s an interesting idea/answer but let’s go back...

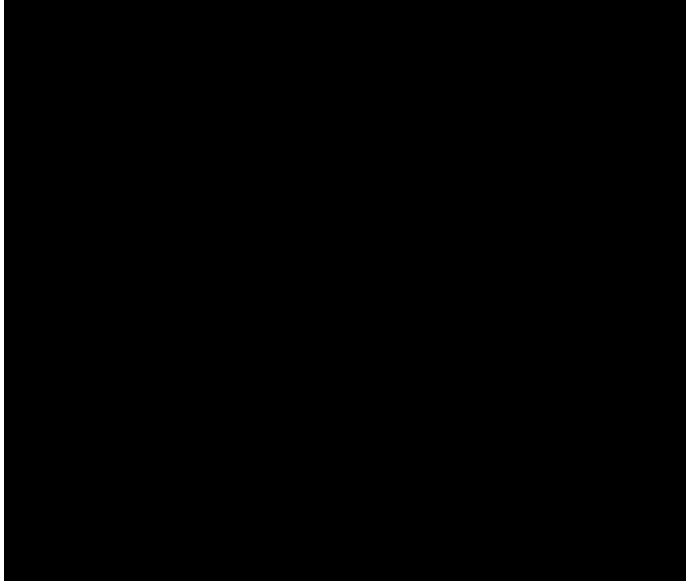
‘Nearly there...

‘You’re on the right lines...

**Task planning – depth, breadth and pace**

Class teachers need to cater for their gifted and talented pupils in short, medium and long term plans, building in opportunities for them to perform beyond the level expected for their age. Learning objectives should be ambitious and clear, and children should be aware of them. Gifted children make intellectual connections between what they are currently learning, what they learnt before and the long-term objective. They enjoy being taken into the teacher’s confidence and being told what is going to happen, why, and where it is all leading. By Years 5 and 6, many gifted children will want to know the long term plan so that they can see the ‘big picture’ and take some control over their own learning. If they know that they are going to learn about the ancient Greeks next term for example, they may well do some research beforehand and be able to enrich lessons with snippets they have already learned.

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Challenge for gifted and talented pupils can be achieved by adding breadth, depth or pace, depending on the task in hand. The best provision incorporates a balanced mix of these.

- Breadth (sometimes called ‘enrichment’) allows the most able to experience additional material outside of the core offer and can serve to create a more complete understanding of the focus area. Breadth enables pupils to compare and contrast, to locate their learning in a wider context and to make connections between different areas of learning. It does not require the acquisition of new skills, but may provide opportunities to ‘use and apply’ existing ones. Breadth can also include learning a completely new subject, such as Latin, perhaps in an after-school club. In adding breadth to the curriculum, however, there is inevitably a risk of overload. Be guided by pupils’ interest and curiosity and don’t expect them to work harder and longer than other children.
- Depth (sometimes called extension) is achieved by asking children to delve deeper into a given subject or topic and may come as a result of working closely on one text/ problem/artefact or by introducing additional knowledge/concepts/skills. It is about thinking intellectually and can be achieved by, for example, taking a puzzle, solving it and then asking children to create one of their own. This requires them to deconstruct it and determine how it works. Can they make a better puzzle than the original? Another way of introducing depth is to bring experts into the classroom; this will be of interest to the whole class, but perhaps some time could be spent with the most able children, developing high level skills or exploring more advanced concepts.
- Pace refers to speed in covering the curriculum and can result in achievement at a level exceptional for the age range. This is sometimes termed ‘acceleration’ and involves pupils moving ahead of their peers in the formal curriculum, often in one specific area. In planning, teachers should look at higher levels within the National Curriculum as a way of creating challenge for the most able pupils.

Tasks should be designed to develop the learning behaviours we would like to nurture in all children, especially those who are gifted and talented. These include:

- greater reflection;
- exploration of diverse viewpoints;
- consideration of difficult questions;
- formulation of opinions;
- problem solving and enquiry;
- connections between past and present learning;
- regular use of higher order thinking skills (analysis, synthesis and evaluation); and
- independent thinking and learning.

Teachers can employ a number of strategies for effectively differentiating work in the classroom and match tasks to the needs of gifted and talented children by providing:

- a common task that invites different responses and outcomes;
- tasks that vary in difficulty (as in graded exercises) so that able children can begin at an appropriate level and progress further; and
- separate tasks linked to a common theme.

Having provided appropriate tasks for gifted and talented pupils, teachers should:

- negotiate challenging targets, encouraging children to set some of their own;
- emphasise investigation, problem solving and exploration, which can possibly be sustained over a number of lessons (and for homework);
- avoid overloading pupils with work; and
- provide appropriate support and encouragement.

Strategies for developing challenge for gifted and talented pupils include moving from:

- concrete ▶ abstract  
(materials, ideas, applications)
- simple ▶ complex  
(resources, research issues, skills needed, targets set)
- basic ▶ transformational  
(information, ideas, materials and applications)
- single ▶ multi-faceted/divergent  
(making connections within or across subjects)
- structured ▶ open-ended  
(decisions, approaches and solutions become the learner's responsibility)
- little ▶ greater independence  
(planning, monitoring, evaluating)
- small ▶ larger steps  
(in imagination, insight, application)

Challenge for the gifted and talented should involve discourse that enables children to learn techniques for expressing their views, for posing questions and for interrogating the views of others. Individual lessons should create opportunities for challenge through the use of probing questions, peer discussion and teacher-pupil interaction. Able children like to talk to and work with people who have greater levels of knowledge and expertise than themselves – adults or older pupils. They value the opportunity to discuss something in depth from time to time and it's important for teachers to recognise and provide for this.

*"How can I tell what I think 'til I see what I say?"  
(E.M. Forster)*

Gifted children should be amongst the first to start to become critical, independent thinkers, capable of articulating their personal, considered viewpoint.

### Questioning

Appropriate questioning is a useful way of differentiating for the most able pupils and teachers need to understand the technique. Most teachers use closed questions to good effect, confirming that a child understands or remembers something, but make less use of open questions which promote new thinking and promote discussion and debate. Rather than accepting an initial answer, teachers can probe further by asking children to explain **how** and **why**.

- ? How are you planning to do this?
  - What will you need?
  - Why did you decide to start like that/ do it that way/ include that.....?
  - How did you reach that answer/ decision?
  - How do you know?
  - Why do you think that?
  - Why do you think this approach worked better than X?
  - How can you be sure?
  - Is there another way/ reason / argument?
  - How many ways can you..?
  - How many uses...?
  - What if/ if not?
  - Can you think of a more powerful/ interesting/ unusual word to use here?
  - How do you think it feels to be...?
  - What do you think happens next?
  - Would anyone like to ask Sam a question about what s/he has just said?
  - Who has a different idea?

- ? Children may need encouragement to respond to 'tricky' questions so it's important to build in some 'thinking time', to give positive verbal and non-verbal feedback and reward all contributions – especially those which involve risk. Cue them in to giving a considered response: 'I want you to think carefully before answering...'
- ? With some able children, the level of thinking outstrips their communication skills/ vocabulary, so it's important to support them: 'I think you're saying...'
- ? The best questions are both challenging and interesting and can be effective in introducing a new topic: 'What do we mean by a 'pattern'? Does the word mean different things? Where can we find patterns – in school, in nature, in art, in numeracy? How do we make a repeat/symmetrical pattern? Can you think of different ways?'
- ? Providing answers and asking children to formulate appropriate questions to fit, is also a useful activity.
- ? As children move through primary school, they need to pose questions as well as answer other people's. This is particularly important for able children. They should also be encouraged to query findings and not take information at face value. Beginning a lesson or topic by asking, 'what questions could we ask about this book/person/place – what would you like to know?' encourages able children to use an analytical approach which will become second nature to them in their learning.
- ? Can children think of any questions that can never be answered?

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### Individual children

At the heart of the personalisation agenda is the individual child. Every teacher knows that truly effective teaching focuses on individual children, their strengths, their weaknesses, their needs and the approaches that engage, motivate and inspire them. Gifted and talented individuals have considerable strengths but they may also have areas of weakness and effective provision for them involves addressing both.

Jack, aged seven, is linguistically gifted. He has an exceptional vocabulary, immense fluency with language and is expert at plot and character. However, he has difficulty with some of the skills associated with learning to read (decoding) and write (forming letters) which require visual and physical coordination. Jack needs support in these areas.

This mismatch between ability and skill can lead to frustration for able children who are used to learning easily. If they are not helped to master basic skills, then underachievement is inevitable and as a result gifted children may not be recognised as such in the primary school. Jack may well have been overlooked if his teacher had not been 'talent spotting'.

As with all children, education for the gifted and talented should focus on both their intellectual development and their social and emotional needs, including key aspects of learning such as social skills, self-awareness, managing feelings and empathy. Schools may cover these areas as part of their 'emotional literacy' curriculum, but teachers should be aware that some academically gifted children can feel uncomfortable with their ability, different from other children of the same age, with different interests. For these children, positive intervention may be appropriate and a mentor or 'peer buddy' can provide valuable support.

Motivation, high aspirations and good self esteem are key to fulfilling potential and depend to a large extent on the pupil-teacher relationship. A partnership based on mutual respect recognises the strengths and abilities of each individual while at the same time acknowledging each others' limitations. It is perfectly acceptable, in fact desirable, for the teacher to sometimes admit that he or she 'doesn't know', but this should be followed up with attempts to 'find out', so modelling good learning behaviour. Positive feedback is also essential for developing and maintaining motivation and self esteem and the Assessment for Learning (AfL) materials suggest useful strategies for this. There are three stages to consider:

- 1) Suitability of task: success should not be too easy, or too difficult, to achieve.
- 2) Standards to aim for: pupils should know the criteria by which their work will be judged.
- 3) Appropriate reinforcement and reward: praise should be specific and relate to both effort and achievement e.g. *"I like the way you thought about that – and well done for coming up with a good solution."*

The best sort of motivation is intrinsic and stems from children's belief in themselves and what they do. Feedback should reinforce the image of the pupil as an effective learner capable of taking risks, making good choices and reviewing their own progress.

### Classroom grouping

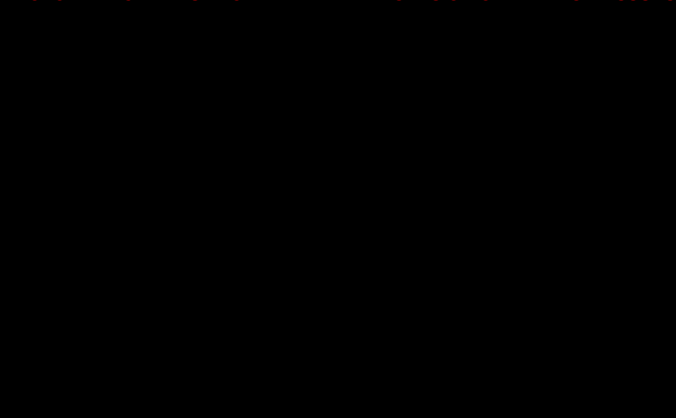
Schools which have effective provision for gifted and talented pupils use a variety of grouping approaches, including those outlined below.

#### Grouping by ability in each subject (setting)

can help teachers to cater for the individual needs of different pupils, including by providing appropriate enrichment and extension for gifted and talented children. This can be successful in terms of ensuring intellectual stimulation and accelerating progress.

'Study support' activities can also offer opportunities for groups of mixed-age pupils to work together on an area of particular interest. Study support is the Government's term for all voluntary out of school hours learning activities; it may take place before or after school, at break times, at weekends and during school holidays, and can include activities such as music, chess and sport. Gifted and talented children enjoy and benefit from working with others of like ability and this should be part of a child's entitlement, even in small schools where imaginative approaches are needed to make this possible.

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**Mixed ability groups** reflect the society in which we all live, and help children develop their understanding of other pupils with different backgrounds, attitudes, aspirations and abilities. For the gifted and talented pupil, working with pupils of different abilities can help them develop the way in which they converse and engage around a particular subject. Sometimes, working with a less able pupil helps a child to clarify his thinking and find a clear way to explain a concept; being in the role of 'tutor' can also be very good for self esteem. However, gifted and talented pupils should not be asked to devote significant amounts of time to assisting other pupils at the expense of their own learning. Working in a mixed ability group can also help gifted and talented pupils to develop the characteristics of an independent learner and take themselves in new directions when the pace is too slow. Teachers should ensure that lessons are sufficiently differentiated to allow for this.

**Collaborative work** helps to demonstrate the wide range of different abilities that children have, and how each is acknowledged and valued. Working together to set up and run a 'healthy eating' tuck shop, for example, will provide opportunities for pupils to demonstrate understanding and skills in a number of areas including: nutrition, marketing, economics/budgeting, food preparation and cooking, hygiene, design, interpersonal skill, organisational skill, problem solving.

**Individual work** forms an important part of effective provision for gifted and talented children. Sometimes a pupil will be ahead of his peers and working independently is the only way for him to achieve appropriately. In fact, able children often like to get on by themselves. Care should be taken, however, to avoid situations where a child becomes isolated from his peers and outside his teacher's 'radar'.



### Classroom resources

A school's staff is its most important resource, a fact that is well understood by gifted and talented children. They enjoy the attention of older and more experienced individuals and will tend to gravitate towards the teacher and other adults in the classroom. Effective provision will include adequate interaction between pupil and teacher or teaching assistant, in one-to-one and small group situations as well as part of the larger class.

How far individual teachers develop their skills in providing for gifted and talented pupils will depend to some extent on the support they receive from senior managers and colleagues. If they are to be adventurous and creative in their teaching, and flexible in the organisation of their classroom and timetable, they will need the cooperation and support of other staff, as well as opportunities for relevant continuous professional development. High quality, sophisticated resource materials can considerably enhance learning and enjoyment for all children, including those who are gifted and talented. They facilitate effective differentiation in the classroom and can play a specific role in enabling the most able to reach the highest levels of attainment. Such resources include multimedia equipment and software, artefacts, books, original source material, photographs, art materials, musical instruments and sports equipment.

Displays of learning styles, key words, and brain cartoons are always prominent. A table of topical resources – books, pictures, artefacts is regularly re-stocked and always accessible to the children. We have collected a good range of dictionaries and thesaurus, so that children's developing skills and levels of sophistication are anticipated.

Reading material at all levels is also offered, with pupils having full access to the school library rather than being limited to a classroom selection.

Schools maximise their access to resources by:

- sharing with other settings, resource centres and school library services;
- setting up an efficient and accessible storage system for activity sheets, lesson plans etc. specifically designed for gifted and talented children; and
- sharing details of useful websites, interesting journal articles, information about newly published material etc. with all staff, sometimes utilising a specific notice board in the staffroom.

The Classroom Quality Standards (CQS) provide schools with a self-review tool to support the development of effective teaching and learning.

The tool is designed to help classroom practitioners to review the extent to which they provide challenge for all learners, including those who have been identified as gifted and talented. It can promote discussion and consensus within a school about what effective classroom provision looks like, as well as helping both individual teachers and teams to identify areas of their practice which they wish to develop.

A DVD with exemplars of classroom practice and subject amplifications will be available through the National Strategies from Autumn 2008. A link to this and to other resources relating to the CQS will be available on the YG&T website.

### Case Study

Staff at a primary school in Warwickshire completed Layer 1 of the CQS together and as a result of discussion focused on Feature 2 and Feature 7 of the CQS. They identified that the opportunities for pupil collaboration and independent learning were inconsistent and resulted in pupils not being able to identify effective learning opportunities. It was also noted that links beyond the classroom did not link directly with classroom practice.

As a result there was whole school agreement to combine the focus on both elements: *Development of Learning and Links beyond the Classroom*.

A clear plan was established within the school development plan.

A partnership was set up with the local secondary school. Classes 5 and 6 in the primary school were linked with Year 8 and 9 classes in the secondary school and a model of collaborative working was developed. Classes worked together on a weekly basis. The focus was to examine jointly the impact that the refurbishment of a local theatre might have on the local community. Groups within the class had to establish the best way of working, gathering information and analysing it. A range of professionals connected with the construction company, the local council and the theatre itself, including actors were contacted. Questions were devised and posed to the relevant experts. Research was carried with the general public out using a variety of methods. The result of this collaboration was real impact on learning both in terms of engagement and standards.

Pupils from both schools were able to identify models of learning that were most effective. They strongly identified this as being a really good way of learning and observed the following:

- *They were the teacher as well as the learner*
- *There are no limitations*
- *People around you are a really good resource*
- *Teachers did not stop or redirect the learning*
- *Investigations ranged over all sorts of different subject areas.*
- *Exposure to new opinions is more challenging than lessons*
- *We feel more confident "I can do this"*
- *There were many more opportunities to speak and find out what things meant*

Staff in both schools evidenced noticeable improvements in standards of work at the top end of the ability range in all year groups in all subjects. There was more engagement and more independence of learning. The pupils were able to articulate an effective model of learning which they applied in all subjects. Staff feel very confident that they can illustrate the exemplary level of Elements 2 and 7 of the CQS.

### 1.3 Standards

#### Self-evaluation

#### **Gifted and talented children thrive in schools which encourage all their pupils to strive for excellence.**

Under the new Ofsted inspection arrangements, schools are expected to use self-evaluation to assess their own progress and standards and the Self-Evaluation Form (SEF) includes a number of questions relating explicitly or implicitly to provision for gifted and talented learners.

The Institutional Quality Standards for Gifted and Talented Education (IQS) provide a second-level self-evaluation tool to help schools deliver effective whole-school provision for gifted and talented pupils and accumulate evidence to feed into their SEF (see Appendix 1).

#### Case Study

Farnborough Primary School in Bromham used the Institutional Quality Standards in Gifted and Talented Education to audit the school's provision for gifted and talented learners. The audit was initiated by the head teacher and carried out by the senior leadership team.

The process began with introductory whole staff meetings to familiarise people with the Institutional Quality Standards framework. The headteacher and senior staff completed an overview of provision which led to the targeting of three elements by all staff who completed individual audits. The three elements were "Identification", "Effective provision in the classroom" and "Assessment for learning". The sharing of sometimes different perspectives by staff contributed to a much clearer whole school

view of provision whilst strengthening understanding of provision for gifted and talented pupils. The audit confirmed that the school was already developing provision well in each element but needed to focus further to take practice to the next level. For example, evidence gathered showed that the school was firmly at the Developing stage in "Assessment for Learning" but also identified clear areas for refinement to bring about further improvements in provision.

The involvement of all staff in sharing their own experience provoked active discussion and helped develop a precise collective view of what provision for gifted and talented learners actually looked like in the school. Moreover, the school used the process to build a shared view of what they wanted to provide for their gifted and talented learners going forward and are now working together towards delivering this vision.

### **Levels of attainment and achievement**

As part of self-evaluation, all schools should analyse their pupils' performance and progress. Schools should know the level of attainment and achievement of their gifted and talented pupils and know how these pupils perform compared with pupils nationally. This performance should be tracked over time and also used to inform planning.

The main source of analyses is RAISEonline, the system provided by Ofsted and DCSF which has replaced the PANDA and the Pupil Achievement Tracker. It provides information on the attainment and progress of pupils in each school compared to pupils nationally, both in terms of value added from KS1 to KS2 and within KS2 using the QCA optional tests and trends over time. It can be used to inform performance based decisions as part of a school's gifted and talented policy. It also provides reports on groups of pupils (as well as on individuals and cohorts), enables target setting and analyses strengths and weaknesses in different aspects of the curriculum. Schools can also define their own groups of pupils, for example gifted and talented pupils, and analyse their results as a group as well as individually.

# 2.

## Enabling curriculum entitlement and choice

This section describes:

- the importance of a broad and balanced curriculum;
- the key role of literacy and numeracy; and
- enrichment as a way to create breadth of opportunity.

### 2.1 A broad and balanced curriculum

Primary schools are very diverse; each has a distinct identity and will develop a rich and varied curriculum that meets the needs of its particular pupils. This freedom to decide how long to spend on each subject, which aspects to study in depth, and how to arrange the school day, enables schools to plan an exciting, varied and challenging curriculum, providing gifted and talented children with opportunities to:

- cover some subjects in depth;
- discover new aptitudes as well as develop known strengths; and
- move beyond the attainment levels expected for any given age group.

### 2.2 Literacy and numeracy

Literacy and numeracy are the building blocks that open the door to high levels of attainment. Teachers should anticipate exceptional performance and systematically plan to scaffold its development using assessment for learning techniques to identify the learning needs of individuals. Schools may use a variety of organisational approaches to enable the most able to reach high standards including setting, withdrawal groups, vertical grouping arrangements and acceleration to a higher class.

A minority of cognitively gifted children (often boys) find it difficult to master the basic skills of literacy and numeracy and this can hold them back. They need opportunities to practise basic skills, but within cognitively challenging tasks. These children also benefit from being able to use alternative methods of recording at times, allowing them to circumvent problems with writing, spelling, setting out of work etc. for example, voice recognition software, predictive text software, the use of a scribe, and diagrammatic representations such as 'mindmapping'.

There are various ways in which children can demonstrate what they know, understand and can do. Visual representations such as 'mindmaps' for example, can be icon based, involving minimal writing. Pupils can use them for note taking, story planning, character sketching - the applications are endless. Posters, illustrations, cartoons can all convey a lot of information too. Role play, hot-seating, coaching a classmate and other opportunities for verbal demonstration of what has been learned, can often be a viable alternative to written work.

### 2.3 The rich and varied curriculum

Teachers may need to modify the curriculum by lifting the ceiling on what pupils can learn, moving into new content areas and using a variety of ways of approaching new information and ideas. They may also introduce different ways for children to demonstrate what they have learned.

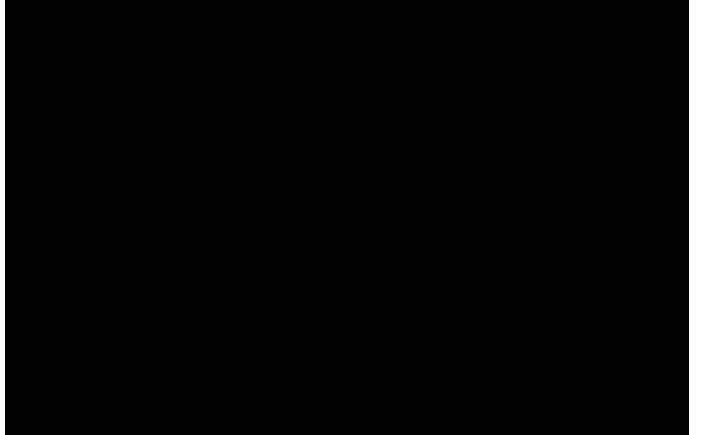
All of the national curriculum subjects should be taught in a way that is inspiring and this may necessitate some subject specialist teaching, requiring schools to supplement their staff's subject expertise by using external specialists or working in partnership with other settings. Specialists coming into school, either as part of a regular programme or for specific occasions such as book week or science day, can create very high level curriculum opportunities for the most able. Gifted and talented pupils make connections between different domains of learning and so cross curricular work is helpful. Schools should also consider the value of offering subjects such as a modern foreign language, music tuition and philosophy. These subjects offer a chance

to develop new skills and ways of thinking and are of particular significance to the most able. Programmes that encourage children to develop their ability to think logically and independently will help the gifted and talented to become more adept at taking control of their own learning.

### 2.4 Enrichment

Enrichment refers to the horizontal extension of provision (or 'breadth'). Schools should offer a range of enrichment opportunities outside the normal classroom which enable children to develop specific skills. Many such activities will take place outside normal school hours and so will form part of the school's overall programme of study support. Whilst those of a cognitive nature such as chess may be particularly attractive to gifted children, others such as community activities are equally important in developing the rounded individual. Enrichment activities often focus on developing talent and facilitating the sustained activity necessary for acquisition of high level skills. A child who shows artistic potential, for example, might be allowed to experiment with a wide range of materials, given extra time to develop their artwork and introduced to techniques at an earlier stage than other children. They might be encouraged to put together a portfolio and be introduced to a local artist willing to offer support and guidance.

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Many local authorities offer enrichment (or study support) activities during school holidays:

e.g. **art workshops** where KS2 pupils from all over London set up shop in the studios of Chelsea College of Art and Design to create drawings, paintings and sculptures inspired by the capital, and **multi-skills sports camps** at Capital City Academy in Brent where pupils worked with sports co-ordinators to develop their skills through a range of games, from hockey and athletics to squareball.

Schools should offer a regular, varied and on-going programme of enrichment activities as a key component of their provision for gifted and talented pupils. Many of these can be provided at low-cost, particularly if good use is made of the special interests and skills of teachers, governors, parents and members of the local community.

Such a programme might include:

- competitions;
- visits;
- productions;
- field trips;
- visiting experts;
- interest groups – art, drama, dance etc;
- sports training;
- book club; maths investigations; chess; philosophy group;
- MFL or Latin classes after school; and
- enrichment days – the timetable is temporarily suspended for special activities.

Helmdon Primary School in Northamptonshire has run several projects in recent years aimed at challenging their gifted and talented pupils. The Conservation Area Project was run by a school governor and involved pupils from Y6 carrying out a site analysis, recording information about the various habitats contained within the area, and identifying the flora and fauna to be found there. To help in their recording they used digital cameras, a mini camcorder and a tape recorder. Their final analyses were shown on two large display sheets, using drawings, paintings, photographs and many other imaginative media to represent and communicate the information collected and ideas on the ways in which the site could be used and developed. This was work of a very high standard.

The setting up of a restaurant in school also provided opportunities for pupils to demonstrate a wide range of abilities. The children visited a local restaurant to find out what was involved in the enterprise and then wrote applications for the various jobs of manager, chef, waiters etc. before receiving some training for their respective roles. The project culminated in pupils preparing and serving a three course meal to their parents over two evenings. This project offered unique opportunities for children to 'shine'. One boy in particular, usually quiet and 'easy to miss' in school, was seen to have exceptional organisational skills and demonstrated a surprisingly mature manner when dealing with the restaurant 'customers'.

The Rose Review of the Primary Curriculum (due to report in March 2009) will consider, amongst other things, how schools can have greater flexibility to meet pupils' individual needs and strengths. Future guidance and school level planning will need to take account of the report's recommendations.



# 3.

## Assessment for learning

This section describes:

- **the role of assessment in recording and planning for exceptional performance;**
- **how data can be used to track the progress of the cohort and the individual; and**
- **how accurate record keeping can ease the process of transfer and transition within and between schools for gifted and talented pupils.**

### 3.1 Assessment

#### Assessment policy

Assessment policies set out guidelines for gathering information about the performance of individual pupils, groups and cohorts of pupils so that it can be used to inform target setting at a range of levels and inform the school's strategic planning. Gifted and talented pupils should at least make the expected two levels of progress. There should be a commitment to offering learning opportunities that enable pupils to demonstrate achievement and reach the higher levels of Key Stage assessment.

Formal assessment data can help the school to decide on its overall approach to meeting the needs of all of its pupils, including the most able. The Leadership Team should review provision annually to take account of individual cohorts as they move through the school and ensure match between curriculum offer/resources and needs.

#### Using assessment data to track individuals

As with all pupils, gifted and talented children need to be tracked as they progress through the school. This individual tracking records progress and identifies the next steps in an individual's learning journey. Assessing Pupils' Progress (APP) in the Assessment section of the Primary Framework provides a structured approach and resources to support the tracking of pupil progress in reading, writing and mathematics throughout Key Stage 2.

From 2007 primary schools have been required to identify their gifted and talented pupils in their school census return. This aids the tracking of these pupils, ensuring that information is transferred from year to year and that learning pathways are logged.

Tracking data is essential in achieving smooth transition within and between schools. School clusters/partnerships can facilitate this process through the use of commonly-agreed documentation, electronic packages and cooperative transfer arrangements. The National Strategies range of materials on transfer can be helpful to schools in planning for transition.

### Assessment for Learning

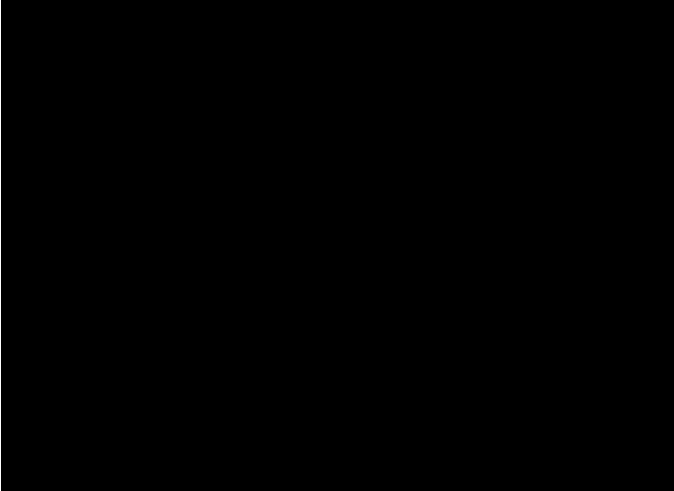
*“Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning, where they need to go and how best to get there.”*

*Assessment and Reform Group, 2002a*

Good quality assessment for learning is critical to effective provision for all children, including those who are gifted and talented children. It should be part of everyday classroom practice, involving both teachers and learners in reflection, dialogue and decision making that enables them to measure progress and plan the way ahead.

The Assessment for Learning Strategy (2008-2011) will support schools in using assessment information to improve and plan provision, as well as improving the quality of the assessment process itself.

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Gifted and talented pupils are, by definition, likely to be ahead of their peers and accurate assessment of their current level of achievement is crucial to ensuring that lessons are pitched at an appropriate level. Failure to do this can result in boredom and disengagement, even disruptive behaviour. Gifted and talented learners, like all learners, benefit significantly when lesson planning ensures that all pupils understand:

- the goals they are pursuing;
- the criteria that will be applied in assessing their work;
- how they will receive feedback;
- how they will take part in assessing their learning; and
- how they will be helped to make further progress.

In this way, pupils are encouraged to be more independent, take responsibility for their learning and recognise the importance of their contribution to the teaching and learning process.

Assessment for learning should be sensitive and constructive because any assessment has an emotional impact and this is especially so for pupils accustomed to success. Motivation can be enhanced by assessment methods which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction.

A powerful model for oral feedback is whole class or group marking of one piece. The teacher takes the lead, but invites children's contributions so that the piece is assessed through a process of discussion, analysis and modelling. Children are more likely to take ownership of marking for themselves if they have been involved in this shared experience on a regular basis.

*“You have three minutes to identify two places where you think you have done well and why, then read them to your partner.”*

*“Find one word you are really proud of and underline it. Tell the person next to you why you are proud of it.”*

*“Decide with your partner which of the success criteria you have been most successful with and which one needs help or needs taking further.”*

### **Three stars and a wish**

This involves identifying three things the children really like about someone’s story – the stars, and something the person could improve – the wish.

In a lesson that focuses on developing mood and how characters feel, the teacher uses an extract from one child’s story and the child reads it to the class. The teacher leads a whole-class session where the children contribute their ideas about what they like, so there are three ‘stars’ identified. During this part of the plenary, the teacher models the kind of questioning technique she wants the children to develop. So in response to a child who says ‘I like the description of the visitor’, the teacher probes a bit further by responding ‘What is it about the way Declan has described the visitor that you really like?’

Once three ‘stars’ have been found, the teacher invites the children to offer a ‘wish’ – something that Declan can work on to improve his story even more.

*Oakwood Avenue School, Warrington*

### **Assessment targets for individuals**

Personalised learning removes, to a large extent, the need for individual learning plans. For a minority of pupils however, the setting and review of individual targets can be used to identify and address factors that might be inhibiting performance and contributing to underachievement. These targets might include motivation, self-esteem and behaviour, as well as learning targets, and help the pupil and his/her parents to see progress and identify areas for growth. Without target setting that is linked to ability, it can be all too easy for a pupil to coast along and lose focus.

### **3.2 Transfer and transition**

Poorly managed transfer and transition within a school, between schools and from early years settings to formal school, can be damaging for children’s progress and engagement. This is particularly relevant to gifted or talented pupils who may be progressing rapidly in their area of expertise only to stall or become disengaged if they are not presented with appropriate learning opportunities. Where communication between settings, staff, parents and pupils is less than effective, the receiving school may waste valuable time in recognising the child’s ability and making appropriate provision.

Schools will have a register of gifted and talented pupils to inform planning, assessment, monitoring and evaluation processes and this will be a key document at point of transfer. When transfer is between schools, the members of staff with responsibility for gifted and talented should liaise to ensure that all relevant information related to pupils on the register is transferred and disseminated.

Some of the challenges for the receiving class teacher/school, include:

- finding out about a pupil's particular abilities;
- not expecting gifted and talented children to start from the same baseline as pupils of average and below-average ability;
- supporting pupils who find they are no longer the most able of their peers once they move to the next Key Stage;
- not mistaking maturity for high ability (a particular problem in transition between Foundation Stage and KS1, or KS1 and KS2);
- understanding that a potential "dip" in performance during the settling-in period does not mean the pupil is no longer a high achiever; and
- lack of continuity in terms of teaching style

The National Strategies publication *Strengthening transfers and transitions: Partnerships for progress* provides principles and key findings from seven action research projects.

### The Early Years

Schools will need to take particular account of the needs of children who have demonstrated that they have particular abilities in early years settings. Information may be gathered from:

- The Early Years Foundation Stage Profile (EYFSP);
- Staff in these settings; and
- Parents/carers.

Children will need to be provided with opportunities to build on early progress through flexible planning. For example, early readers will benefit from experience of books outside standard reading schemes, and may be effectively supported by peer mentoring by older pupils.

Where there are gifted and talented children below the age of five in a primary school setting they should be included in the school's gifted and talented register, and provided with appropriate challenge to meet their individual interests and abilities.

## Issues relating to specific transition points

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Foundation stage  
to KS1

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- Continue the focus on play-based learning to maintain children's enthusiasm;
- Read the Foundation Stage Profile carefully, noting the different scores within the different areas of learning;
- Allow KS1 teachers the chance to visit the Reception class and observe more able pupils in their familiar learning environment; and
- Be aware that children of this age may exhibit dramatic fluctuations of maturity and educational development - they may come on and off the register.

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KS1 to KS2

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- The most able may not be the most mature; they may not be able to function as independent learners and may not thrive in the more formal learning environment of KS2;
- Allow KS2 teachers the chance to visit the Year 2 class and observe more able pupils in their familiar learning environment; and
- Cross-phase moderation of pupil outcomes.

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KS2 to KS3

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- Send information on G&T pupils to relevant department heads as well as to the general school contact - this should help to ensure that specialist teachers know who their most able pupils are;
  - Prepare pupils for the fact that they may be in a different achievement context once they arrive at secondary school - use PSHE lessons to discuss any issues they might have to face;
  - Make sure that the information passed on to secondary schools is not just, quantitative, but also qualitative - attitudes to work, family context information, what motivates or inspires the pupil etc;
  - Begin liaison work as early as possible - face-to-face visits are best and could be done by teachers, learning mentors or pupils;
  - Pupils to visit local secondary schools for study support (after-school activities) or longer periods of subject-based learning;
  - Mentoring or buddying schemes; and
  - Cross-phase moderation of pupil outcomes.
-

# 4.

## Organising the school

This section describes:

- **how leadership at every level is critical in developing effective provision for gifted and talented pupils;**
- **the need for coverage of gifted and talented provision in all school policies;**
- **the importance of developing a positive school ethos that celebrates success and ensures that the social and emotional needs of pupils is given priority;**
- **a focus on staff development as being absolutely essential; and**
- **how monitoring and evaluation helps a school to judge the success of its approach.**

### 4.1 Leadership

Primary schools which have effective provision for gifted and talented pupils characteristically have a headteacher and senior managers who strive for excellence and who motivate their staff to embrace a shared responsibility for their most able pupils. The lead of the head teacher and senior managers is critical in setting the school's policy and encouraging a whole school approach to meeting the needs of these children. All schools should have a named governor who is responsible for gifted and talented education and a governing body that plays an active role in:

- setting the school's strategic aims in relation to gifted and talented pupils;
- agreeing plans and policies; and
- monitoring and evaluating the school's performance in relation to gifted and talented pupils.

Classroom teachers are responsible for both identification and provision; therefore the senior leadership team needs to ensure that staff are supported through a variety of strategies including professional development to acquire appropriate skills and expertise. The senior leadership team also needs to ensure that school budgets are deployed to best effect to meet the needs of gifted and talented pupils and actively monitor and evaluate progress on implementing a gifted and talented policy across the school.

Leadership throughout the school should support identified gifted and talented pupils in becoming active members of the Young Gifted and Talented Learner Academy. This will involve registering the school with the Academy, ensuring that pupils and parents are aware of the opportunities available, and supporting pupils in making links between the Learner Academy offer and their own targets and aspirations.

Many primary schools, especially those which have been involved in Excellence in Cities, have had a gifted and talented coordinator for a number of years. These coordinators have been most successful in bringing about improvements in provision for gifted and talented learners when:

- they have had an appropriate level of seniority, so that they can influence policy and practice;
- they have had sufficient non-contact time to support gifted and talented children and school staff; and
- they have undertaken relevant professional development opportunities and have had access to a budget.

The 2005 White Paper, Higher Standards Better Schools for All, set out the Government's aim to build on and extend the success of gifted and talented coordinators by ensuring that every school had access to a trained leading teacher in gifted and talented education. The leading teacher is not a new member of staff but identified from the existing school workforce. It is expected that in many cases primary schools will share a leading teacher using cluster arrangements that are already in place. However, local authorities are free to decide with their schools the model they wish to adopt, and in some authorities all primary schools will have a trained leading teacher. Where a cluster arrangement is in place each school should have a member of the senior leadership team who has responsibility for gifted and talented provision.

The role of the leading teacher differs from that of the coordinator in that the leading teacher focuses less on coordinating activity and more on working with subject and key stage team leaders to develop pedagogical expertise across the school workforce so that the school can effectively meet the needs of gifted and talented learners through mainstream provision. The leading teacher will also focus on continuously improving provision

for this cohort across the school. Whether or not a cluster model is adopted, each school should:

- use the Institutional Quality Standards to evaluate provision, involving all staff in generating reflection and discussion that leads to shared understanding of effective G&T provision
- have its own gifted and talented action/improvement plan which is integral to the whole school development plan.

It is expected that leading teachers in gifted and talented education will:

- provide advice and lead collaborative CPD for teachers in order to drive up the quality of provision in every classroom for gifted and talented learners. This may involve the leading teacher modelling high quality teaching for gifted and talented pupils or sourcing such expertise from elsewhere;
- support the senior leadership team to implement their whole school policy on gifted and talented education, including self-evaluation to bring about continuous improvement; and
- support the school in making best use of their resources and in developing personalised learning.

Schools may choose to devolve some of the responsibilities previously undertaken by gifted and talented coordinators to non-teaching staff, in order that the new role of the leading teacher can be fulfilled.

Local authorities are responsible for working with schools to establish the leading teacher role. They provide differentiated training through the National Strategies to meet the needs of leading teachers and to ensure that the staff are fully equipped to carry out their role effectively. The training includes

development of an improvement plan based on the Institutional Quality Standards in Gifted and Talented Education for the school or schools for which the leading teacher is responsible.

Local authorities are expected to develop opportunities for networking with other leading teachers at a local level. The National Strategies are developing a range of on-line support, including e-learning modules.

## 4.2 School policy

Schools have the discretion to determine whether they require a specific policy on gifted and talented provision, or whether this will be addressed in another policy/policies developed by the school. Feedback from schools suggests that where schools have a specific policy, staff are much clearer about the school's direction in this area and understand their roles and responsibilities in contributing to this.

A school policy should include clear aims for its gifted and talented provision and describe how these will be achieved, sending a strong, positive message to staff, governors and parents/carers that these pupils are a valued part of the school community. It is important that the principles of effective provision for gifted and talented pupils are also reflected in all school policies, ensuring delivery of good practice throughout the school.

In developing a school gifted and talented policy, schools will want to use the Institutional Quality Standards in Gifted and Talented Education:

- to understand the different elements they will need to consider;
- to understand what level of performance the school is currently achieving; and
- to identify areas for improvement for focus in the policy.

As with all policies, a gifted and talented policy should be developed through consultation between senior managers, governors, staff, parents and young people, working together to agree key policy decisions. The member of staff responsible for gifted and talented provision will be well placed to lead this process.

The school's gifted and talented policy should reflect national and local policy and current conceptions of 'best practice' and:

- encourage high aspirations, taking account of current practice and identifying next steps;
- encourage the engagement of pupils with the Young Gifted and Talented Learner Academy;
- link with the School Improvement Plan;
- be clear, succinct and free of jargon;
- be monitored for its impact on pupil achievement; and
- be reviewed on a regular basis, to allow a school to celebrate and build on its provision and to encourage continuous improvement.

In developing a gifted and talented policy, an audit of existing policies, particularly the learning and teaching policy and the inclusion policy will need to be undertaken to ensure that gifted and talented provision is fully taken into account.

## 4.3 School ethos and pastoral care

Successful primary schools have a distinctive ethos that gives them their special character and promotes a vision that is shared by staff, children and community. A school ethos that sets high expectations, recognises achievement and celebrates success and effort is important for all children, including the most able.

The school ethos should:

- support the development of every child's intellectual and emotional development;



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- create an environment where children are listened to and their views taken into account;
- foster an awareness of individual pupils' needs; and
- recognise that gifted and talented pupils may have specific learning, emotional and social needs.

Teachers need to recognise that levels of academic and social maturity in a child may be at different stages of development and the greater the intellectual difference between able pupils and their age peers, the more difficult relationships can become. Some children cope very well, but others may need support in learning how to channel their ability and avoid alienating classmates and teachers. The explicit teaching of social skills and emotional literacy can be effective in helping able children to understand themselves and how others see them. The use of mentors, circle of friends and peer listening can all contribute to the development of a rounded personality and healthy self-esteem.

Schools will also want to ensure that their anti-bullying policy and procedures address the needs of gifted and talented pupils and counteract any negative peer pressure.

As with all children, gifted and talented children will be happiest when they are engaged in an educational programme that excites and challenges them. When this is not the case, boredom and low self-esteem can ensue, resulting in task avoidance and poor behaviour.

All staff should understand how giftedness may affect pupils so that a whole-school approach can be adopted, with parents and carers fully engaged, in addressing the particular emotional or social needs of gifted and talented children.

#### 4.4 Staff development

Effective professional development raises the quality of learning and teaching in all schools, for all children: it should be available for all members of the school workforce and tailored to their individual needs.

Schools need to ensure that every teacher in the primary school has the skills and confidence necessary to teach the gifted and talented children in their class. This may involve providing professional development which will enable teachers to be:

- clear about what constitutes high level performance;
- familiar with higher-order thinking skills and how to develop them in different contexts; and
- able to set tasks which challenge gifted and talented learners.

Lack of subject expertise is a recognised barrier to effective provision in the primary school and an effective professional development programme will ensure that teachers are as well-equipped as possible to challenge the most able children in all curriculum areas. Leading and supporting this CPD with senior colleagues is a key aspect of the role of the leading teacher for gifted and talented education.

Using the initial school audit from the Institutional Quality Standards as a starting point, schools should plan to increase staff expertise in gifted and talented education as a continuous process, linked to performance management. Continuing professional development (CPD) can take a wide range of forms, for example observing a colleague, attending a course or taking part in or delivering INSET.

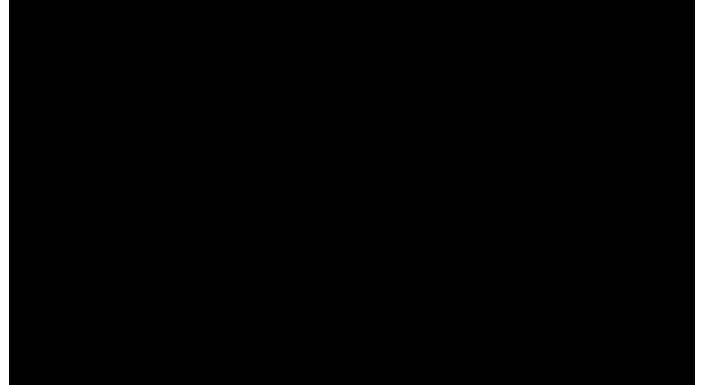
The leading teacher on gifted and talented education within the school will play a key role in helping to design whole school training opportunities. They will also advise teachers and other staff on what CPD opportunities might help them develop and extend their knowledge in relation to meeting the needs of gifted and talented learners, signposting to relevant resources as appropriate. The commitment to training and development in relation to gifted and talented education also needs to accommodate the specific needs of Newly Qualified Teachers and any new staff at the school.

#### 4.5 Resources

Schools are best placed to know the learning needs of their pupils and staff must use their professional judgement to personalise learning in their school. However, it is important that budgets are deployed so that appropriate resources are made available to support gifted and talented children. During 2008-11, £1.6 billion will be available to schools through the Dedicated Schools Grant for personalisation. This is being made available to support catch-up in English and Mathematics, gifted and talented provision and access to study support for disadvantaged learners in accordance with the aims set out in the 2005 White Paper.

Support for gifted and talented children can come in many forms and this is an area where schools can and should take the initiative. In developing their approach to meeting the needs of gifted and talented learners, schools will benefit from drawing on the expertise available locally through the local authority advisers with responsibility for teaching and learning, the core subjects and gifted and talented and through the regional partnerships for gifted and talented education.

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#### 4.6 Monitoring and evaluation

Schools are responsible for evaluating the effectiveness of their provision for gifted and talented pupils and the Institutional Quality Standards provide a useful tool to assist with this process. Each school's School Improvement Partner will use the school's own evaluation, along with evidence from other sources, to identify the needs of the school and offer support and challenge with regard to its approach to meeting the learning needs of all its pupils. Every school will want to monitor the effectiveness of all elements of its gifted and talented policy and, in particular, its impact on the performance of individuals. The named governor will have a key role in supporting the school in its monitoring and evaluation of provision for this cohort and may be able to access training for this through the local authority.

Schools will be expected to demonstrate the effectiveness of their approach to providing for gifted and talented pupils during school inspection and will want to provide evidence to illustrate how their approach has had a positive impact on children's performance. The Institutional Quality Standards for Gifted and Talented Education is a useful framework against which schools can accumulate evidence with a view to demonstrating good practice during inspection.

# 5. Strong partnerships beyond the school

This section describes:

- **how schools should engage with parents/carers and wider children's services to ensure support for gifted and talented pupils;**
- **the role of extended services and activities in the personalisation agenda; and**
- **how opportunities available locally, regionally and nationally including those provided through the Young Gifted and Talented (YG&T) Learner Academy should be exploited by schools in providing for their gifted and talented pupils.**

## 5.1 Engaging with the community, families and beyond

Parents know their children best and are sometimes the first to recognise particular gifts or talents. It is important that schools acknowledge the crucial role that parents play in their children's education, listen to the information they offer, and actively encourage and support parents as partners in their children's learning.

Some parents may need specific guidance on how to support their gifted or talented child. School staff may be able to provide this or help parents to access information and guidance from wider children's services, voluntary organisations or the local community. By 2010 every school will be providing access to a range of extended services and facilities, including parenting support and swift and easy referral to specialised support services such as health and social care. They will do this by working with a range of partners including local authorities, other children's services and the private and voluntary sector to ensure that children and their families have the support they need.

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## 5.2 Learning beyond the classroom

Research has shown that schools which open up their doors to pupils, parents and local people outside of traditional hours can expect improvements in performance. A key finding of The Evaluation of Full Service Extended Schools Initiative, Second Year: Thematic Papers (2006) was that extended services can have significant benefits for children, adults and families and can be associated with benefits for schools in terms of improvements on performance measures. Similar research by Ofsted found that children, young people and families benefited from enhanced self confidence, raised aspirations and better attitudes to learning where their school was providing access to extended activities.

The development of extended services in or through every school by 2010 will increasingly offer opportunities to pupils, including those who are gifted and talented, for learning beyond the classroom. Through extended services, all pupils will have access to a **varied menu of study support and enrichment activities**, including homework clubs sport, music tuition, dance and drama, arts and crafts, special interest clubs such as chess and volunteering, business and enterprise activities.

In addition, at a local level there may be other opportunities available outside school hours relevant to gifted and talented children of primary school age, for example:

- Advanced Learning Centres;
- Local Authority summer schools;
- Masterclasses (often linked to an HEI);
- Children's University and University of the First Age projects;
- Children's Parliament;
- Talent activities – for example in visual, performing or creative arts – available through the Arts Council England, the National Endowment for Science, Technology and the Arts and other regional arts groups; and
- Sports clubs and activities available locally.

The best study support and enrichment activities will complement teaching and learning in the school day and may help identify pupils' latent gifts and talents. Wider schooling for the gifted and talented can:

- help the child to discover areas of personal aptitude/talent;
- enable the child to learn advanced skills; and
- enable a more sustained engagement with areas covered in school.

Schools should ensure that all gifted and talented children have access to suitable opportunities before and after school, as well as during school holidays. Wherever possible, these should include a residential experience and schools should play an active role in ensuring greater equity of opportunity so that children from all backgrounds are able to benefit.

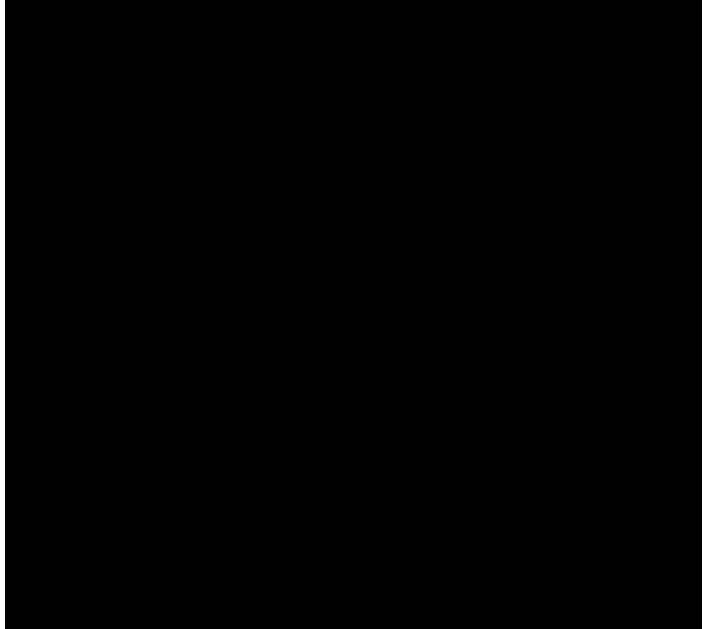
These activities can offer a chance for children to learn in a different setting from the classroom. This may be a more informal setting within school, or a completely different setting such as a field centre, a theatre or museum, a local secondary school or 'on-line'. Children who have access to these kinds of opportunities have been shown to demonstrate increased self-confidence and self-esteem, increased love of learning and personal satisfaction, improved motivation, higher aspirations and ultimately, better school attainment.

Schools should make children and their families aware of such activities as part of their endeavours to match talent with opportunity. Compiling a directory of providers – with details of what's on offer, contact numbers and addresses, can be a valuable resource for gifted and talented children and their parents or carers. Teachers should be aware, however, that the take-up of these opportunities is not always easy for some families. Financial constraints, caring commitments, working hours, transport difficulties or health problems are examples of the type of issues that can result in reasons 'not to do it'. Active support and encouragement, together with some creative problem solving, may be needed to provide a child with an opportunity that could make all the difference.

The Young Gifted and Talented (YG&T) Learner Academy provides through its website access to a wide range of opportunities and support for all gifted and talented learners aged 4-19 as well as information and resources for their teachers, parents/carers and others who work with the children and young people. For learners, this means having access to a range of on-line and face-to-face opportunities, including those run by the Regional Partnership for Gifted and Talented Education and the Excellence Hub of universities in each of the Government Office regions in England, as well as from a range of other providers. Gifted and talented pupils will also be able to join in and have their say with the Learner Academy's online groups including Faculty Cafes, tutor-led subject specific online study groups and general discussion forums.

All schools are encouraged to ensure that their gifted and talented learners are registered as full members of the Academy so that they can gain access to the whole range of opportunities in the Learner Academy. Many services and opportunities are free, and others are subsidised or offered at a reduced rate for children from disadvantaged backgrounds.

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## References and further information

The Young Gifted and Talented (YG&T) website provides resources and guidance for schools, a portal to other sites, and access to a wide range of provision for members of the Learner Academy

<http://ygt.dcsf.gov.uk/HomePage.aspx?stakeholder=14>

Institutional Quality Standards in Gifted and Talented Education (IQS)

<http://ygt.dcsf.gov.uk/Content.aspx?contentId=347&contentType=3>

### Effective teaching and learning strategies

Classroom Quality Standards in Gifted and Talented Education (CQS)

<http://ygt.dcsf.gov.uk/Content.aspx?contentId=332&contentType=3>

Identifying gifted and talented learners – getting started: revised core guidance (May 2008)

<http://ygt.dcsf.gov.uk/Content.aspx?contentId=183&contentType=3>

Getting There – Able pupils who lose momentum in English and mathematics in Key Stage 2

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00105-2008>

Primary Framework for literacy and mathematics

<http://www.standards.dfes.gov.uk/primaryframework/>

EYFS Themes and Principles

[http://www.teachernet.gov.uk/teachingandlearning/EYFS/themes\\_principles/](http://www.teachernet.gov.uk/teachingandlearning/EYFS/themes_principles/)

Ofsted information on the SEF and RAISEonline

<http://www.ofsted.gov.uk/portal/site/Internet/menuitem.455968b0530071c4828ad830c08a0c/?vgnnextoid=ea59699bd3c21110VgnVCM1000003507640aRCRD>

### Enabling curriculum entitlement and choice

National Curriculum gifted and talented guidance is available at QCA's website

[http://www.qca.org.uk/qca\\_2346.aspx](http://www.qca.org.uk/qca_2346.aspx)

Guidance on talent identification in PE and sport from the Youth Sport Trust

<http://www.talentladder.org>

Creative Generation provides guidance on provision for talent in the arts

<http://ygt.dcsf.gov.uk/Content.aspx?contentId=185&contentType=3>

London Gifted and Talented has developed innovative resources and on-line tools

<http://www.londongt.org/>

### Assessment for Learning

Assessment for Learning

<http://www.standards.dfes.gov.uk/personalisedlearning/five/afl/>

Assessing Pupil Progress (APP)

<http://www.standards.dcsf.gov.uk/primaryframework/assessment/app>

The Assessment for Learning Strategy

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00341-2008>

## Organising the school

Handbook for leading teachers for gifted and talented education

[http://www.standards.dfes.gov.uk/primary/publications/inclusion/gifted\\_talented\\_lead\\_teacher\\_hbk/](http://www.standards.dfes.gov.uk/primary/publications/inclusion/gifted_talented_lead_teacher_hbk/)

E-modules for Leading Teachers in the National Strategies CPD Environment

<http://www.nationalstrategiescpd.org.uk/user/policy.php>

The National Strategies provide guidance on addressing the needs of gifted and talented learners at risk of underachievement, including those with dual exceptionalities

[http://www.standards.dfes.gov.uk/secondary/keystage3/issues/focus/ws\\_gt\\_pri\\_sec/prevent\\_underachieve/](http://www.standards.dfes.gov.uk/secondary/keystage3/issues/focus/ws_gt_pri_sec/prevent_underachieve/)

Primary SEAL resource

<http://www.standards.dfes.gov.uk/primary/publications/banda/seal/>

National Association for Able Children in Education (NACE)

<http://www.nace.co.uk>

Resources for staff development are available from Oxford Brookes University

<http://www.brookes.ac.uk/schools/education/rescon/cpdgifted/>

Brunel Able Children's Education Centre (BACE)

<http://www.brunel.ac.uk/about/acad/sse/sseres/sseresearchcentres/bacehome>

## Strong partnership beyond the school

Gifted and Talented Regional Partnership

<http://ygt.dcsf.gov.uk/Content.aspx?contentId=831&contentType=1>

Support on parental engagement and for parents of gifted and talented children

<http://www.nagcbritain.org.uk/>

Children of High Intelligence (CHI)

<http://www.chi-charity.org.uk/>

## Appendix 1 Institutional Quality Standards in Gifted and Talented Education: a worked example

Generic elements	Entry	Developing	Exemplary
A – Effective teaching and learning strategies			
1. Identification	<p>i. The school/college has learning conditions and systems to identify gifted and talented pupils in all year groups and an agreed definition and shared understanding of the meaning of 'gifted and talented' within its own, local and national contexts</p>	<p>i. Individual pupils are screened annually against clear criteria at school/college and subject level</p>	<p>i. Multiple criteria and sources of evidence are used to identify gifts and talents, including thorough use of a broad range of quantitative and qualitative data</p>
	<p>ii. An accurate record of the identified gifted and talented population is kept and updated</p>	<p>ii. The record is used to identify under-achievement and exceptional achievement (both within and outside the cohort) and to track/review pupil progress</p>	<p>ii. The record is supported by a comprehensive monitoring, progress planning and reporting system which all staff regularly share and contribute to</p>
Evidence	<p>iii. The identified gifted and talented population broadly reflects the school/college's social and economic composition, gender and ethnicity</p> <ul style="list-style-type: none"> <li>• Records of staff nominations and baseline information from pupil attainment data – on annual basis</li> <li>• GAT Cohort information and list</li> <li>• Ethnicity listing is available</li> </ul>	<p>iii. Identification systems address issues of multiple exceptionality (pupils with specific gifts/talents and special educational needs)</p> <ul style="list-style-type: none"> <li>• Annual review of students – July each year</li> <li>• GAT cohort has been recorded for previous years and students tracked-progress recorded</li> <li>• All pupils have SEN</li> </ul>	<p>iii. Identification processes are regularly reviewed and refreshed in the light of pupil performance and value-added data. The gifted and talented population representative of the school/college population</p> <ul style="list-style-type: none"> <li>• Multiple criteria evidence in GAT identification folder from previous years</li> <li>• GAT folder and governors reports details</li> <li>• Cohort represents school population</li> </ul>
Next steps			



	Entry	Developing	Exemplary
<p><b>A – Effective teaching and learning strategies</b></p>	<p>i. The school/college addresses the different needs of the gifted and talented population by providing a stimulating learning environment and by extending the teaching repertoire</p>	<p>i. Teaching and learning strategies are diverse and flexible, meeting the needs of distinct pupil groups within the gifted and talented population (e.g. able underachievers, exceptionally able)</p>	<p>i. The school/college has established a range of methods to find out what works best in the classroom, and shares this within the school and with other schools and colleges</p>
<p><b>2. Effective provision in the classroom</b></p>	<p>ii. Teaching and learning is differentiated and is delivered through both individual and group activities</p>	<p>ii. A range of challenging learning and teaching strategies is evident in lesson planning and delivery. Independent learning skills are developed</p>	<p>ii. Teaching and learning are suitably challenging and varied, incorporating the breadth, depth and pace required to progress high achievement. Pupils routinely work independently and self-reliantly</p>
<p><b>Evidence</b></p>	<p>iii. Opportunities exist to extend learning through new technologies</p>	<p>iii. The use of new technologies across the curriculum is focused on personalised learning needs</p>	<p>iii. The innovative use of new technologies raises the achievement and motivation of gifted and talented pupils</p>
<p><b>Next steps</b></p>	<ul style="list-style-type: none"> <li>Stimulating learning environment – see list in GAT folder and governors report</li> <li>Schemes of work – long term and medium term plans and policies</li> <li>School has invested in new technologies – ICT information available</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and learning strategies are evident in schemes of work</li> <li>Lesson plans show strategies including independent learning – see GAT samples in GAT file</li> <li>All teaching staff have had training day on personalised learning. Therapeutic Packages are good examples – 20 student packages</li> </ul>	<ul style="list-style-type: none"> <li>Independent learning is encouraged – Accreditation samples show this</li> <li>See individual subject information in GAT file</li> </ul>
		<ul style="list-style-type: none"> <li>Consider action research for the future</li> </ul>	

	Entry	Developing	Exemplary
<p><b>A – Effective teaching and learning strategies</b></p>	<p>i. Levels of attainment and achievement for gifted and talented pupils are comparatively high in relation to the rest of the school/college population and are in line with those of similar pupils in similar schools/colleges</p>	<p>i. Levels of attainment and achievement for gifted and talented pupils are broadly consistent across the gifted and talented population and similar schools/colleges</p>	<p>i. Levels of attainment and achievement for gifted and talented pupils indicate sustainability over time and are well above those of similar pupils in similar schools/colleges</p>
<p><b>3. Standards</b></p>	<p>ii. Self-evaluation indicates that gifted and talented provision is satisfactory</p>	<p>ii. Self-evaluation indicates that gifted and talented provision is good</p>	<p>ii. Self-evaluation indicates that gifted and talented provision is very good or excellent</p>
<p><b>Evidence</b></p>	<p>iii. Schools/colleges gifted and talented education programmes are explicitly linked to the achievement of SMART outcomes and these highlight improvements in pupils' attainment and achievement</p> <ul style="list-style-type: none"> <li>• The school participated in the 'Equals Durham Project'</li> <li>• See evaluation details and audit</li> <li>• Outcome measures are being used</li> </ul>	<ul style="list-style-type: none"> <li>• The school participated in the 'Equals Durham Project'</li> <li>• See evaluation details and audit</li> </ul>	<ul style="list-style-type: none"> <li>• X – need to check</li> <li>• See evaluation details and audit</li> </ul>
<p><b>Next steps</b></p>	<ul style="list-style-type: none"> <li>• Look at value added</li> <li>• Examine new tracking system and report on effectiveness for GAT pupils, especially those who are underachieving</li> </ul>	<ul style="list-style-type: none"> <li>• Check details of Durham Project for levels</li> </ul>	

Generic elements	Entry	Developing	Exemplary
<p>4. Enabling curriculum entitlement and choice</p>	<p><b>B – Enabling curriculum entitlement and choice</b></p> <p>i. Curriculum organisation is flexible, with opportunities for enrichment and increasing subject choice. Pupils are provided with support and guidance in making choices</p>	<p>i. Curriculum offers opportunities and guidance to pupils which enable them to work beyond their age and/or phase, and across curriculum subjects, according to their aptitudes and interests</p>	<p>i. Curriculum offers personalised learning pathways for pupils which maximise individual potential, retain flexibility of future choices, extend well beyond test/examination requirements and result in sustained impact on pupil attainment and achievement</p>
<p>Evidence</p>	<p>i. Curriculum includes theme days and enrichment opportunities. See photographs, displays and Governors Report</p>	<p>i. Curriculum offers opportunities as stated with individual planning across subjects – see GAT file. Guidance on enrichment options was offered at a parent/carer evening and booklet provided</p>	<p>i. Therapeutic Packages are offered to students to maximise potential which has sustained impact – students achieve well. (Evidence in their performance and results)</p>
<p>Next steps</p>			

	Developing	Exemplary
Entry	<b>C – Assessment for learning</b>	
5. Assessment for learning	<p>i. Processes of data analysis and pupil assessment are employed throughout the school/college to plan learning for gifted and talented pupils</p> <p>ii. Dialogue with pupils provides focused feedback which is used to plan future learning</p> <p>iii. Self and peer assessment, based on clear understanding of criteria, are used to increase pupils' responsibility for learning</p>	<p>i. Assessment data are used by teachers and across the school to ensure challenge and sustained progression of individual pupils' learning</p> <p>ii. Formative assessment and individual target setting combine to maximise and celebrate pupils' achievements</p> <p>iii. Classroom practice regularly requires pupils to reflect on their own progress against targets, and engage in the direction of their own learning</p>
Evidence	<ul style="list-style-type: none"> <li>• Staff predictions over the years show predictive progress</li> <li>• Samples of marked students' work showing staff comments</li> <li>• Termly annotation sheets show some students involvement in own target and tasks. Sample in GAT file</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings with Headteacher</li> <li>• Graphs show progression</li> <li>• Celebration of achievement – see annual list and prize giving</li> <li>• Marking policy, lesson plans</li> <li>• Lesson observation by LMT</li> </ul>
Next steps	<ul style="list-style-type: none"> <li>• Value Added</li> </ul>	

Generic elements

5. Assessment for learning

Evidence

Next steps

Generic elements	Entry	Developing	Exemplary
6. Transfer and transition	<b>C – Assessment for learning</b>		
	<p>i. Shared processes, using agreed criteria, are in place to ensure the productive transfer of information from one setting to another (i.e. from class to class, year to year and school/college to school/college)</p>	<p>i. Transfer information concerning gifted and talented pupils, including parental input, informs targets for pupils to ensure progress in learning. Particular attention is given to including new admissions</p>	<p>i. Transfer data concerning gifted and talented pupils are used to inform planning of teaching and learning at subject/aspect/topic and individual pupil level, and to ensure progression according to ability rather than age or phase</p>
Evidence	<ul style="list-style-type: none"> <li>• Transition is in place – from class to class</li> <li>• Transfer form for secondary schools</li> </ul>	<ul style="list-style-type: none"> <li>• Transition is in place – from class to class</li> <li>• Diagnosis and induction, including GAT for new arrivals</li> </ul>	<ul style="list-style-type: none"> <li>• All information is passed on to next year’s teacher and is available for all teachers</li> </ul>
Next steps	<ul style="list-style-type: none"> <li>• Transition from Y 6 to Y 7</li> </ul>	<ul style="list-style-type: none"> <li>• More planning for transition needed</li> </ul>	

	Entry	Developing	Exemplary
	D – School organisation		
<p><b>7. Leadership</b></p>	<p>i. A named member of the governing body, Senior Management Team and lead professional for gifted and talented education have clearly directed responsibilities for motivating and driving gifted and talented provision. The Headteacher actively champions gifted and talented provision</p>	<p>i. Responsibility for gifted and talented provision is distributed at all levels in the school/college. Staff subscribe to policy at all levels. Governors play a significant supportive role</p>	<p>i. Organisational structures, communication channels and the deployment of staff (e.g. workforce remodelling) are flexible and creative in supporting the delivery of personalised learning. Governors take a lead in celebrating achievements of gifted and talented pupils</p>
<p><b>Evidence</b></p>	<ul style="list-style-type: none"> <li>• School Staffing Structure Booklet</li> <li>• Governors reports to parents/carers</li> <li>• GATCO liaises with Cluster LT through network meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting minutes</li> <li>• Governors meeting minutes and review</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised learning training day</li> <li>• Workforce remodelling working party GATCO is chair</li> <li>• Therapeutic Packages have own co-educators</li> </ul>
<p><b>Next steps</b></p>			

	Entry	Developing	Exemplary
Generic elements	D – School organisation		
8. Policy	<p>i. The gifted and talented policy is integral to the school/college's inclusion agenda and approach to personalised learning, feeds into and from the single school/college improvement plan and is consistent with other policies</p>	<p>i. The policy directs and reflects best practice in the school/college, is regularly reviewed and is clearly linked to other policy documentation</p>	<p>i. The policy includes input from the whole school/college community and is regularly refreshed in the light of innovative national and international practice</p>
Evidence	<ul style="list-style-type: none"> <li>• See policies and SIP/SDP</li> <li>• See policies and review of policy</li> <li>• Governors reports</li> </ul>		
Next steps	<ul style="list-style-type: none"> <li>• Update policies and review/refresh policy</li> </ul>		

	Entry	Developing	Exemplary
Generic elements	<b>D – School organisation</b>		
9. School/college ethos and pastoral care	<p>i. The school/college sets high expectations, recognises achievement and celebrates the successes of all its pupils</p>	<p>i. The school/college fosters an environment which promotes positive behaviour for learning, pupils are listened to and their views taken into account</p>	<p>i. An ethos of ambition and achievement is agreed and shared by the whole school/college community. Success across a wide range of abilities is celebrated</p>
Evidence	<p>ii. The school/college identifies and addresses the particular social and emotional needs of gifted and talented pupils, in consultation with pupils, parents and carers</p>	<p>ii. Strategies exist to counteract bullying and any adverse effects of social and curriculum pressures. Specific support for able underachievers and pupils from different cultures and social backgrounds is available and accessible</p>	<p>ii. The school/college places equal emphasis on high achievement and emotional well being, underpinned by programmes of support personalised to the needs of gifted and talented pupils. There are opportunities for pupils to use their gifts to benefit other pupils and the wider community</p>
Next steps	<ul style="list-style-type: none"> <li>• School Motto – Aim High and Smile</li> <li>• School Ethos and Aims</li> <li>• SMSC Policy – SMSC is strong</li> </ul>		
	<ul style="list-style-type: none"> <li>• Rewards system-policy</li> <li>• Positive encouragement                             <ul style="list-style-type: none"> <li>– Certificates and awards in Assembly on weekly basis</li> </ul> </li> <li>• Anti-Bullying Policy and displays, Behaviour management programmes</li> </ul>		
	<ul style="list-style-type: none"> <li>• School ethos – good role models</li> <li>• Imps Individual Education Plans – firmly written and shared with all staff, students and parents/carers</li> </ul>		



Generic elements	Entry	Developing	Exemplary
10. Staff development	<p>D – School organisation</p> <p>i. Staff have received professional development in meeting the needs of gifted and talented pupils</p>		
	<p>i. The induction programme for new staff addresses gifted and talented issues, both at whole school/college and specific subject/aspect level</p>	<p>i. There is ongoing audit of staff needs and an appropriate range of professional development in gifted and talented education. Professional development is informed by research and collaboration within and beyond the school/college</p>	
Evidence	<p>ii. The lead professional responsible for Gifted and Talented education has received appropriate professional development</p>	<p>ii. Subject/aspect and phase leaders have received specific professional development in meeting the needs of gifted and talented pupils</p>	<p>ii. Priorities for the development of gifted and talented provision are embedded in the professional development entitlement for all staff and are monitored through performance management processes</p>
Next steps	<ul style="list-style-type: none"> <li>• Training as part of original set up at start of GAT</li> <li>• GATCO has attended network and LA training</li> <li>• Focused workshops in literacy/humouracy</li> </ul>	<ul style="list-style-type: none"> <li>• To be addressed</li> <li>• Subject coordinators have recently been receiving additional support on 1:1 basis</li> </ul>	<ul style="list-style-type: none"> <li>• To be addressed in future</li> </ul>

Generic elements	Entry	Developing	Exemplary
	D – School organisation		
11. Resources	i. Provision for gifted and talented pupils is supported by appropriate budgets and resources	i. Allocated resources include school/college based and nationally available resources, and these have a significant and measurable impact on pupil progress, improvement and positive attitude to learning	i. Resources are used to stimulate innovative and experimental practice, which is shared throughout the school/college and which are regularly reviewed for impact and best value
Evidence	<ul style="list-style-type: none"> <li>Budget from GAT plus a small amount from network has been used to purchase GAT resources and organise enhancement opportunities – see resource list</li> </ul>	<ul style="list-style-type: none"> <li>Allocated resources have had impact – see evaluation sheets</li> </ul>	<ul style="list-style-type: none"> <li>Innovative is a good description as there are not many readily available resources for Special Schools GAT – see list of practice GAT in Governors Reports</li> </ul>
Next steps			

Generic elements	Entry	Developing	Exemplary
12. Monitoring and evaluation	<p>D – School organisation</p> <p>i. Subject and phase audits have been completed including a focus on the quality of teaching and learning. Whole school/college targets are set using prior attainment data</p>	<p>i. Performance against targets (including at pupil level) is regularly reviewed. Targets include qualitative pastoral and curriculum outcomes as well as numerical data</p>	<p>i. Performance against targets is rigorously evaluated against clear criteria. Outcomes (both quantitative and qualitative) inform whole school/college self-evaluation processes</p>
Evidence	<p>ii. Elements of provision are planned against clear objectives within effective whole-school self-evaluation processes</p> <ul style="list-style-type: none"> <li>• GAT File shows evidence of audit</li> <li>• Pupil work samples for GAT</li> </ul>	<p>ii. All elements, including non-academic aspects of gifted and talented provision are planned to clear objectives and are subjected to detailed evaluation</p> <ul style="list-style-type: none"> <li>• Student files</li> </ul>	<p>ii. The school/college examines and challenges its own provision to inform development of further experimental and innovative practice, in collaboration with other schools/colleges</p>
Next steps	<ul style="list-style-type: none"> <li>• Lesson observations with a focus on GAT</li> </ul>	<ul style="list-style-type: none"> <li>• To be addressed</li> </ul>	<ul style="list-style-type: none"> <li>• To be addressed</li> </ul>

Generic elements	Entry	Developing	Exemplary
<p>13. Engaging with the community, families and beyond</p>	<p><b>E – Strong partnerships beyond the school</b></p> <p>i. Parents/carers are aware of the school's/college's policy on gifted and talented provision, contribute to its identification processes and are kept informed of developments in gifted and talented provision, including through the School Profile</p>	<p>i. Progression of gifted and talented pupils is enhanced by home-school/college partnerships. There are strategies to engage and support hard-to-reach parents/carers</p>	<p>i. Parents/carers are actively engaged in extending provision. Support for gifted and talented provision is integrated with other children's services (e.g. SureStart, EAL, traveller, refugee, LAC Services)</p>
<p>Evidence</p>	<p>ii. The school/college shares good practice and makes collaborative provision with other schools, colleges and the wider community</p>	<p>ii. A coherent strategy for networking with other schools, colleges and local community organisations extends and enriches provision</p>	<p>ii. There is strong emphasis on collaborative working with other schools/colleges which impact on quality of provision locally, regionally and nationally</p>
<p>Next steps</p>	<ul style="list-style-type: none"> <li>• Not involved with identification (as advice from GAT training was originally not to tell parents – see LA paperwork)</li> <li>• Parents/carers are notified when their child participates in a GAT activity</li> <li>• The school shares good practice and makes its ideas available to other schools who often visit</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/carers are consulted/informed about progress when their child is included in GAT activity</li> <li>• The school has a good turn out at parents evening and also Annual Review of the child's Statement</li> <li>• GATCO is part of Network and participates as fully as possible in shared activities to enhance GAT provision</li> </ul>	<ul style="list-style-type: none"> <li>• Support is integrated with other children's services</li> <li>• LAC are included on GAT school cohort</li> <li>• Translators are available for parents/carers with English as an additional language</li> <li>• GATCO works with other colleagues in a collaborative way</li> <li>• Included in LIG collaborative-local area</li> </ul>
	<ul style="list-style-type: none"> <li>• Consider parental involvement in identification progress</li> </ul>	<ul style="list-style-type: none"> <li>• Consider improving parental involvement in GAT</li> </ul>	<ul style="list-style-type: none"> <li>• Consider parental involvement in extending provision</li> </ul>

	Entry	Developing	Exemplary
	<b>E – Strong partnerships beyond the school</b>		
<b>14. Learning beyond the classroom</b>	<p>i. There are opportunities for pupils to learn beyond the school/ college day and site (extended hours and out-of-school activities)</p>	<p>i. A coherent programme of enrichment and extension activities (through extended hours and out of school activities) complements teaching and learning and helps identify pupils' latent gifts and talents</p>	<p>i. Innovative models of learning beyond the classroom are developed in collaboration with local and national schools/ colleges to further enhance teaching and learning</p>
	<p>ii. Pupils participate in dedicated gifted and talented activities (e.g. summer schools) and their participation is recorded</p>	<p>ii. Local and national provision helps meet individual pupils' learning needs e.g. YG&amp;T membership, accessing outreach, local enrichment programmes</p>	<p>ii. Coherent strategies are used to direct and develop individual expert performance via external agencies e.g. HE links, on-line support, and local/regional/ national programmes</p>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• List of activities, displays and photographs, student newsletters, Governors' Reports</li> <li>• GAT Summer School folder and video and students/staff evaluation forms</li> </ul>	<ul style="list-style-type: none"> <li>• See programme of GAT activities schedule</li> <li>• Information on YG&amp;T to pupils, parents – packs, displays</li> </ul>	<ul style="list-style-type: none"> <li>• See evidence in GAT file and Governors reports</li> <li>• HE Archaeology workshop; summer schools</li> </ul>
<b>Next steps</b>	<ul style="list-style-type: none"> <li>• Investigate opportunities for talented artists</li> </ul>		

Generic elements

14. Learning beyond the classroom

Evidence

Next steps

A commitment from  
**The Children's Plan**



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