

Gifted and Talented Education Guidance on preventing underachievement: a focus on children and young people in care

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The National Strategies

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department for
children, schools and families

Guidance on preventing underachievement:

a focus on children and young people in care

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Introduction

This booklet, which is part of a series, seeks to address support and provision for gifted and talented (G&T) pupils who are either underachieving or at risk of underachieving. The focus of this guidance is the prevention of underachievement for children and young people in care (children who are looked after).¹

The context for gifted and talented children who are in care

National priorities

The 2007 White Paper *Care Matters: Time for Change* outlined the following priorities for all children and young people in care:

- improving access to high-quality early years provision.
- ensuring stability in school placements.
- personalising learning through: better assessment and intervention; personal learning allowance; personal tutoring; improved 14–19 provision and extended activities.
- placing the designated teacher on a statutory footing.
- targeted action on poor attendance.
- improving support for carers, including training for foster carers.
- improving accountability for local authorities.

(Care Matters: Time for Change, p. 65)

Aligned with these priorities, the Public Service Agreements announced following the 2007 Comprehensive Spending Review have set the context of educational provision and expectations for all pupils.

They are to:

- raise the educational achievement of all children and young people;

¹ The White Paper uses the term 'children in care' to include all children being looked after by a local authority, including those subject to care orders under section 31 of the Children Act 1989, and those looked after on a voluntary basis through an agreement with their parents under section 20 of the Children Act 1989.

(Care Matters: Time for Change, p. 5)

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- narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers;
- improve the health and well-being of children and young people;
- improve children's and young people's safety;
- increase the number of children and young people on the path to success.

Together, these provide the context for this guidance which starts from the premise that pupils with gifts or talents exist within all groups of pupils. This includes children in care, and pupils from this group must be equally considered when the gifted and talented cohort is being identified. Under-representation of this group within the gifted and talented population both reflects and has resulted in considerable underachievement for them.

The White Paper highlighted this underachievement and drew attention to the importance of identification and provision for gifted and talented children and young people in care. It reported that:

'... analysis of the 2006 school census shows that children in care are currently under-represented in the cohorts of students identified as gifted and talented.'

(paragraph 4.49, p. 76)

Data from the 2006 National Register for Gifted and Talented pupils tells us that out of the national Year 8 gifted and talented cohort of over 66,000, the number of children in care who were identified as gifted and talented was only 110.

Against this backdrop, schools will want to ensure that provision for pupils who are both in care and gifted and talented are underpinned by clear principles which will inform and direct that provision.

Key elements of provision for gifted and talented children in care

For provision to be inclusive, children in care should be viewed as being potentially gifted and talented. Provision must: be inclusive, positive and collaborative; raise aspirations; improve standards; and remove potential barriers to learning.

In order to counter the considerable underachievement for gifted and talented children in care provision should be directed in such a way that it is:

- **Holistic** – As part of the holistic approach gifted and talented children in care require their academic needs to be detailed and aspirations identified whilst making connections to the social and emotional well-being of pupils. This will enable them to overcome barriers to learning and develop a positive self-image. An essential element of this holistic approach is to ensure that the voice of each of these learners provides a clear basis for all aspects of provision.

- **Dynamic** – Many children in care have experienced multiple changes in their lives. The provision should be sensitive to these changes and yet provide a dynamic which is responsive, enabling and energetic.
- **Urgent** – For many children in care the need for quality learning experiences is urgent and immediate. Timescales should reflect this, whilst reflecting what is practical and realistically achievable.
- **Practical** – Any provision for gifted and talented children in care should focus on abilities and be aspirational, whilst enabling barriers to learning to be overcome. This may involve consideration of support outside school.

Important considerations

- Children in care are not a homogeneous group.
- Most live with foster carers.
- Many are in care because they have suffered abuse or neglect and have unmet social and emotional needs.
- Sensitivity and confidentiality are required at all times. The wishes and views of young people should be taken into account at all times. Not all young people want others to know they are in care.
- All children in care have a care plan which is the responsibility of the social worker. Within this there is a personal education plan. (See page 7 for further details.)

Using the Institutional Quality Standards as a tool to support provision and outcomes for children and young people in care

The Institutional Quality Standards (IQS) are part of a suite of quality standards which supports self-evaluation of provision for the gifted and talented. Also included in this suite of standards are the Local Authority Quality Standards (LAQS) and the Classroom Quality Standards (CQS).

The IQS are now widely used within schools to support, develop and enhance provision for gifted and talented pupils. In this context the IQS can provide a basis for ensuring the needs of gifted and talented children in care are met. The guidance that accompanies the IQS provides the basis for professional development in this field. They can be accessed at: www.ygt.dcsf.gov.uk/Library.aspx?libraryId=12

Some examples of how the quality standards can be used to support gifted and talented children in care can be found in Appendix 2. These examples are intended only as a framework to support thinking and should be adapted, amended and used selectively as appropriate.

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Using this guidance

This guidance is intended to raise awareness of the issues relating to gifted and talented children in care. It invites responses from schools and settings to contribute to the developing body of knowledge, understanding and effective practice in relation to these issues. It is hoped that this guidance signposts opportunities for collaboration across children's services to enable schools, colleges and settings to develop a coherent and well-resourced approach to meeting the needs of this group of pupils.

This guidance reflects the organisation of the IQS so that the five main headings match the five components of personalised learning. Under each of these headings guidance is provided to help schools, colleges and settings to address the elements found in the IQS framework.

Section 1: Effective teaching and learning strategies

Effective provision for children and young people in care who have gifts and talents requires the school to have a clear and agreed whole-school understanding of what is meant by children in care. Staff should know who these children are and both recognise and respect the circumstances and wishes of these pupils whilst ensuring confidentiality. Schools have an important role to play in avoiding and eliminating stereotypes, and a key element of this is recognising that children and young people in care may possess gifts and talents which may be obscured for a variety of reasons, many of which are likely to be related to their personal circumstances.

The document *Supporting looked after learners: A practical guide for school governors* (October 2005) states:

'All children who are looked after have distinct backgrounds, identities, aspirations and particular needs...'

The document provides a useful starting point for discussions amongst staff which may go some way to developing an understanding of what it means to be in care.

The following anonymous case study illustrates the complexity of identification and provision for gifted and talented pupils in care. This example draws attention to the contribution required by all partners involved in their education and care. It highlights the need for high expectations underpinned by holistic and structured provision.

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Lauren is in Year 11 and has been in care since she was seven years old. Her two younger brothers have moved successfully into adoptive families. However, she was traumatised by her pre-care experiences and struggled in successive placements and with transfers between a number of different schools. Her behaviour was considered disruptive in school.

In her first secondary school Lauren experienced a high rate of absenteeism.

On entry to her present school midway through Year 8 Lauren's literacy skills were well below average and she was working at level 3 in English and performing poorly in all other areas of the curriculum.

Using the Personal Education Plan as a basis to establish what provision would be appropriate, Lauren's designated teacher involved Lauren in identifying her learning strengths and raising her aspirations. She demonstrated an aptitude for mental mathematics and with encouragement was shown to have exceptional ability in mathematics. This resulted in achievement of the Leeds University Maths Challenge Gold Award in Year 9 and A* in mathematics at the end of Year 10.

A structured programme to support Lauren's particular social and emotional needs is implemented both at school and in the care setting. Opportunities have been provided for her to acquire skills not developed as result of absenteeism in earlier schooling. Lauren was allocated a personal mentor who read with her and supported her on a daily basis providing guidance on all aspects of the curriculum. The designated teacher played a key role in liaising with all those involved in Lauren's education including the G&T coordinator, foster carers and social workers.

Lauren was a member of NAGTY and has been able to participate fully in the events and support that this provided. She will continue to benefit from membership of the Young, Gifted and Talented (YGT) Learner Academy, and is currently predicted top grades at GCSE in 2008.

In the case study reference is made to the importance of the Personal Education Plan (PEP). This has been part of the official school record for children in care since 2005.

Its purpose is to clarify what is needed by the child to ensure progression. The PEP can provide an effective starting point for identifying gifts and talents and developing provision which matches those abilities. The PEP is initiated by the child's social worker, but the school's designated teacher should play a key role in the design and review process, alongside the child and the carer.

(A fuller explanation of the role of designated teacher is contained in section 4, see page 16).

The following questions arising from the IQS may prove useful in developing an effective PEP for children in care who are gifted and talented. (Further information on PEPs can be found in Appendix 1).

Prompts	Comment
How does the plan contribute to raising the aspirations of the child/young person?	
How is the development of the PEP used to facilitate strong relationships between staff, pupil and carers?	
How many different criteria are taken into account when identifying learning strengths and abilities?	
Is the school confident that no gifts and talents are being masked? How do you know?	
Does the pupil have a central role in developing the PEP? For example, has a learning conversation taken place to identify what the pupil's interests and ambitions are?	
Is specialist mentoring which specifically develops gifts and talents available, and, where appropriate, does this include first language support?	
What account has been taken of experiences, achievements and abilities demonstrated in previous placements or schools? Are these experiences and achievements fully incorporated into the development of future provision?	
Is the development of the PEP used to identify opportunities for celebration of achievement both within and outside school?	

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Does the PEP detail opportunities for the social and emotional aspects of learning which support access to provision for gifts and talents?	
Does the plan detail access to appropriately diverse role models for gifted and talented pupils in care?	
Is the range of intervention opportunities (where appropriate such as out-of-school/recreational/extra-curricular/family) culturally sensitive? Do they match the child's experience and maturity?	

<p>In summary the PEP should:</p> <ul style="list-style-type: none"> ● recognise, record and celebrate gifts and talents; ● identify academic and developmental needs; ● set personal and academic targets which are challenging and practical; ● articulate short, medium and long-term aspirations and plans; ● agree specific timescales and responsibilities (who will do what and by when); ● explore and identify appropriate teaching and learning; ● identify strategies for the school to implement; ● be regularly reviewed and updated.
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Effective provision in the classroom

The following strategies have developed as a result of using the Classroom Quality Standards. They represent approaches which can support effective classroom practice for gifted and talented children in care.

There is clear liaison between: the pupil, the carer, the designated teacher for children in care, the leading teacher for gifted and talented education and any senior people in the local authority (LA) who have responsibility for promoting the educational achievement of children in care.	
Account is taken of access issues for gifted and talented children in care. This may include access to appropriate academic books, computers, and software.	There is flexible induction into different parts of the curriculum.
Gifted and talented pupils in care have access to a learning guide, mentor, and supporter or advocate to review learning.	Opportunities are provided for gifted and talented pupils in care to access new or supportive technologies and resources both within and beyond the curriculum.
Learning allows for down or reflective time following critical events, which may include changes in placement.	Pupils have access to a programme which supports the social and emotional aspects of learning.

Standards

The introduction of the National Register of Gifted and Talented Pupils has sharpened the focus on attainment for all groups of pupils. Prevention of underachievement is a key priority for all schools. For gifted and talented children in care this means ensuring they are sufficiently represented in high-attaining groups.

The attainment of gifted and talented children in care should be clearly matched to their abilities in all areas of the curriculum. Schools have found it useful to review attainment as part of the PEP process, identifying the extra or different resources necessary when pupils are at risk of not achieving the expected standards. For gifted and talented pupils in care this provision or support should enable them to:

- achieve beyond the expected standards in line with their potential;
- access extra resources. This may involve personal tutoring for example. (Any use of personal tutoring should be targeted and its impact measured.);
- be fully represented among those attaining the higher levels or grades in end of key stage national tests, GCSEs or A levels;

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- be fully involved in discussions about standards between designated teacher, leading teacher for gifted and talented, and senior people in the LA who have responsibility for promoting the educational achievement of children in care or equivalent;
- monitor their own progress and identify targets for improvement;
- identify their own learning strengths;
- communicate these areas of achievement to all relevant partners as appropriate;
- access resources both within and beyond the curriculum which support high attainment;
- access a fully personalised curriculum.

The following case study illustrates some of the considerations when supporting high attainment for gifted and talented pupils in care.

Joseph was placed into care when he was four and is currently on his third placement. He is in Year 6 at primary school. Although thought to have under-developed vocabulary on starting school he settled in to school life well. He was quiet and sociable and has adjusted reasonably well to the different schools he attended.

When he was seven Joseph developed a fascination with the recorder, playing it whenever he got the chance at school. At first he seemed to play it noisily but his class teacher noticed he picked up tunes more quickly than the other children and was keen to experiment with making his own tunes. He was developing an understanding of notation and he enjoyed listening to other musical instruments.

The teacher recognised that Joseph was potentially a gifted musician, and liaised with the G&T coordinator and the peripatetic music teacher to enable him to attend piano and flute lessons.

There were a number of logistical considerations such as transportation to and from lessons, access to musical instruments on which he could practise, time and space for practise, celebration and opportunity to perform. With clear leadership from the class teacher and the gifted and talented coordinator all these issues were addressed. This has resulted in Joseph currently working towards grade 6 piano and grade 5 flute. Joseph is also attaining well in the rest of the curriculum and is on target to achieve level 5 in English, mathematics and science.

Section 2: Enabling curriculum entitlement and choice

When considering curriculum entitlement and choice for gifted and talented children in care many of the prompts and information provided earlier are appropriate.

In addition, the following questions have been helpful for schools when ensuring curriculum entitlement and choice for gifted and talented children in care.

Prompts	Comment
How are the needs of gifted and talented children in care considered in curriculum content and organisation?	
How are the potential barriers to learning and achievement for gifted and talented children in care identified in particular subjects? Is this consistent across the school?	
How are these potential barriers overcome? What opportunities are there to share best practice across a school or group of schools?	
How are the priorities identified in the PEP considered in curriculum planning?	
What opportunities are there for collaboration between leading teachers for gifted and talented education, leading teachers for intervention and/or special education needs coordinators (SENCOs), designated teachers for children in care, senior people in the local authority who have responsibility for promoting the educational achievement of children in care and school leadership teams, when curriculum planning?	

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What account has been taken of different models of curriculum planning and organisation, content and delivery for gifted and talented children in care?	
Are there identified opportunities in the curriculum organisation for specialist provision or support for gifted and talented children in care? For example, the development of specific research skills.	
What key events or developments within the school and/or its community could provide opportunities for gifted and talented children in care?	
How are distinctive and effective models of curriculum planning, organisation, content and delivery for gifted and talented children in care exemplified and disseminated?	

Section 3: Assessment for learning (AfL)

Effective AfL practices should be used to ensure that targets and provision within the PEP are reflected in everyday monitoring of progress and planning of teaching and learning strategies.

- Does the school or setting track the progress of gifted and talented children in care? How does this lead to teaching that is tailored to their specific needs?
- Is there clear communication between the different parties and agencies during the target-setting process? Is there a review of progress? Does this include the carers, designated teachers and social workers?
- Does the designated teacher have a specific role in matching AfL outcomes with PEP targets?
- Are opportunities provided for gifted and talented children in care to help them understand and fully engage with the assessment process and its language?

Transfer and transition

Many children in care will have experienced frequent transition and transfer between placements and school. To ensure the success of these transitions, consistency of good experiences is required.

The senior people in the local authority who have responsibility for promoting the educational achievement of children in care (or equivalent) have a particular role to play in ensuring the continuity of provision, accuracy of information and consistency of implementation of PEPs.

The following represents a checklist used by a secondary designated teacher when facilitating the transfer and transition of a gifted and talented pupil in care.

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Prompt	Comment
Are gifted and talented children in care fully involved with the transfer process? Have all aspects of the transfer and transition process been explained to them?	
Has an exit or admission interview been held with the pupil?	
What actions have arisen out of this interview?	
Is there information about attainment both within and outside school?	
Does this include information about master classes, summer schools, specialist coaching, work with regional partnerships and excellence hubs?	
Has a provision map been developed? Does this reflect previous support and provision and ensure continuity?	
What liaison has taken place between the designated teacher at the previous school, leading teacher for gifted and talented, the local authority senior members who have responsibility for promoting the educational achievement of children in care (or equivalent), carers, social workers and children's services?	
Has support been given for the pupil to become a member of, or continue membership of, the Young Gifted and Talented Learner Academy?	
What support structures are in place to enable the pupil to overcome potential barriers?	
Have achievements been celebrated including the ability to cope with different placements?	

Section 4: School and setting organisation

Leadership

It is important for governing bodies, headteachers and senior leadership teams within the school and LA to recognise that children in care could be gifted and talented. In addition to the traditional roles within a school community, senior people in the local authority who have responsibility for promoting the educational achievement of children in care, designated teachers for children in care and leading teachers for gifted and talented pupils can provide support, direction and liaison between relevant agencies. These roles are detailed below.

The leading teacher for gifted and talented exemplifies best practice for gifted and talented teaching and learning in the classroom and acts as an advocate for gifted and talented learners to improve learner engagement and pupil voice. Leading teachers will liaise with other professionals to ensure full representation among the gifted and talented population.

LA teams with responsibility for promoting the educational achievement of children in care (or equivalent) will act as a source of expertise, offering capacity to broker arrangements that are likely to improve outcomes for children in care. The local authority will work with School Improvement Partners, school headteachers and designated teachers to raise the attainment of children in care, reduce absence and tackle exclusions, and ensure that provision meets pupils' learning needs.

A designated teacher is an important resource for the pupil, carers and parents, social workers and other teachers, school governors and support staff. The designated teacher should be an advocate for young people in public care, accessing services and support and ensuring that the school shares and supports high expectations for them. The designated teacher should champion the educational needs and aspirations of children in care and in raising their attainment. This means they will be central to ensuring that appropriate and stretching teaching and learning provision is in place for the children in care who are attending the school, which results in raised attainment.

Ethos and pastoral care

Gifted and talented children in care achieve particularly well where:

- there is a strong ethos of achievement and ambition within the school;
- there is a clear focus on finding out what can be achieved for gifted and talented children in care and strategies for overcoming barriers for learning are routinely deployed across the school and within each classroom;
- all partners are fully involved and have clearly defined roles.

Strategies for establishing a strong ethos of achievement and ambition for gifted and talented children in care could include the following:

Integration of primary and secondary Social and Emotional aspects of Learning (SEAL) programmes into the curriculum as a key to creating an inclusive ethos and developing key learning skills.	Clear links with health partners to enhance and contribute to the emotional well-being of gifted and talented children in care.
The SEAL programme is tailored to address issues such as loss and resilience positively.	Opportunities for problem solving and overcoming potential barriers.
Enabling full representation of gifted and talented children in care on all pupil forums, including the school council.	Strategies are in place to deal with prolonged absence from school.
Support is provided for continued involvement in the Young Gifted and Talented Learner Academy during periods of transition or absence.	

Staff development

The following are based on examples of staff development practice relating to gifted and talented provision already in place in schools. They may provide some starting points for planning continuing professional development (CPD) provision in relation to gifted and talented children in care.

- Using the CQS the leading teacher for gifted and talented works with the designated teacher and individual teachers to develop effective inclusive day-to-day classroom provision for gifted and talented children in care.
- The needs of gifted and talented children in care in relation to Every Child Matters are fully integrated into training programmes for staff and governors.
- Approaches to learning and teaching for gifted and talented pupils in particular circumstances are fully incorporated into the whole-staff CPD programme.
- School staff are included in cross-children's services training.
- Staff are trained to overcome potential barriers to learning. This may include dealing with lack of access to materials such as books, musical instruments or ICT both within and beyond the classroom. It may also include dealing with persistent or prolonged absence.
- Staff are trained on how to enable gifted and talented children in care to manage the review and development of their PEP.
- Training is given which enables staff to secure representation of all groups including gifted and talented children in care on the National Register, in the Learner Academy and all other activities which relate to gifted and talented.
- Training is given which enables the identification of gifts and talents which may be obscured.

Monitoring and evaluation

Element 12 of the IQS supports the monitoring and evaluation of gifted and talented provision in a school or across a phase or department. Appendix 2 provides a detailed example of how the IQS can be adapted to support provision for gifted and talented children in care. Schools should adapt this or use elements that suit their particular circumstances.

Section 5: Strong partnerships beyond the school

Engaging with the community and beyond

The following ideas represent approaches to the establishment of strong partnerships beyond the school that have been successfully employed. They are a useful checklist in considering both the strengthening of partnerships for gifted and talented children in care and access to learning beyond the classroom.

Is there cooperation with other agencies in the development of support?	Are there clear procedures which deal sensitively with the identification of all the relevant parties involved with gifted and talented children in care?
Do procedures enable participation in enrichment and extension activities for gifted and talented children in care?	Is there support for membership of the YGT Learner Academy which allows for celebration of achievements and feedback of its impact from gifted and talented children in care?
Are gifted and talented children in care fully enabled to participate in the local authority 'Children in Care Council' which will be set up in all authorities?	Do all partnerships for gifted and talented children in care promote aspiration and achievement?
Are all gifted and talented children in care trained as advocates of their own learning? Are they used to support the learning of others?	Are gifted and talented children in care encouraged and given opportunities to develop their gifts and talents through articulating their learning needs?

Learning beyond the classroom

Children and young people in care may experience particular difficulties in being able to access out-of-school hours learning opportunities.

'In order to meet fully the Every Child Matters outcome of enjoying and achieving, all children, including those in care, should have opportunities to develop interests and improve their skills and experiences through a range of out-of-school activities. For children in care, the intention to pursue these activities, and the support they might need to do so, such as special equipment or revised transport arrangements, should be identified in their PEP.'

This quotation from *Supporting looked after learners: a practical guide for school governors* (p. 30) signifies the importance of out-of-school activities and the extra support that children in care may need in order to engage in these activities. The following considerations can help to ensure that gifted and talented children in care are able to benefit from these opportunities:

- The Young Gifted and Talented Learner Academy is promoted.
- Pupils are made aware that they can access the website and browse the learner catalogue, and participate in discussion forums.
- There is a help desk (0845 602 1732) which supports the pupils with membership.
- Gifted and talented children in care should be made aware of the courses and programmes offered by the Excellence Hubs.

- Transport, accommodation, cost and permission issues should be addressed as part of a coherent strategy.
- Access to community-based creative arts, sports and academic activities should be considered when developing and extending gifts and talents in this group of pupils.

- Schools should ensure that gifted and talented pupils who are also in care are encouraged and supported to take part in and have full access to the school's study support programme.

Further information can be found in *Study Support: a national framework for extended learning opportunities* DfES 2006.

Conclusion

The intention of this guidance has been to raise awareness of the issues relating to children in care who are gifted and talented. It draws attention to the current under-representation of children in care in the higher-attaining groups and on national and school registers for gifted and talented pupils.

Practice in this area is developing and there are a number of projects that are currently underway which highlight provision for gifted and talented children in care.

Listen to Us is a DVD produced through a project by nine local authorities in the East Midlands.

The main objectives of the project were to:

- produce a body of advice for teachers and local authority officers on strategies for using strengths and interests more effectively to raise standards, increase personalised opportunities, reduce problematic behaviour and improve the well-being and participation of young people in care;
- support learners and service providers to develop their insights, ideas and sensitivities and resilience to improve the quality of learning, teaching and enrichment pathways.

Further details are available at:

www.ygt.dcsf.gov.uk/regionalcontact.aspx

The Eastern Regional Partnership is working with its local authorities' children's services to provide opportunities for gifted and talented children and young people in care to access extension and enrichment activities, including post-16 opportunities.

The Aimhigher national project, 'The Way Ahead', has developed a toolkit for working with gifted and talented children in care. It is available from Leicester/Leicestershire Aimhigher:

www.aimhigher-leicester-shire.org.uk

The National Strategies will be working with schools and settings to draw further on effective practice and provide schools with materials which highlight best practice and support them in developing and improving provision and outcomes for gifted and talented children and young people in care. Leading teachers and others involved in provision for children in care are warmly invited to contribute further amplification and case studies. If you would like more details, would like to contribute, or feel you have practice that could be used as an example, please contact:

giftedandtalented@nationalstrategies.co.uk

Appendices

Appendix 1

Taken from *Care Matters: Time for Change 2007*

The personal education plan

- A key aspect of the designated teacher's role is involvement in the design and delivery of PEPs.
- All children in care should have a PEP covering a record of their achievements, identification of their educational and developmental needs, clear attainment targets, and long-term plans and aspirations.
- The PEP should set out what is needed to ensure the progression of each child or young person in care.
- Since 2005 the PEP has formed part of the official school record for children in care. It is important that social workers and the designated teacher work together to ensure that children, young people and their carers are involved in the planning of PEPs and that their views are heard and their interests represented.
- A PEP is not a substitute for a good relationship between the designated teacher and the social worker. However, a high-quality PEP can help teachers, social workers and other professionals to work together to put in place appropriate teaching and

learning strategies and ensure access to services.

Appendix 2

Extracts from the INSTITUTIONAL QUALITY STANDARDS IN GIFTED AND TALENTED

EDUCATION We have given an example of how four of the Quality Standards' elements can be amplified to illustrate provision for gifted and talented children in care.

Generic Elements	Entry	Developing	Exemplary
1. Identification	A – Effective teaching and learning strategies		
	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.	i. Individual pupils are screened at school/college and subject/topic level.	i. Multiple criteria and sources of evidence are used to identify gifts and talents, including through the use of a broad range of quantitative and qualitative data.
	ii. An accurate record of the identified gifted and talented population is kept and updated.	ii. The record is used to identify under-achievement and exceptional achievement (both within and outside the population) and to track/review pupil progress .	ii. The record is supported by a comprehensive monitoring, progress planning and reporting system which all staff regularly share and contribute to.

Generic Elements	Entry	Developing	Exemplary
	<p>iii. The identified gifted and talented population broadly reflects the school/college's social and economic composition, gender and ethnicity.</p>	<p>iii. Identification systems address issues of multiple exceptionality (pupils with specific gifts/talents and special educational needs).</p>	<p>iii. Identification processes are regularly reviewed and refreshed in the light of pupil performance and value-added data. The gifted and talented population is fully representative of the school/college's population.</p>
	<p>An accurate record of children in care is held and communicated to all staff. The PEP is fully inclusive, is pupil driven and has involved carers, foster carers, social workers, designated teachers, senior people in the local authority who have responsibility for promoting the educational achievement of children in care and other parties as appropriate.</p> <p>There is an agreed understanding and knowledge of what is meant by 'children in care' and an understanding that these children possess gifts and talents.</p> <p>Children in care are represented on the school register for gifted and talented.</p>	<p>All children in care are screened for gifts and talents on arrival in school and regularly thereafter using a range of measures.</p> <p>Barriers to achievement for children in care are removed and opportunities to demonstrate gifts and talents are provided in different ways.</p> <p>Staff can identify the gifts and talents of children in care and identify areas of underachievement.</p> <p>PEPs for children in care make references to opportunities for them to express their gifts and talents.</p>	<p>Children in care are offered a range of ways to demonstrate their gifts and talents and these are recorded and communicated to all staff, HoY, subject leaders, teachers, children's services and social workers.</p> <p>All children in care are involved in both the identification of their gifts and talents and in the provision which matches it.</p> <p>Provision is matched to identified skills.</p> <p>Children in care are fully represented within the school's gifted and talented population.</p>
Next steps			

Generic Elements	Entry	Developing	Exemplary
2. Effective provision in the classroom	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. ii. Teaching and learning is differentiated and delivered through both individual and group activities. iii. Opportunities exist to extend learning through new technologies .	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). ii. A range of challenging learning and teaching strategies is evident in lesson planning and delivery. Independent learning skills are developed. iii. The use of new technologies across the curriculum is focused on personalised learning needs.	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/college and with other schools and colleges. 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. iii. The innovative use of new technologies raises the achievement and motivation of gifted and talented pupils.

Generic Elements	Entry	Developing	Exemplary
	<p>Children in care are offered flexible induction into the curriculum.</p> <p>Schemes of work incorporate opportunities for all pupils to develop appropriate skills for learning with opportunities for children in care to be supported with social and emotional aspects of learning.</p>	<p>Children in care are provided with opportunities to develop the skills of learning such as advocacy, resilience and organisation as well as the language of learning.</p> <p>Teachers are aware of the issues of personalisation relating to children in care.</p>	<p>Account is taken of access issues for children in care both within and outside the classroom i.e. access to appropriate books, computers, software, etc.</p> <p>Opportunities are provided for children in care to access innovative new technologies both within and beyond the classroom.</p>
Next steps			

Generic Elements	Entry	Developing	Exemplary
E – Strong partnerships beyond the school			
13. Engaging with the community, families and beyond	<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>ii. The school/college shares good practice and has some collaborative provision with other schools, colleges and the wider community.</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>ii. A coherent strategy for networking with other schools, colleges and local community organisations extends and enriches provision.</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. Sure Start, EAL, traveller, refugee, children in care services).</p> <p>ii. There is strong emphasis on collaborative and innovative working with other schools/colleges which impacts on quality of provision locally, regionally and nationally.</p>
	<p>Developments in gifted and talented provision clearly communicated to all involved with gifted and talented children in care.</p> <p>Sensitivity is used when identifying all the relevant parties involved with children identified as children in care.</p> <p>School cooperates with other agencies in the provision of support such as multi-systemic therapy.</p>	<p>Coherent links with student support, children's services to promote and extend provision within and beyond the classroom.</p> <p>Sensitivity to issues which may prevent participation in enrichment and extension activities for gifted and talented children in care.</p> <p>Gifted and talented children in care provided with opportunity to contribute to the LA 'Children in Care Council' operated by the LA.</p>	<p>Clear collaboration with specialist services for children in care.</p> <p>All partnerships designed to promote aspiration and achievement.</p> <p>All experiences of gifted and talented children in care fully celebrated.</p> <p>All gifted and talented children in care are trained as advocates of their own learning and are used to help support and develop the learning of others.</p>
Next steps			

Guidance on preventing underachievement:
 a focus on children and young people in care

Generic Elements	Entry	Developing	Exemplary
<p>14. Learning beyond the classroom</p>	<p>i. There are opportunities for pupils to learn beyond the school/college day and site, e.g. extended hours and out-of-school activities.</p> <p>ii. Pupils participate in dedicated gifted and talented activities, e.g. summer schools, and their participation is recorded.</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>ii. Local and national provision helps meet individual pupils' learning needs e.g. NAGTY membership, accessing outreach, local enrichment programmes.</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. Coherent strategies are used to direct and develop individual expert performance via external agencies, e.g. HE/FE links, online support, and local/regional/national programmes.</p>
	<p>Transport, accommodation, cost and permission issues are part of coherent strategies that enable gifted and talented children in care to access extended and out-of-hours activities.</p> <p>All gifted and talented children in care have full access to extended school services.</p> <p>All gifted and talented children in care have access to community-based sport and art activities.</p>	<p>Gifted and talented children in care are fully supported in full and sustained membership of learner academy.</p> <p>Consideration is given to how gifted and talented children in care can benefit from the 2012 Olympics.</p>	<p>Gifted and talented children in care have full access to support which enables them to aspire and fully participate in initiatives generated by HEIs and other external agencies.</p>
<p>Next steps</p>			

Appendix 3

Adapted from *Supporting looked after learners: A practical guide for school governors*
DfES-1929-2005

The governing body should ensure that:

- the school has an overview of the educational needs and progress of children in care and views all children in care as potential members of the gifted and talented community;
- school policies are reviewed from the point of view of children in care;
- there is full representation of all groups including children in care on the register of gifted and talented pupils;
- resources are allocated to match priorities for children in care including personal tutoring where appropriate.

Information you should know or your school should be able to give you quickly includes:

- the number of children in the school who are in care;
- how children in care are performing compared to their peers;
- the number of children on the register for gifted and talented pupils;
- the numbers of children in care on the register for gifted and talented pupils;
- the number of gifted and talented children in care who are members of the YGT Learner Academy.

Questions that should be considered by the school's senior management team:

- how will the school include raising the attainment of children in care in the school improvement plan?
- what policies has the school developed that encourage collaboration with other agencies and services, e.g. health professionals, CAMHS, school attendance services?
- what is the policy on professional development for all staff in contact with vulnerable children?
- how does the school assist local authorities with requests to provide data on attendance, attainment and exclusions?

Further Information

Gifted and talented education

Guidance on preventing underachievement: a focus on dual or multiple exceptionality (April 2007):

www.teachernet.gov.uk/publications

Leading Teachers: course file and handbook:

www.teachernet.gov.uk/publications

DCSF websites related to gifted and talented education

Use this site to find out the latest thinking on current gifted and talented initiatives:

www.standards.dcsf.gov.uk/giftedandtalented

The website of the new managing contractor for gifted and talented, CfBT, including the YGT learning academy:

www.ygt.dcsf.gov.uk

View the White Paper *Care Matters: Time for Change* (2007) at:

www.dcsf.gov.uk

Governors can access *Supporting looked after learners: A practical guide for school governors* DfES (2005) at:

www.thewhocarestrust.org.uk/GOVERNORfull.pdf

Excellence and Enjoyment: A Strategy for Primary Schools DfES (May 2003):

www.dcsf.gov.uk/primarydocument

- 32 The National Strategies
 Gifted and Talented Education
 Guidance on preventing underachievement:
 a focus on children and young people in care

Every Child Matters

Every Child Matters: Change for Children in Schools DfES (January 2005)

This sets out the implications of Every Child Matters for schools:

www.everychildmatters.gov.uk/publications

Every Child Matters Change for Children DfES (September 2003)

This sets out the Government vision for children's services.

www.everychildmatters.gov.uk/publications

The Who Cares? Trust

Education publications cover planning, moving school, bullying, staying in school and going to university. These resources offer practical tools to improve literacy, promote the enjoyment of reading and writing, and develop self-esteem and decision-making skills.

The Who Cares? Trust

Kemp House
152–160 City Road,
London
EC1V 2NP

Tel: 020 7251 3117

www.thewhocarestrust.org.uk

Dealing with mobility issues

Managing Pupil Mobility: On the move Ofsted (2002) suggests approaches to managing pupil mobility within schools effectively:

www.ofsted.gov.uk/publications

Copies of this publication may be available from:
www.teachernet.gov.uk/publications

You can download this publication and obtain further information at:
www.standards.dcsf.gov.uk

Copies of this publication may be available from:

DCSF Publications
PO Box 5050
Sherwood Park
Annesley
Nottingham NG15 ODJ
Tel 0845 60 222 60
Fax 0845 60 333 60
Textphone 0845 60 555 60
email: dcsf@prolog.uk.com
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Audience: Designated leading teachers for gifted and talented education, headteachers, school leadership teams, and school gifted and talented coordinators

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