

# The National Challenge

## Raising standards, supporting schools

Gifted and Talented Pilot Programme

User guide and Element 1: Leading and managing  
improvement for gifted and talented education





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# User guide

Engagement in the programme should build capacity for the future, and have a tangible and rapid impact on quality of learning, ethos and standards.

## How the materials are presented

Gifted and talented (G&T) elements follow the common format for National Challenge resources to support improvement. They comprise:

- The National Challenge Gifted and Talented Pilot Programme **Introduction and overview** which sets out details of the programme itself, including criteria for involvement, expectations and support;
- This **user guide** which explains how to use the three **G&T elements** or development units;
- Three G&T Elements, each exploring an aspect of improvement through:
  - a **rationale** to explain its nature and importance
  - **quality standards** to define good practice
  - **self-assessment materials** which use the quality standards to help the school clarify what it does well, and where and how it needs to improve
  - **exemplification** showing what good practice looks like
  - **professional development** offering examples of materials, templates and powerful processes to help schools achieve the quality standards
  - **references and web links** offering a wider range of other easily accessible resources.

## Quality standards

The Gifted and Talented Pilot Programme is supported by the National Quality Standards for G&T education including:

- Institutional Quality Standards (IQS)
- Classroom Quality Standards (CQS).

These have been developed by the Department for Children, Schools and Families (DCSF) and the National Strategies to support all schools in their work to evaluate and improve provision in this area. In addition, there are three National Challenge G&T elements that have been developed for the pilot. They provide specific quality standards to describe good practice in particular areas of development for G&T pupils – Leading and managing improvement for gifted and talented education; Tracking progress of gifted and talented pupils, and Guidance on pedagogy for gifted and talented education. These three sets of standards synthesise from the IQS and CQS key areas of focus for pilot schools. They are cross-referenced to the G&T quality standards and provide a starting point for self-evaluation.

The overarching standards from *Element 1: Leading and managing improvement for gifted and talented education* are:

- a. There is a school-wide commitment to G&T education which engages parents, carers and governors and leads to focused, strategic action to improve the quality and outcomes for G&T learners through effective management, development, monitoring and evaluation of provision.
- b. There is a whole-school approach to ensuring quality first teaching that challenges all pupils and provides opportunities for learners' gifts and talents to be stimulated, identified and nurtured.

- c. G&T pupils' attainment is benchmarked against national data with regards to gender, free school meals (FSM) and ethnicity and the profile of pupils identified as G&T reflects the school's overall profile.
- d. G&T pupils are set and reach ambitious targets (including in English and mathematics) and nominated progress, subject and/or other leaders are held accountable for effective monitoring, tracking and support for progress.
- e. Subject leaders and teachers identify and keep under review the learning needs of G&T pupils and plan and deliver high-quality teaching to secure engagement and maximise progress.
- f. Staff teaching and supporting G&T pupils work collaboratively to identify, share and apply good practice and make effective use of information about pupil progress across all subjects.
- g. The rate of progress of G&T pupils is a regular item for discussion on line-management, department and year group meeting agendas.
- h. G&T pupils and their parents and carers have regular opportunities to discuss progress and achievement and show high levels of engagement and satisfaction with learning. Teachers actively involve these pupils in setting and reviewing their own targets.

## Elements and key resources

Key resources are:

- G&T IQS – a self-evaluation tool
- G&T CQS guided resource: DVD-ROM
- *User guide and Element 1: Leading and managing improvement for gifted and talented education*
- *Element 2: Tracking progress of gifted and talented pupils*
- *Element 3: Guidance on pedagogy for gifted and talented education.*

## How to use the materials

Schools invited to join the pilot have the capacity and commitment to build on effective practice to sustain improvement. The contribution of the pilot should be reflected in revisions or additions to the Raising Attainment Plan (RAP) and monitored by the RAP Management Group (RMG), with progress reported to the local board.

It is important that G&T development work:

- is a school-wide commitment
- promotes quality first teaching for all pupils
- shows a clear contribution to improved attainment by accelerating the progress of a named group(s) of G&T pupils.

In common with other aspects of National Challenge development, it is important for schools to build on their experience of six-week improvement cycles, with evaluation of impact on pupils at the end of each cycle to provide a baseline for further development. In addition, the pilot provides rich opportunities for:

- sharing and developing practice across the school through enquiry-based approaches
- contributing to good practice at local authority (LA) and national level
- developing the central role of pupil voice in improving learning.

As a starting point for involvement in the G&T pilot, we recommend that schools use the **Introduction and overview** which sets out principles, expectations and first steps. This includes establishment of



management arrangements, agreement of the role of progress leader, identification of progress group(s) of G&T pupils and review of provision.

To support this, **Element 1** provides more detailed guidance for headteachers, senior leaders and the progress leader and leading teacher for G&T as they set about planning the launch in school. It includes short, focused CPD sessions to develop key roles and put in place practical arrangements. This element also enables schools to consider if and how they will use Elements 2 and 3 to support further work.

**Element 2** provides focused development on tracking progress, the use of targets, dialogue with pupils and engagement with parents and carers, building on materials available in Stronger Management Systems (SMS) and Core Plus. The materials are aimed at staff teaching G&T pupils in the progress group, subject and year leaders as well as senior staff with lead roles in G&T provision and data management.

**Element 3** provides a resource for teachers and subject leaders to focus on pedagogy – understanding the needs of individual G&T pupils to drive the development of quality first teaching across the school.

In common with all other National Challenge guidance, schools are not required to use all elements and resources. As with other elements, it will be most important to focus on detailed, in-depth exploration of those key aspects of improvement that will make the most difference to the quality of pupils' learning and their rates of progress. In planning, schools and National Challenge Advisers (NCAs) will also need to consider selection and facilitation of appropriate CPD sessions. These sessions will often, but not always, be led by the senior leader with lead responsibility, with coaching support from the headteacher, the leading teacher for G&T and/or the NCA. Further support may be available through the LA and through senior adviser support from the National Strategies.

## Linked programmes and materials

The programme materials are closely linked with SMS and Core Plus, with use of SMS quality standards wherever possible, applied specifically to the needs of G&T pupils.

# Element 1: Leading and managing improvement for gifted and talented education

## Rationale

*'Of the roughly ten per cent of pupils identified by schools as gifted and talented, there is a significant under-representation of those from disadvantaged backgrounds...great potential is currently going unrecognised, and perhaps undeveloped'.*

Breaking the Link: Everyone's Business (DCSF, 2009)

A sharp focus on the identification, support and development of gifted and talented (G&T) pupils brings the energy and aspiration to unlock potential. It demonstrates schools' determination to do the best for every child, provides rich opportunities for engagement with parents and enables children to reflect on and improve their own learning.

This approach to improving G&T education involves a personalised approach to the learning and progress of G&T pupils within mainstream classes, rather than through additional activities out of class. In this way it uses dialogue about individual needs to develop quality first teaching providing opportunities that unlock potential, and the high challenge and support that will benefit all learners.

G&T development also provides a challenge for schools to take stock of children currently identified as G&T learners and to consider whether disadvantaged pupils and minority groups are properly represented, challenging preconceptions and embedding inclusive approaches. Work in this area consequently enables schools to take action to narrow gaps and take steps to accelerate the progress of more able pupils.

In summary, gifted and talented development builds the school's capacity to:

- understand and meet individual needs through class-based personalised provision, effective academic support and independent/home learning
- provide quality first teaching to benefit G&T pupils and bring wider benefits for all pupils in the school
- improve progress and outcomes for G&T pupils
- engage parents and carers
- enrich the curriculum for all learners
- improve the school climate.

The G&T elements are set out in a similar way to other National Strategies' materials to support the National Challenge. They use the structure of the Stronger Management Systems (SMS) programme developed for schools and introduced to headteachers and National Challenge Advisers.

## Quality standards

The Gifted and Talented Institutional Quality Standards (IQS) are the default tool for school self-evaluation and improvement of gifted and talented education.

To view the IQS, go to [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) and search using the ref: 'IQS'

The quality standards a to h (below) provide an overview of the characteristics of effective leadership and management of gifted and talented education. A senior leadership assessment against these will contribute to the evidence-base for a full whole-school self-evaluation using the IQS. These quality standards for leading and managing G&T education have been mapped against the IQS on pages 15-17. Quality standards for tracking and pedagogy are available in G&T Elements 2 and 3 and these have been mapped against the IQS (tracking and pedagogy) and the Classroom Quality Standards (CQS) (pedagogy).

- a. There is a school-wide commitment to G&T education which engages parents, carers and governors and leads to focused, strategic action to improve the quality and outcomes for G&T learners through effective management, development, monitoring and evaluation of provision.
- b. There is a whole-school approach to ensuring quality first teaching that challenges all pupils and provides opportunities for learners' gifts and talents to be stimulated, identified and nurtured.
- c. G&T pupils' attainment is benchmarked against national data with regards to gender, free school meals (FSM) and ethnicity and the profile of pupils identified as G&T reflects the school's overall profile.
- d. G&T pupils are set and reach ambitious targets (including in English and mathematics) and nominated progress, subject and/or other leaders are held accountable for effective monitoring, tracking and support for progress.
- e. Subject leaders and teachers identify and keep under review the learning needs of G&T pupils and plan and deliver high-quality teaching to secure engagement and maximise progress.
- f. Staff teaching and supporting G&T pupils work collaboratively to identify, share and apply good practice and make effective use of information about pupil progress across all subjects.
- g. The rate of progress of G&T pupils is a regular item for discussion on line-management, department and year group meeting agendas.
- h. G&T pupils and their parents and carers have regular opportunities to discuss progress and achievement and show high levels of engagement and satisfaction with learning. Teachers actively involve these pupils in setting and reviewing their own targets.

It is recommended that senior leaders first carry out the self-assessment exercise against these quality standards, and that this evidence is fed into the wider self-evaluation exercise that will lead to a challenging but realistic improvement plan derived from the G&T IQS. This plan should include the Raising Attainment Plan (RAP) review cycle as a key action to give focus to existing work, and to help to identify and prioritise actions that will ensure the school is systematically improving its G&T provision and its impact.

A self-assessment form to support this initial review can be found later on in this document in the section 'Self-assessment materials'.

## Exemplification

### Initial actions

Implementation of a programme of improvement for gifted and talented pupils should be driven by rapid, shared self-assessment against quality standards. The IQS will support schools in carrying this out, and many schools are already using this tool.

The following steps can be adapted for most schools:

1. Complete initial leadership and management self-evaluation; feed this into the whole-school IQS review; complete first draft of G&T improvement plan and identify next steps for improvement.
2. Establish management arrangements:
  - a. agree the role and key actions of progress leader(s).
  - b. confirm line management arrangements and how the post-holder relates to existing posts, including senior, subject, year leaders posts and the leading teacher for G&T.
  - c. identify member(s) of staff to take on the role.
3. Plan how to involve parents and carers, pupils, staff and governors in the establishment of the programme.
4. Identify the target group, particularly considering the impact of the bursary for pupils who will be in the Year 10 cohort in 2009/2010.
5. Quantify the expected improvement in attainment in the RAP.
6. Adjust the RAP as appropriate, linking key developments with rapid changes through six-week improvement cycles.

It will also be important to:

- ensure the engagement of key stakeholders and the potential for pupil voice and leadership
- build on existing structures and systems wherever possible
- recognise the need to provide curriculum planning time for key staff
- plan sharply focused monitoring and evaluation of impact.

To support this work, schools may wish to use the wide range of resources available to support G&T development. These are listed at the end of this document but key resources are:

- gifted and talented IQS and CQS which provide effective, interactive self-evaluation tools to support planning, review and improvement at whole-school and classroom levels
- G&T e-learning modules for leading teachers
- the Handbook for leading teachers for gifted and talented education
- SMS and Core Plus materials.

## Exploring the leadership and management quality standards

The following sections explore the quality standards (a–h above) and implications for leadership and management. Each standard is given in full, followed by commentary to illustrate good practice and describe school action for improvement. The standards have been mapped against the IQS in the table on pages 15-17.

- a. There is a school-wide commitment to G&T education, which engages parents, carers and governors and leads to focused, strategic action to improve the quality and outcomes for G&T learners through effective arrangements for management, development, monitoring and evaluation of provision.

Most schools already have in place elements of good practice in G&T provision and this standard provides further challenge for review and development.

The IQS provide an effective, interactive tool to support this planning, based on an initial evaluation of provision. A good starting point is *Effective teaching and learning* – considering identification and effective provision in the classroom and *School/college organisation* – leadership and policy, staff development and resources. Generic approaches to line management and accountability are available in *Element 1: Effective line management of SMS*.

- b. There is a whole-school approach to ensuring quality first teaching that challenges all pupils and provides opportunities for learners' gifts and talents to be stimulated, identified and nurtured.

Quality first teaching that provides high challenge and high support to all learners is at the heart of effective provision for G&T learners. It improves aspiration and motivation, and ensures all pupils have the opportunities that will help to identify and develop latent gifts and talents, as well as providing the challenge needed to ensure maximum progress for identified high achievers. *Element 3: Guidance on Pedagogy for gifted and talented education* explores quality first teaching in greater detail.

The G&T CQS are designed specifically to improve classroom practice in gifted and talented education. They have been developed in order:

- to promote a shared understanding and greater consistency in evaluating effective provision in the classroom
- to engage teachers and practitioners in review of their practice – both individually and in collaboration with others – in order to identify strengths and areas for further development and improvement.

The CQS amplifies those parts of the IQS self-evaluation tool which deal with teaching and learning, in particular *Element 2: Effective provision in the classroom*.

Along with the IQS, the CQS are key tools for leading teachers for G&T education. They support the role of the leading teacher for G&T in:

- working with senior and middle-level leaders to evaluate and plan development of provision as an integral part of the School Improvement Plan
- working collaboratively with teachers to improve classroom practice.

Leading teachers offer valuable mediation and moderation of judgements for teachers and other staff using the CQS. They can provide a lead in sharing good practice as well as planning and supporting professional development activities arising from the self-evaluation.

The CQS are available at: [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies). Select 'Inclusion', then 'Gifted and talented'.

- c. G&T pupils' attainment is benchmarked against national data with regards to gender, FSM and ethnicity and the profile of pupils identified as G&T reflects the school's overall profile.

This standard addresses how the school identifies and profiles its G&T learners, a key step towards the establishment of the G&T progress group and those targeted pupils to be offered bursaries.

A useful starting point is to review pupils on the G&T register to consider how their profile matches that of the school and, in particular, whether disadvantaged/FSM pupils are properly represented. If not, a first step is to determine what action to take. This is not straightforward and may bring significant challenge. A 'quota' approach to FSM pupils is inadvisable and, where identification is an issue, schools may wish to use a planned, staged approach to identification. This may, for example, involve a challenge to staff to properly represent FSM pupils in Year 7, with initially lower levels in other years. Schools will need to consider carefully their approaches to this through, for example:

- articulating an explicit, agreed view of how potential is recognised among pupils from disadvantaged backgrounds
- awareness raising through staff CPD and subject leader briefing
- identification and review of FSM pupils with high levels of prior attainment at Key Stage 2, particularly where progress has not been maintained
- a higher than average non-verbal reasoning test score, especially when the corresponding language score is much lower
- revisiting primary school perspectives on pupil potential
- identification of potential where oral contributions show insight, imagination, and higher level thinking skills and/or evidence of significant achievement in specific areas of a subject
- evidence of well developed problem-solving, interpersonal or leadership skills.

This is an important area of development where schools and clusters of schools may wish to work together to develop best practice.

The second step is then to identify the named pupils who will provide a sharp focus for evaluation of impact. This could involve all G&T learners or those in a nominated year group.

Further guidance is available in *SMS Element 6: Identification and intervention for individuals and groups* which provides a useful set of quality standards. The Venn analysis tool, tailored for G&T pupils will support discussion. *IQS Element 1: Identification* provides further guidance.

- d. G&T pupils are set and reach ambitious targets, including in English and mathematics, and nominated progress, subject and/or other leaders are held accountable for effective monitoring, tracking and support for progress.

This standard focuses on the nature of targets and who is accountable for them, to ensure that schools are clear about who is responsible for tracking and monitoring pupil progress and, where necessary, modifying teaching and learning. This ensures essential links are in place in the chain of improvement. Without a strong, transparent and unbroken chain of accountability from the class teacher through to the subject leader, progress leader, SLT and headteacher, pockets of underperformance are likely to remain.

A significant factor contributing to success will be clarity about the role of the progress leader in holding to account middle leaders and teachers for attainment and progress of identified pupils.

Schools are familiar with using data to inform targets supported by regular tracking of progress but the standard requires schools to determine:

- the role of the progress leader, how and when s/he works with the nominated G&T group
- how the progress leader will inform and challenge subject leaders and teachers
- how the school can be confident of the robustness of tracking data/attitudinal surveys and their impact on planning and subsequent learning
- how grade targets are linked with learning conversations to improve learning and progress
- how the progress leader is supported, challenged and held to account by the senior line manager or headteacher.

This standard also emphasises the central importance of tracking pupil progress to shape planning and intervention. There will be pupils who will need Wave 2 or Wave 3 support on occasions and the effective tracking will highlight this over the six-week cycles. Strategies for supporting this are explored in G&T *Element 2: Tracking progress of gifted and talented pupils* which also offers more detailed quality standards and CPD to inform review and development.

**CPD session 1** provides materials and guidance on carrying out analysis to determine specific areas of underachievement in relation to G&T pupils.

**CPD session 2** provides a process to explore the role of the progress leader in a G&T context, opportunities to consider this within the school's leadership and management structure and agreement of subsequent action.

- e. Subject leaders and teachers identify and keep under review the learning needs of G&T pupils, and plan and deliver high-quality teaching to secure engagement and maximise progress.

Monitoring and tracking alone will not raise standards. It is the specific actions of senior leaders, subject leaders and teachers in response to the outcomes of tracking that will make a difference to pupils' learning and achievement.

#### **Scenario 1: Year 10 Venn analysis (from SMS Element 6)**

One school undertook the Venn analysis for pupils in Year 10. The subject leaders for English and mathematics worked with the deputy headteacher with responsibility for assessment and data, the head of Year 10 and the data administrator to complete the Venn analysis and evaluated the outcomes. This analysis allowed the teachers to identify key groups of pupils with similar patterns of attainment that needed targeted and specific support. Some of these Year 10 pupils were interviewed, and further interesting features were identified; for example, several girls identified as underachieving in mathematics but not English said that they thought they made better progress in English because of the greater opportunities for collaborative work and discussion. This information was shared at the next mathematics team meeting and they agreed to adjust the scheme of work and trial this with one Year 10 class.

Setting up systems to facilitate sharing of information about pupils' progress for all staff involved with the pilot will be an important aspect of six-week improvement cycles. Staff will need to consider pupils individually, their progress, attitude to learning, engagement and targets and then identify key actions to take for the next six weeks. The senior leadership team (SLT) will be crucial in ensuring that this aspect is effectively supported.

Subject leaders and teachers will need to be actively engaged in these discussions given the overall improvement in outcomes of at least 3 GCSE at A or A\* grade and the importance of English and mathematics in the final 5+ A\*-C Grade passes.

Teaching programmes will be adapted continuously in the light of the six-weekly tracking cycles and schools will need to consider how they will systematically identify what works well, using coaching and sharing teaching approaches to develop more personalisation and increase the level of challenge for pupils. These aspects are explored in *Element 3: Guidance on pedagogy for gifted and talented education* which also offers more detailed quality standards and CPD to inform review and development.

- f. Staff teaching/supporting G&T pupils work collaboratively to identify, share and apply good practice and make effective use of information about pupil progress across all subjects.

This standard and standard (g) below focus on practice transfer and communication. At the outset, it is important to be clear about how the school will:

- identify what works well
- share it across the school
- provide CPD and coaching support for staff who wish to improve their practice.

Effective approaches to sharing good practice include:

- developing an enquiry group of teachers and/or G&T pupils as lead learners to identify which activities and approaches help and hinder their learning, fed back as part of school-wide CPD
- review meetings with teachers on the progress and potential of named pupils
- the development and use of a pupil 'Learning Log' over a week of lessons to capture feedback
- the SLT or the leading teacher undertaking pupil shadowing to explore nominated G&T pupils' perceptions of learning and the impact of different teaching styles and approaches to teaching and learning
- expert practice lessons as part of CPD workshops across the school or within subject departments
- an open invitation to staff to nominate/share good practice or developing approaches supported by brief fortnightly newsletters to share what works well, publicise and celebrate high-quality teaching.

- g. The rate of progress of G&T pupils is a regular item for discussion on line management, department and year group meeting agendas.

Finally, effective approaches to reviewing the progress of the G&T pupils in the progress group can include formal, calendared review meetings chaired by the senior line manager for G&T or progress leader to check and Red-Amber-Green (RAG) rate the progress of each pupil by triangulating three key sources of data:

- **tracking** – comparing tracking data against targets across core subjects
- **observation** – sharing implications of lesson observation
- **voice** – drawing on pupils' own views of learning, progress and barriers.



In addition, schools should use the routine, planned discussion of progress within the meeting structure to ensure that heads of department/year heads talk directly about the progress of pupils in the progress group, feeding RAGs and details of further action to the senior leadership team (SLT) or RAP monitoring group (RMG) as required.

More detailed exploration of this is available in *Element 2: Tracking progress of gifted and talented pupils*.

- h.** G&T pupils and their parents and carers have regular opportunities to discuss progress and achievement and show high levels of engagement and satisfaction with learning. Teachers actively involve these pupils in setting and reviewing their own targets.

It is important that pupils' parents are involved in the discussions at the earliest opportunity. At the outset, schools may also wish take the opportunity to talk with G&T pupils about their experiences of learning and the extent to which learning is engaging and motivating, as a baseline for improvement.

### **Scenario 2: Year 10 mathematics**

Work in a project that targeted a key group of Year 10 pupils to improve their performance in mathematics has shown how important early involvement of the parents and carers was. In one school staff identified the pupils and then wrote to the parents and carers inviting them to discuss their child's involvement and explain what would happen in the lessons. The response from all the parents and carers was exceptional. They had been a group who traditionally did not attend parents' evenings but because this seemed to be something 'special' they all attended the launch meeting with their children. The feedback to the school from the launch was that this was something that they could see the benefit of, were very keen on and most importantly they felt that this was the first time that their child had been overtly supported. They felt that the school had at last planned something special for their child. The improved engagement of the pupils was evident from the start of Year 10 and towards the end of Year 11 it was clear that these pupils were more confident in mathematics and able to talk to other adults about their work and were clearly going to perform at a level far above that which had been expected two years earlier. Another positive benefit of the open discussions with parents and carers, pupils and staff was seen with the individual pupils who were now much more effective at using a 'pupil voice' to talk about their learning and their attitudes to learning.

Maintaining the links with parents and carers through the two years was extremely powerful in keeping the pupils aware that the project was something that was of benefit to them and was supported by the school and the home.

## **Self-assessment materials: Gifted and Talented Pilot Programme: Leading and managing improvement in gifted and talented education**

This exercise may be completed individually or in groups representing a range of perspectives across the school. Make a judgement and note evidence against each of the statements and use the evidence section to make notes on links between your judgements and available professional development materials.

Links with IQS are detailed on the following pages.

Feed the evidence into your IQS review of whole-school provision and use to inform the development of your G&T improvement plan.

Quality standards for leading and managing provision	R/A/G	Evidence of evaluation and notes for action
<p><b>a.</b> There is a school-wide commitment to G&amp;T education which engages parents/carers and governors and leads to focused, strategic action to improve the quality and outcomes for G&amp;T learners through effective management, development, monitoring and evaluation of provision</p>		
<p><b>b.</b> There is a whole-school approach to ensuring quality first teaching that challenges all pupils and provides opportunities for learners' gifts and talents to be stimulated, identified and nurtured</p>		
<p><b>c.</b> G&amp;T pupils' attainment is benchmarked against national data with regards to gender, FSM and ethnicity and the profile of pupils identified as G&amp;T reflects the school's overall profile</p>		
<p><b>d.</b> G&amp;T pupils are set and reach ambitious targets, including in English and mathematics, and nominated progress, subject and/or other leaders are held accountable for effective monitoring, tracking and support for progress</p>		
<p><b>e.</b> Subject leaders and teachers identify and keep under review the learning needs of G&amp;T pupils, and plan and deliver high-quality teaching to secure engagement and maximise progress</p>		
<p><b>f.</b> Staff teaching/supporting G&amp;T pupils work collaboratively to identify, share and apply good practice and make effective use of information about pupil progress across all subjects</p>		
<p><b>g.</b> The rate of progress of G&amp;T pupils is a regular item for discussion on line management, department and year group meeting agendas</p>		
<p><b>h.</b> G&amp;T pupils and their parents and carers have regular opportunities to discuss progress and achievement and show high levels of engagement and satisfaction with learning. Teachers actively involve these pupils in setting and reviewing their own targets.</p>		

Quality standards for leading and managing provision mapped against IQS for G&T	IQS for G&T (extract based on entry level unless otherwise stated)	Personalised education heading
<p><b>a.</b> There is a school-wide commitment to G&amp;T education which engages parents, carers and governors and leads to focused, strategic action to improve the quality and outcomes for G&amp;T learners through effective management, development, monitoring and evaluation of provision</p>	<p><b>1.</b> Identification</p> <ul style="list-style-type: none"> <li><b>i.</b> the school has an agreed definition and shared understanding of the meaning of G&amp;T within its own, local and national contexts</li> </ul> <p><b>7.</b> Leadership</p> <ul style="list-style-type: none"> <li><b>i.</b> A named member of the governing body, SLT and the G&amp;T leading teacher have clear responsibilities for driving provision</li> </ul> <p><b>8.</b> Policy</p> <ul style="list-style-type: none"> <li><b>i.</b> G&amp;T policy is integral to the school's inclusion agenda and approach to personalised learning, feeds into and from the school improvement plan and is consistent with other policies</li> </ul> <p><b>12.</b> Monitoring &amp; evaluation</p> <ul style="list-style-type: none"> <li><b>i.</b> subject and phase audits focus on the quality of teaching and learning for G&amp;T</li> </ul> <p><b>12.</b> Engaging with communities, the family, and beyond</p> <ul style="list-style-type: none"> <li><b>i.</b> Parents/carers are aware of the school's policy on G&amp;T provision</li> </ul>	<p><b>A</b> Effective teaching and learning strategies</p> <p><b>D</b> School organisation</p> <p><b>E</b> Strong partnerships beyond the school</p>
<p><b>b.</b> There is a whole-school approach to ensuring quality first teaching that challenges all pupils and provides opportunities for learners' gifts and talents to be stimulated, identified and nurtured</p>	<p><b>2.</b> Effective provision in the classroom</p> <ul style="list-style-type: none"> <li><b>i.</b> The school addresses the different needs of the G&amp;T population by providing a stimulating learning environment and by extending the teaching repertoire</li> <li><b>ii.</b> Teaching &amp; learning is differentiated and delivered through both individual and group activities</li> </ul>	<p><b>A</b> Effective teaching and learning strategies</p>
<p><b>c.</b> G&amp;T pupils' attainment is benchmarked against national data with regards to gender, FSM and ethnicity and the profile of pupils identified as G&amp;T reflects the school's overall profile</p>	<p><b>3.</b> Standards</p> <ul style="list-style-type: none"> <li><b>i.</b> Levels of attainment and achievement for G&amp;T pupils are comparatively high in relation to the rest of the school and are in line with those in similar schools</li> </ul>	<p><b>A</b> Effective teaching and learning strategies</p>

<p><b>d.</b> G&amp;T pupils are set and reach ambitious targets, including in English and mathematics, and nominated progress, subject and/or other leaders are held accountable for effective monitoring, tracking and support for progress</p>	<p><b>3.</b> Standards</p> <p><b>iii.</b> Schools' G&amp;T programmes are explicitly linked to SMART outcomes and these highlight improvement in pupils' attainment and achievement</p> <p><b>5.</b> Assessment for Learning</p> <p><b>i.</b> (Exemplary) Assessment data are used by teachers across the school to ensure challenge and sustained progression in individual pupils' learning</p> <p><b>ii.</b> (Developing) Systematic oral and written feedback helps pupils to set challenging curricular targets</p> <p><b>6.</b> Transition</p> <p><b>i.</b> (Developing) Transfer information concerning G&amp;T pupils informs targets for pupils to ensure progress. Particular attention is given to including new admissions</p> <p><b>12.</b> Monitoring and Evaluation</p> <p><b>ii.</b> Elements of provision are planned against clear objectives within effective whole-school evaluation processes</p>	<p><b>A</b> Effective teaching and learning strategies</p> <p><b>C</b> Assessment for Learning</p> <p><b>D</b> School organisation</p>
<p><b>e.</b> Subject leaders and teachers identify and keep under review the learning needs of G&amp;T pupils, and plan and deliver high-quality teaching to secure engagement and maximise progress</p>	<p><b>2.</b> Effective provision in the classroom</p> <p><b>i.</b> The school addresses the different needs of the G&amp;T population by providing a stimulating learning environment and by extending the teaching repertoire</p> <p><b>ii.</b> Teaching and learning is differentiated and delivered through both individual and group activities</p> <p><b>12.</b> Monitoring and evaluation</p> <p><b>ii.</b> Elements of provision are planned against clear objectives within effective whole-school evaluation processes</p>	<p><b>A</b> Effective teaching and learning strategies</p> <p><b>D</b> School organisation</p>
<p><b>f.</b> Staff teaching and supporting G&amp;T pupils work collaboratively to identify, share and apply good practice and make effective use of information about pupil progress across all subjects</p>	<p><b>5.</b> Assessment for Learning</p> <p><b>i.</b> (Exemplary) Assessment data are used by teachers and across the school to ensure challenge and sustained progression in individual pupils' learning</p> <p><b>6.</b> Transition</p> <p><b>i.</b> Shared processes, using agreed criteria, are in place to ensure the productive transfer of information from one setting to another (e.g. class to class, year to year and school to school)</p>	<p><b>C</b> Assessment for Learning</p>

<p><b>g.</b> The rate of progress of G&amp;T pupils is a regular item for discussion on line-management, department and year group meeting agendas</p>	<p><b>7.</b> Leadership</p> <p><b>i.</b> (Developing) Responsibility for G&amp;T provision is distributed and evaluation of its impact shared at all levels. Staff subscribe to policy at all levels</p>	<p><b>D</b> School organisation</p>
<p><b>h.</b> G&amp;T pupils and their parents and carers have regular opportunities to discuss progress and achievement and show high levels of engagement and satisfaction with learning. Teachers actively involve these pupils in setting and reviewing their own targets</p>	<p><b>5.</b> Assessment for Learning</p> <p><b>ii.</b> Dialogue with pupils provides focused feedback which is used to plan future learning</p> <p><b>iii.</b> Self- and peer-assessment based on clear understanding of criteria, are used to increase pupils' responsibility for learning</p> <p><b>13.</b> Engaging with communities, the family, and beyond</p> <p><b>i.</b> Parents/carers are aware of the school's policy on G&amp;T provision, and are kept informed of developments in G&amp;T provision</p>	<p><b>C</b> Assessment for Learning</p> <p><b>E</b> Strong partnerships beyond the school</p>

## Professional development

### CPD session 1 – analysing past performance (adapted from SMS Element 6) (45 minutes)

#### Participants

This activity can be undertaken by the SLT or, in addition, involve the governor with G&T responsibility, progress leader, G&T leading teacher, core subject/year and other middle leaders.

#### Objectives

- To compare school performance of G&T pupils with national figures
- To establish any patterns of underperformance of G&T pupils related to specific groups
- To identify a progress group of G&T pupils
- To write an implementation strategy

#### Resources

- Examination data for previous Year 11 cohorts (pre-prepared)
- National data for FSM G&T pupils against non-FSM G&T pupils (resource sheet 1 from the National Strategies)
- Getting Started: Implementation strategy (from the Gifted and Talented Pilot Programme Introduction and overview 00390-2009BKT-EN p. 9)

#### Activity 1: Data review

(15 minutes)

Compare performance of school's G&T pupils to those from national data. Present a table of national data alongside school's own data analysis and identify the key points regarding G&T.

#### Activity 2: Winning hearts and minds

(20 minutes)

*'You can't expect us to get these pupils on FSM up to A Grade at GCSE – look at how they have always performed in the past'*

Using this statement as a starting point, consider key messages to engage staff in a shared commitment to unlock potential.

## CPD session 2 – the role of the progress leaders for gifted and talented pupils (60 minutes)

### Participants

SLT, subject and year leaders, the leading teacher for G&T.

### Objectives

- To explore the role of the progress leader, how it relates to the school's organisational structure and the next steps for development.

### Resources

- Resource sheet 1

### Introduction

(5 minutes)

Identification of the G&T progress group is an important first step. Leadership teams also need to ensure the progress of the group is tracked and appropriate steps taken to address pupil and teacher needs.

### Activity 1: Leading progress for G&T

(25 minutes)

Ask groups to suggest ways in which the school's current tracking and monitoring systems could support the work of progress leaders for the Gifted and Talented Pilot Programme.

What are:

- the strengths and weaknesses of this approach?
- the similarities and differences when compared with the school's current approach?

Share thinking through flipcharts or sticky notes.

### Activity 2: Leading progress and school organisation

(25 minutes)

Introduce/remind participants of the role of progress leader. Ask the group to explore how a progress leader would operate either using Resource sheet 1 as a prompt or as a means to review the group's thinking. In addition, ask them to consider:

- the right level of seniority for a progress leader
- the arrangements for line management and relationships with subject leaders, senior leaders, the leading teacher for G&T and the Rap Management Team (RMT). (Note: in some schools the progress leader for G&T may also hold the leading teacher role)
- key activities, interventions and their frequency
- time and support required to be effective.

### Plenary

(5 minutes)

Finally, consider and share the use and development of progress leader(s) for G&T **or** how the school's current approaches can be focused on accelerating the progress of G&T learners.



## Resources

### Resource sheet 1: The progress leader

A progress leader has responsibility for the progress and development of all pupils within one or more progress groups. Pupils in the group may well be distributed across several classes or teaching groups. Responsibilities vary according to the needs and organisation of individual schools but may include:

- regular one-to-one reviews, guidance and target-setting meetings with pupils
- observing lessons and providing feedback and advice on individual needs
- chairing progress sessions to support, challenge and hold subject leaders to account to ensure pupils are on track to fulfil their potential
- challenging tutors to ensure good attendance, punctuality and personal development
- coordinating mentoring support and enrichment activities.

Progress leaders could be senior or middle leaders or other skilled staff – schools will vary in who they choose (see Step 4 in the RAP management guide). The key function is for the progress leader to track pupil progress and identify underperformance through monitoring activities to ensure intervention to **accelerate progress**.

## References and web links

The SMS programme is designed to help schools improve how leaders and managers at all levels play their part in improving standards. It focuses on practical but essential elements of management, providing materials to help schools review, refocus and improve systems and structures.

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) Search using the ref 'Stronger Management Systems (SMS)'.

The IQS are designed to support improving the quality of gifted and talented education in settings, schools and colleges as a whole. The leading teacher handbook and the e-modules provide further guidance and support on using the IQS to support improvements in gifted and talented education.

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) Search using the ref 'Institutional quality standards (IQS) self-evaluation tool'.

G&T CQS guided resources have been specifically designed to support core subject leads and leading teachers in their work with teachers and other practitioners to raise the quality of classroom provision and improve outcomes for gifted and talented learners. The CQS will be of particular interest to subject leaders and teachers/practitioners involved in delivery of the core subjects and ICT.

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) Search using the ref '00556-2008BKT-EN'.

Support for planning a whole-school approach to improving G&T education, including the application of the three Waves model of quality first teaching and intervention, can be found in 'G&T Education: Guidance on addressing underachievement – planning a whole-school approach'.

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) Search using the ref '00378-2009BKT-EN'.

The gifted and talented area of the National Strategies website provides access to a range of guidance materials, resources and CPD opportunities to support G&T school improvement.

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) Select 'Inclusion', then 'Gifted and talented'.

Analysing data has a well-established set of sites available to schools including:

RAISEonline [www.raiseonline.org](http://www.raiseonline.org)

Fischer Family Trust website [www.fischertrust.org](http://www.fischertrust.org)

To support senior leaders and subject leaders with the interpretation of data there is a self-study unit on the National Strategies area of the Standards Site:

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) Search using the ref 'RAISEonline for secondary', select 'Evaluating School Performance: RAISEonline for secondary', then 'RAISEonline for secondary'



Audience: Subject teachers, year leaders, G&T leading teachers and senior managers in secondary schools, G&T leads, National Challenge Advisers, SIPs and school improvement advisers in Local Authorities  
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