



## Evaluating gifted and talented education

## The school improvement partner's role in engaging the school

A handbook for school improvement partners





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# Introduction

***Giving every single child the chance to be the best they can be, whatever their talent or background, is not the betrayal of excellence: it is the fulfilment of it.***

**David Miliband, North of England Conference, 2004**

This document aims to support school improvement partners (SIPs) in the key aspects of their role as these relate to outcomes for gifted and talented pupils and education.

**Section 1** of this guidance brings together relevant sections from the Ofsted Framework and the SIP's Brief and matches these to the Institutional Quality Standards (IQS) as a series of prompts to support SIPs when discussing gifted and talented provision in schools. The section is divided into two main parts.

- Table 1 – 'Documents' – corresponds to the 'Input' stage of the SIP's work when he or she is analysing a range of school documentation
- Table 2 – 'Conversations' – is designed to support the four questions used to 'Focus' the SIP's discussion with the school. Suggestions are included for each of the four 'Focus' questions although most relate to the core question 'What are the key factors?'

**Section 2** of this guidance outlines the objectives and underlying principles of the National Programme for Gifted and Talented Education, and provides SIPs with contextual information and guidance to support schools in their self-evaluation and improvement of provision and outcomes for G&T learners.

The Institutional Quality Standards (IQS) in Gifted and Talented Education provide a detailed step-by-step guide to the self-evaluation and development of gifted and talented education in schools. They comprise 14 elements of provision that are grouped around the 5 components of personalised learning. All 14 elements also link directly to the different sections of the Ofsted Framework for the Inspection of Schools.

The IQS are arranged into three levels to provide progression. These correspond broadly to the Ofsted grades thus:

- 'Entry' level of the IQS equates to Ofsted 'Satisfactory'
- 'Developing' level of the IQS equates to Ofsted 'Good'
- 'Exemplary' level of the IQS equates to Ofsted 'Outstanding'.

The levels are challenging in their expectations and many schools will still be at or around 'Entry' stage of development. SIPs should refer to the full IQS document to gain a fuller picture of where schools are in one or more elements of the IQS. The document is available at [www.ygt.dcsf.gov.uk/Content.aspx?contentId=347&contentType=3](http://www.ygt.dcsf.gov.uk/Content.aspx?contentId=347&contentType=3)

### **The National Quality Standards**

The National Quality Standards is a suite of three self-evaluation tools developed by the Department for Children, Schools and Families (DCSF). These are intended to provide flexible frameworks around which professionals can examine their practice and plan improvement.

The three tools are:

- The Institutional Quality Standards (IQS) – a whole-school self-evaluation and planning tool, designed for use by senior and middle leaders
- The Classroom Quality Standards (CQS) – a tool to support teachers and other classroom practitioners to reflect on their own practice and to plan further development and improvement research
- The Local Authority Quality Standards (LAQS – still under development) – a self-evaluation tool to be used by local Children's Services Authorities, designed to strengthen the capacity and quality of support for the IQS and CQS in schools and settings.

# Section 1 – Engaging the school

## Documents and conversations

The SIP needs to avoid a checklist that questions schools about the actions they have taken in terms of G&T provision, and instead focus upon the school's own evaluation of the impact of its approach to G&T education on pupil progress and the standards achieved. From this the SIP is able to challenge and support the school on the outcomes of the evaluation, the areas of improvement identified and the actions that need to be taken to bring about this improvement. The ongoing relationship between the SIP and the school will enable the school to come to a conclusion about whether or not its interventions have been appropriate and sufficient.

The SIP needs to consider the following:

- has the school analysed the impact of its actions on raising standards and improving pupil progress?
- does this analysis include impact of actions on standards and progress for higher attainers and gifted and talented pupils?
- does this analysis recognise that there may be able, gifted and talented pupils who are underachieving?
- has this evaluation led to a judgement by the school of the effectiveness of its provision for gifted and talented education and outcomes for pupils?
- has this led to the identification of areas for development?
- if so, has any action been taken to address any of these areas for development?
- if so, what does the evidence indicate has been the impact of these interventions on pupil progress and standards?

In the context of evaluating and improving gifted and talented education, the following section considers:

- the key documents that inform the school's self-evaluation and provide evidence to inform the school's focus for improvement
- linked to personalisation and the structure of the IQS, prompts for conversations on:
  - what are the key factors for consideration?
  - what are the key priorities and targets for improvement?
  - how will the school achieve them?

## 1. Table 1 - Documents: what the school writes

This suggests lines of enquiry that a SIP might use in relation to gifted and talented education when analysing the school's documentation – the 'inputs' into the process. Prompts have been listed against each source of evidence that the SIP analyses:

- school's self-evaluation, linked to the Ofsted self-evaluation form
- school's development plan
- information on how the school ensures that pupils make progress and addresses, where appropriate, the five outcomes from *Every Child Matters*
- school- and pupil-level data and analyses
- value-for-money comparisons
- most recent Ofsted report
- local authority briefing on local issues.

## Documents: what the school writes

The evidence	Entry (satisfactory)	Developing (good)	Exemplary (outstanding)
1. The school's self-evaluation (SEF)	The school's gifted and talented programme is mentioned in the SEF.	There is evidence that the IQS and CQS self-evaluations have informed the SEF.	Using IQS and CQS the school makes reference to G&T provision and impact.
2. The school's development plan	The school has an action plan for G&T development.	There is clear evidence that the G&T action plan has been integrated into the whole-school improvement plan.	SEF, SDP, G&T action plan – and data – are integrated to articulate and drive achievement.
3. <i>Every Child Matters</i>	There is evidence of the five outcomes of <i>Every Child Matters</i> in plans for G&T development.	There is evidence of pupil-teacher dialogue in all planning.	Evaluations reveal a commitment to learning, co-construction, social and global awareness.
4. School- and pupil-level data	<p><b>Question</b></p> <p>% of pupils attaining level 3 at KS1.          % of pupils attaining level 5 at KS2.          Conversion data for KS1 level 3 to KS2 level 5.          % of level 5 cohort: fast moving from level 2 or below. Making good progress from level 3.          % of secondary cohort at level 5 at end of KS2.          % of KS3 cohort with aps of 31+ at end of KS2.          % of pupils attaining level 7+ at KS3 (key figure).          % of pupils attaining KS2 level 5 and KS3 level 6.          % of pupils attaining KS2 level 5 and KS3 level 5 or less.          Conversion data for KS2 level 5 to KS3 level 7+.  <b>% of pupils gaining three or more A*/A grades at GCSE (key figure).</b>          Conversion data for core subjects from level 5 at KS2 to GCSE A*/A.          % of pupils who attain 320 or more UCAS points.          % of pupils going on to HE?          % of pupils at each key stage accessing QCA optional tasks for the More Able.          % of pupils recorded on the whole-school and/or subject G&amp;T register(s).</p>	<p><b>Answer</b></p>	<p><b>Next question?</b></p> <p>Measure this data against information on the <b>school census return</b> in order to understand pupil performance in relation to:</p> <ul style="list-style-type: none"> <li>● gender</li> <li>● ethnic group</li> <li>● language</li> <li>● free school meals</li> <li>● deprivation band (IDAC)</li> <li>● looked-after status</li> <li>● the gifted and talented register.</li> </ul> <p>Are the above groups appropriately represented on the register?</p> <p>Does the data reveal high-achieving pupils who are <i>not</i> on the G&amp;T register?</p> <p>Does the achievement of G&amp;T pupils match performance suggested by predictive data (e.g. FFT, MidYIS and YELLIS)?</p> <p>Do G&amp;T learners reach their targets, and do those targets adequately challenge?</p> <p>What evidence is there that G&amp;T data is used by classroom teachers?</p>

The evidence	Entry (satisfactory)	Developing (good)	Exemplary (outstanding)
	<p>Participation rates of higher-attaining pupils in out-of-school activities and/or YG&amp;T Learner Academy wider opportunities.</p> <p><b>What proportion of pupils is making at least two levels of progress across a key stage?</b></p>		
5. Value-for-money comparisons	<p>The school allocates funding towards improving provision for the gifted and talented.</p> <p>There is some out-of-hours provision funded by the school/ department.</p>	<p>Subject areas allocate funding to G&amp;T.</p> <p>CPD with a G&amp;T focus is part of subject, induction and whole-school provision.</p> <p>There is an extensive programme of enrichment and extension opportunities.</p>	<p>The Leading Teacher uses IQS and CQS to inform the school about which aspects of the G&amp;T agenda are in need of further support.</p> <p>The G&amp;T action plan is funded by the school.</p> <p>The school actively seeks further funding for out-of-hours provision.</p> <p>Out-of-hours provision is used to support/enhance teaching and learning in the classroom.</p>
6. The Ofsted Report	<p>There is mention of 'challenge' for more able pupils in certain year groups or subjects. The inspection draws attention to groups with a high-attaining, but unfulfilled, potential.</p>	<p>The school recognises the issues and has responded in terms of its priorities and plans.</p> <p>G&amp;T in the Ofsted Report has been cross-referenced with the G&amp;T action plan, SEF, the SDP and the CPD programme.</p>	<p>Ofsted highlights some aspect(s) of G&amp;T provision as being a particular strength of the school.</p> <p>Cross-reference with information from the SEF, the school development plan and the CPD programme.</p>

The evidence	Entry (satisfactory)	Developing (good)	Exemplary (outstanding)
7. Local authority issues	<p>The school has, or has access to, a Leading Teacher for G&amp;T education and that person has taken part in local authority training.</p> <p>The school has received other or further LA guidance and support, e.g through courses, visits to the school, briefing sessions.</p>	<p>The LA provides networking opportunities for Leading Teachers and the school takes full advantage of these events.</p>	<p>The school actively seeks to participate in inter-school collaborative projects.</p>
8. Overall impression	<p>The school's documentation suggests an organisation that is aware of its responsibility to develop its most able pupils:</p> <ul style="list-style-type: none"> <li>✓ school census G&amp;T indicator completed</li> <li>✓ Leading Teacher action plan and subject plans for G&amp;T in SEF</li> <li>✓ G&amp;T in SDP.</li> </ul>	<p>The school's documentation reveals a school that is striving to improve, willing to learn and has made detailed plans to maximise staff understanding and pupil progress.</p>	<p>The school is a leading school in terms of provision and outcomes for its most able pupils.</p> <ul style="list-style-type: none"> <li>● Clear, accessible documentation.</li> <li>● High levels of participation – locally and with YG&amp;T.</li> <li>● The G&amp;T agenda has been effectively communicated to the <i>whole</i> school community.</li> </ul>

A PRELIMINARY VIEW	What is the data saying about the performance of more able, gifted and talented pupils?
	<ul style="list-style-type: none"> <li>● How are they attaining and progressing <i>generally</i>?</li> <li>● How are they attaining and progressing in <i>different subjects</i>?</li> <li>● How are they attaining and progressing in <i>different key stages</i>?</li> <li>● What have you learned from the data about their progress, attitudes and aspirations?</li> <li>● What have you learned about their participation in enrichment opportunities beyond the classroom?</li> <li>● What proportion of G&amp;T pupils are making <i>two levels of progress</i> across a key stage?</li> </ul> <p>How high are the G&amp;T cohort's levels of attainment and achievement within the school, and compared with the school's statistical neighbours?</p> <p>What proportion of the school's G&amp;T population have registered with YG&amp;T Learner Academy?</p>

## 2. Table – Conversations: what the school says

This provides sample questions that SIPs might use when entering into further discussion with the school over its performance, provision and future plans for improvement. These are grouped around four central questions on which the SIP will focus.

- How well is the school performing?
- What are the key factors?
- What are the priorities and targets for improvement?
- How will the school achieve them?

### **a. How well is the school performing?**

What does the data indicate about the performance of gifted and talented pupils? For example:

- their attainment and progress generally
- their attainment and progress in different subjects, key stages
- their motivation and aspiration, for example:
  - their progress and attitudes
  - their participation in additional enrichment opportunities out of school
  - their motivation and opportunities to meet with and work with pupils of similar ability elsewhere.

See also 'Standards' in the 'IQS element' in the chart on the next page..

**b. What are the key factors in the school's performance and provision?**

Personalising learning focus	IQS element	Key G&T questions	Some Key prompts from the Ofsted framework
A. Effective teaching and learning strategies	Identification	<ul style="list-style-type: none"> <li>● Is there a systematic, whole-school and/or subject-specific approach to identifying the most able, and how effective is the school in early identification and diagnosis of needs? Is there a whole-school G&amp;T register?</li> <li>● Is there a whole-school and/or subject-specific understanding and shared definition of the meaning of gifted and talented in the context of the whole school and/or the subject? Are there subject G&amp;T registers?</li> <li>● Does the identified G&amp;T cohort broadly reflect the schools' social and economic composition, gender and ethnicity?</li> <li>● How regularly are registers updated?</li> <li>● Are the registers entered on the school census?</li> </ul>	<ul style="list-style-type: none"> <li>● How far does education offered by the school understand and meet the needs of the full range of pupils?</li> <li>● Does the school employ strategies for supporting students who are hard to reach in order to identify those within that group with particular gifts and talents?</li> </ul>
Effective provision in the classroom	Effective provision in the classroom	<ul style="list-style-type: none"> <li>● Does the school use the Classroom Quality Standards tool to ensure a stimulating learning environment and extensive teaching repertoire?</li> <li>● Are teaching and learning differentiated?</li> <li>● What opportunities do pupils have to extend their learning through new technologies?</li> </ul>	<ul style="list-style-type: none"> <li>● How well does teaching promote learning and address the full range of needs including G&amp;T pupils?</li> </ul>

Personalising learning focus	IQS element	Key G&T questions	Some Key prompts from the Ofsted framework
	Standards	<ul style="list-style-type: none"> <li>● Are the levels of attainment and achievement for G&amp;T pupils comparatively high in relation to the rest of the school/college population and in line with the school's statistical neighbours?</li> <li>● Is there evidence of whole-school or pockets of underachievement? If so, where?</li> <li>● Is the school's G&amp;T population specifically mentioned in whole-school targets for attainment and achievement?</li> <li>● Is there evidence that G&amp;T targets have led to improvements in pupils' attainment and achievement?</li> </ul>	<ul style="list-style-type: none"> <li>● How well have G&amp;T learners progressed in relation to their capabilities and starting points?</li> <li>● Is there underachievement generally or in particular areas/groups?</li> <li>● Are there significant variations in the achievement of G&amp;T learners between:               <ul style="list-style-type: none"> <li>— subjects</li> <li>— key stages</li> <li>— gender, socio-economic, ethnic and other minority groups</li> </ul> </li> <li>● Are there significant variations in the achievement of G&amp;T learners:               <ul style="list-style-type: none"> <li>— over time</li> <li>— compared with similar schools</li> </ul> </li> </ul>
B. Curriculum entitlement and choice	Curriculum entitlement and choice	<ul style="list-style-type: none"> <li>● Is the curriculum responsive and flexible to the needs of the more and most able?</li> <li>● Are there opportunities for subject/topic choice and for extension and enrichment?</li> <li>● Is there dialogue and guidance with pupils to support their curriculum choices?</li> </ul>	<ul style="list-style-type: none"> <li>● Does the school offer a curriculum and other activities that:               <ul style="list-style-type: none"> <li>— match the full range of learner aspirations and capabilities</li> <li>— build on prior attainment and experience</li> <li>— promote equal opportunities and community cohesion</li> <li>— provide opportunities to develop creativity, enterprise and financial capability and economic understanding?</li> </ul> </li> </ul>

Personalising learning focus	IQS element	Key G&T questions	Some Key prompts from the Ofsted framework
C. Assessment for Learning	Assessment for Learning	<ul style="list-style-type: none"> <li>● How effectively is data analysed, at every level in the school, to plan learning for the more/most able?</li> <li>● How effectively does dialogue with pupils inform planning for future learning?</li> <li>● How well do pupils understand and use subject criteria as part of self- and peer assessment so that they might develop responsibility for their own learning?</li> </ul>	<ul style="list-style-type: none"> <li>● Does focused and rigorous assessment inform planning and monitoring for G&amp;T pupils?</li> <li>● Is AfL used to diagnose additional learning needs of G&amp;T pupils?</li> </ul>
	Transfer and transition	<ul style="list-style-type: none"> <li>● Is the transfer of information between key stages, classes and year groups, systematic and productive?</li> <li>● Do teachers work together across schools to make sure that pupils are prepared for change and able to sustain progress?</li> </ul>	

Personalising learning focus	IQS element	Key G&T questions	Some Key prompts from the Ofsted framework
D. School and college organisation	Leadership	<ul style="list-style-type: none"> <li>● Does a senior member of staff have responsibility for G&amp;T?</li> <li>● Is there a Leading Teacher, and how well is that role supported?</li> <li>● Is there a named governor for G&amp;T?</li> <li>● Does the Leading Teacher have access to senior management and staff meetings?</li> <li>● Is the school part of a cluster arrangement? How well is it working?</li> <li>● Is the Leading Teacher's role defined and agreed in line with national guidelines?</li> <li>● How comprehensively is G&amp;T built into the school's self-evaluation processes?</li> <li>● How does self-evaluation rate G&amp;T provision?</li> </ul>	<ul style="list-style-type: none"> <li>● How effectively and efficiently does the school deploy its resources in order to meet the needs of its most able learners?</li> </ul>
	Policy	<ul style="list-style-type: none"> <li>● Do school/department G&amp;T policies reflect a commitment to inclusion and personalising learning?</li> <li>● Does the policy feed into and from the school's development plan?</li> </ul>	
	Ethos and pastoral care	<ul style="list-style-type: none"> <li>● Does the school set high expectations, recognise and celebrate achievement and success?</li> <li>● Does the school bring together teachers, parents and carers, to identify and address the particular social and emotional needs of its most able pupils?</li> </ul>	<ul style="list-style-type: none"> <li>● How far do the school pastoral care arrangements and support for the social and emotional aspects of learning ensure that the most able pupils are not bullied or treated differently by others?</li> </ul>

Personalising learning focus	IQS element	Key G&T questions	Some Key prompts from the Ofsted framework
	Staff development	<ul style="list-style-type: none"> <li>● Does the CPD programme develop an understanding of G&amp;T pupils, giving staff the knowledge, skills and confidence to meet individual needs?</li> <li>● Has the Leading Teacher received appropriate training and does he or she continue to make use of further local networking and training opportunities?</li> </ul>	
	Resources	<ul style="list-style-type: none"> <li>● Is G&amp;T provision supported by appropriate budgets and resources?</li> </ul>	<ul style="list-style-type: none"> <li>● How effectively are G&amp;T resources deployed to achieve value for money?</li> </ul>
	Monitoring and evaluation	<ul style="list-style-type: none"> <li>● How frequently does the school's monitoring schedule focus on learning and teaching for the most able?</li> <li>● Are whole-school and subject targets set using prior attainment data?</li> <li>● How effectively are the school's self-evaluation strategies used to inform planning and provision?</li> </ul>	

Personalising learning focus	IQS element	Key G&T questions	Some Key prompts from the Ofsted framework
E. Partnership beyond the school	Engaging with communities, families and beyond	<ul style="list-style-type: none"> <li>● Are parents aware of the school's policy and provision for G&amp;T?</li> <li>● Do parents contribute to the identification process?</li> <li>● Are parents kept informed and involved in progress?</li> <li>● Does the school share good practice and provision with other schools?</li> </ul>	<ul style="list-style-type: none"> <li>● How are parents and carers involved in the learning and development of G&amp;T pupils?</li> <li>● How far does provision for the most able support community cohesion?</li> </ul>
	Learning beyond the classroom	<ul style="list-style-type: none"> <li>● Does the school provide wider opportunities for pupils to learn beyond the classroom and/or the school day?</li> <li>● Do these opportunities include dedicated G&amp;T activities and is participation recorded?</li> <li>● How does the school link such activities to what happens in the classroom?</li> </ul>	<ul style="list-style-type: none"> <li>● To what extent do enrichment activities contribute to G&amp;T learners' enjoyment and achievement?</li> </ul>

### c. What are the key priorities and targets for improvement

<p>These will have emerged from:</p> <ul style="list-style-type: none"> <li>● an analysis of the documentation leading to a preliminary view of issues and priorities</li> <li>● a second look at the school's SEF and SDP to compare conclusions.</li> </ul>	<p>These will be developed and tested:</p> <ul style="list-style-type: none"> <li>● in conversation with school leaders</li> <li>● using a focused list of questions from 2a above.</li> </ul>
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**d. How will the school achieve its targets for improvement?**

- Working with senior management, the Leading Teacher for G&T education should plan to incorporate/attach an action plan for G&T into the SDP.
- The overall intention of such an action plan would be to increase the school's capacity to develop provision and improve outcomes for pupils by ensuring that every teacher is equipped to deliver, in every lesson, a differentiated approach that meets the needs of all pupils.
- The more detailed intentions of the action plan, for the whole school and subjects, should become clear by using IQS and CQS as tools to both understand and prioritise aspects of the school's and subject department's G&T programme.
- This process will help define and map the necessary means to reach precise targets.
- Part of the action plan should consider how the school might enlist or broker support from other agencies.

## Section 2 – Contextual information and guidance

### The National Programme for Gifted and Talented Education

The 2005 White Paper, *Higher standards, Better Schools for All* placed a very clear emphasis on provision for gifted and talented pupils within the context of personalisation:

***A tailored education means addressing the needs of the most gifted and talented, just as much as those who are struggling.***

**White Paper (2005), paragraph 4.21**

In response to this, the National Programme for Gifted and Talented Education comprises two major contributory elements:

- the National Strategies programme for gifted and talented education
- the Young Gifted and Talented programme.<sup>1</sup>

These two elements work under the strategic direction of the DCSF.

The objectives of the National Programme for Gifted and Talented Education are to:

- Improve attainment/performance, aspirations motivation and self-esteem of identified G&T learners aged 4–19.
- As a priority, improve these outcomes for key underachieving groups, so narrowing gaps between outcomes for disadvantaged G&T learners and their peers.
- Help all schools and colleges to improve identification, provision and support for G&T learners, especially the quality of teaching and learning.
- Improve the quantity and quality of out-of-school opportunities for G&T learners and the professional support available for teachers and other educators.

1. These programmes are supplemented by gifted and talented development in the City Challenge Programme and the PE and Sport Strategy for Young People (PESSYP). See Appendix 3 for an overview of the National Programme for Gifted and Talented Education.

## What does effective provision look like?

The Institutional Quality Standards for Gifted and Talented Education are the core self-evaluation tools that support schools in evaluating and improving their provision.

Provision for gifted and talented pupils is effective when it:

- is treated as a whole-school issue
- promotes inclusion and equality of opportunity
- has a focus on achievement, not just on attainment
- offers personalised learning opportunities
- places thinking skills and deep learning at the core of the curriculum
- encourages independence and self-assessment
- offers extension in depth and enrichment in breadth
- is monitored effectively at school and class levels
- goes beyond the school into wider learning communities
- celebrates the excitement of excellence.

## Why gifted and talented?

The following principles underpin a focus on identifying gifted and talented pupils and developing a programme to meet their needs:

- recognising and providing for gifted and talented learners is about **inclusion** and accepting that they need as much opportunity, nurturing and support as those who struggle
- in the context of every school there is a cohort of gifted and talented pupils who are entitled to be **identified**, closely **monitored** and **provided** for
- every child needs to make progress against the five outcomes of **Every Child Matters** and every school is committed to **personalising** learning so that:

*... learning and teaching [is] highly structured and responsive to each child's and young person's learning, in order that they are able to progress, achieve and participate.*

**(The Gilbert Review: 2020 VISION. DfES 2007).**

- a focus on effective provision for gifted and talented pupils benefits all pupils because it promotes and exemplifies **Quality First teaching (QFT), personalisation and progression**; raising standards across the whole school happens where there is 'pulling from the top' as well as 'pushing from the bottom'.
- encouraging pupils and young people to excel is **an investment** in our future society, economy, culture and 'intellectual capital'.

The following section is designed around the 14 elements of the Institutional Quality Standards for Gifted and Talented Education developed within the context of the 5 aspects of personalising learning.

## Effective teaching and learning strategies

### 1. Identification

#### Key messages from the National Programme

- Identification is not an end in itself, nor is it an exact science.
- The most effective form of identification is classroom provision that offers opportunities for all forms of ability to be demonstrated.
- To be inclusive, the process of identification will uncover pupils with potential as well as those already performing at a high level.
- To be effective, the process of identification will use information from a wide range of sources, including parents and pupils.

#### Principles of good identification

A starting point for a leading teacher is to establish the whole-school, department and/or phase view of the characteristics that indicate a pupil's existing expertise (and capacity to develop) in a particular subject or across a range of areas.

The next stage is to ensure that teachers provide opportunities for learners to demonstrate and develop their abilities within an innovative, challenging and creative curriculum. Effective identification is rooted in a clear view of what makes excellent teaching and learning.

#### Steps to identification

- Establishing whole-school agreement on generic and specific characteristics of G&T learners.
- Developing an inclusive approach: pupils from all backgrounds should have the opportunity to express their ability in a range of different ways.
- Implementing a system to collect a wide range of information on pupils' learning strengths within and beyond school, to gain an understanding of their needs, aspirations and potential.
- Addressing the needs of G&T learners within the school or network CPD programme.
- Linking identification to provision: a variety of teaching and learning approaches are necessary to ensure that pupils have a clear opportunity to demonstrate learning strengths.
- Using the IQS and CQS to provide links between definition, provision and pupil outcome.
- Enabling pupils and parents to understand the links between definition, provision and pupil outcome.
- Identifying G&T pupils in the termly school census.

## Guidance from the Department for Children, Schools and Families (DCSF)

The DCSF provides useful information that will need to be considered when developing a coherent and strategic approach to meeting the needs of gifted and talented learners. The following is an extract from its updated document, *Identifying gifted and talented learners – getting started*:<sup>2</sup>

The DCSF defines the group supported by the National Programme for Gifted and Talented Education as:

*Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).*

It goes on to say:

*We encourage schools in identifying gifted and talented learners to focus on:*

- *learners aged 11–19 who meet the published eligibility criteria (available at <http://ygt.dcsf.gov.uk/Content.aspx?contentId=312&contentType=3>) for the top 5% nationally including those who were members of the former National Academy for Gifted and Talented Youth (NAGTY), and others who meet the criteria*
- *in addition, learners aged 4–19 who are gifted and talented relative to their peers in their own year group and school/college*
- *a range of abilities including talent in the arts and sport and*
- *ability rather than achievement, so that underachievers are among those identified.*

*There are gifted and talented learners in every year group in every school/college. All institutions are free to determine the size of their gifted and talented populations, but should be able to justify this in terms of improved standards for all learners identified.*

*Every school/college should have some gifted and talented learners and should keep a register of those learners. Since relative ability changes over time, learners should move on and off the register when appropriate, though such movement might be expected to reduce with age. Since ability is evenly distributed throughout the population, a school or college's gifted and talented population should be broadly representative of the whole learner population in terms of gender, ethnic and socio-economic background.*

## Preventing underachievement

Guidance is available to help schools both provide for and identify those pupils with dual or multiple exceptionality (DME), children and young people in care and exceptionally able children. Guidance booklets can be found at:

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

These booklets are part of a series addressing support and provision for gifted and talented pupils who are either underachieving or at risk of underachieving. Pupils with gifts or talents exist within all groups of pupils, including those pupils who have been identified as having additional learning needs. Pupils from these groups should be considered when the gifted and talented cohort is being identified. Underrepresentation of these groups within the gifted and talented population may result in considerable underachievement by pupils whose learning needs are not met.

2. Available from: [http://ygt.dcsf.gov.uk/File Links/183\\_MainLink.pdf](http://ygt.dcsf.gov.uk/File Links/183_MainLink.pdf)

## The National Register

The National Register was first announced in the 2005 White Paper *Higher Standards, Better Schools for All* and is an amalgamation of all maintained schools' gifted and talented registers (submitted through school census returns) and key stage results. Over time, it will develop to:

- enable analysis of the national gifted and talented population, or any subset of it, by reference to all data held in the National Pupil Database and the database of the YG&T Learner Academy and
- support the identification of learners who are not currently part of their school's gifted and talented population, though they might be performing at broadly the same level.

Further information, updates and annual reports on the National Register can be found at:  
[www.ygt.dcsf.gov.uk](http://www.ygt.dcsf.gov.uk)

## 2. Effective provision in the classroom

Personalising learning is about tailoring education to individual need, interest and aptitude to ensure that every pupil achieves and reaches the highest standards possible, irrespective of background or circumstances. **The most important aspect of provision for gifted and talented pupils is the day-to-day experience of teaching in the classroom (and on the sports field, in the gym and dance studio).**

Inclusive and open-ended identification processes naturally lead to a discussion of how the needs of those identified might be met – and to a clear focus upon what makes effective teaching and learning for those children and young people, in those specific areas of need, at that moment in time. Given that pupils often show their gifts and talents in specific curriculum areas, the school should explore and define the subject-specific behaviours and qualities they expect to uncover or develop in a pupil of exceptional ability or potential.

Recognising ability will go some way towards raising learner aspirations and those aspirations need to be matched by the opportunities offered by the school both in and beyond the classroom. The use of a range of teaching models is the key, and providing those opportunities is a daily challenge and responsibility for all classroom teachers if learners are not to fall into that 'gap' of disaffection and underachievement. What happens in the classroom every day is central.

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***Variability at the classroom level is up to four times greater than at school level.***

**(Dylan Wiliam, *Engagement and contingency: the essential ingredients for engineering effective learning environments for all students*, London Institute of Education, presentation, February 2008.)**

The school can develop opportunities and support for G&T learners through the following:

- a policy for G&T education. This might sit within a policy on personalisation or inclusion or might be made up of subject-specific guidelines on identifying and providing for the more able;
- paying proper attention to planning and delivering creative, challenging and differentiated lessons that match and stretch individual capabilities;
- engaging pupils and young people in a dialogue about provision;
- being alert to and developing strategies to counter issues of underachievement by individuals or groups;
- exploring, where appropriate, how individual needs might be met beyond the classroom and out of school.

The DCSF suite of quality standards is essential for the development of this aspect. Effective classroom provision is the focus of the Classroom Quality Standards, highlighting seven key features that schools might use to evaluate and explore their work in the classroom.

## Leading Teachers

The Leading Teacher plays a key part in contributing to the school's self-evaluation processes and in developing the quality of provision for gifted and talented pupils. The expectation is that every school will have its own named Leading Teacher or will have access to a Leading Teacher from a local cluster of schools.

For the role to make the required impact, the person chosen should:

- have the ear of the school's senior management and at least an occasional place in leadership team meetings in order to:
  - support the school's leadership in whole-school evaluation and review of G&T provision
  - be an advocate for G&T pupils and ensure that they receive appropriate recognition, support and challenge.
- have the professional respect of colleagues as an effective classroom practitioner:
  - to work with colleagues to develop effective provision and improve the school's capacity to provide for its most able pupils
  - to extend opportunity by seeking and facilitating specialist support for teachers and pupils
  - to work with colleagues to secure the completion of the school's G&T register, support the completion of the school census return and, where appropriate, facilitate students' registration as members of the Young, Gifted and Talented Learner Academy.<sup>3</sup>
- take advantage of local authority training and network opportunities.

3. It is important to note that the professional expertise of the leading teacher is needed to support these activities, but that leading teacher's time will not be best spent in completing administrative tasks

### 3. Standards

#### Narrowing the gap

Local authorities are expected 'to use their school improvement partners to maximum effect' (DCSF, *A New Relationship with Schools: School Improvement Partners' Brief* (Edition 3) 2007) in ensuring that schools participate in the national agenda for gifted and talented education and make full use of the guidelines it provides. The importance that the DCSF places on this agenda is an acknowledgement of not just the importance of the need to support and encourage excellent performance but also the relevance of this agenda to a whole-school drive towards high-quality teaching and learning.

In the context of gifted and talented, 'narrowing the gap' means the gap between what schools and individuals actually achieve and what they might achieve given the right motivation, access and opportunity to maximise their potential.

As a result the school improvement partner needs to pay particular attention to the representativeness and performance of the school's G&T populations in terms of gender, ethnic groups, language, looked-after status, deprivation band and pupils' eligibility for free school meals. It is also useful to know whether or not the school keeps higher education progression data – and what that data reveals.

#### Key messages from the National Programme

- Pupils should be fully involved in all aspects of their learning.
- The progress of G&T learners should be monitored and tracked across time and across subjects using a range of performance measures including teacher assessments and test results.
- A focus on standards should be used to raise aspirations, set high expectations and demonstrate what each level represents to pupils.
- G&T learners should be supported in identifying what is required to sustain high achievement.
- Information gained from data, CQS and the G&T register should promote, sustain and resource great levels of progress for G&T learners, that is at, least two levels progress per key stage.

## Enabling curriculum entitlement and choice

### 4. Curriculum entitlement and choice

#### Key messages from the National Programme

- The curriculum needs to provide clear learning pathways that offer a wide range of opportunities for gifted and talented learners to develop skills and expertise.
- The pupil's voice is central to maximising curriculum entitlement and choice.
- There should be many different routes to success for the gifted and talented learners.
- The learning pathway should start from the pupil and meet all the needs of the pupil, including acknowledging and extending his or her learning strengths.
- Learners need to be supported in making appropriate choices throughout their education, which effectively open doors for them rather than limiting their options.

#### Personalised learning pathways

The new Primary and Secondary Frameworks and EYFS provide schools with the opportunities to design personalised learning pathways for gifted and talented learners.

In practical terms, this means:

- clear learning routes for every child or young person – with the aim of developing motivated, independent, e-literate and fulfilled learners
- schools recognising diversity and, as a result, the need to assess and provide for individual needs through a variety of teaching strategies
- the LA, supported by its school improvement partners, ensuring that schools have the flexibility and capability to personalise the learning experience – with the intention of raising standards by focusing teaching and learning on the aptitudes and interests of pupils and by removing any barriers to learning (see Glossary on page 38 for more).

## Assessment for Learning

### 5. Assessment for Learning (AfL)

Designed to enhance the rate at which pupils improve, the Assessment for Learning Strategy complements the Institutional (IQS) and Classroom Quality Standards (CQS) for Gifted and Talented Education. The key principles of AfL should be considered when planning and evaluating gifted and talented provision across the school, ensuring that it is used:

- as part of effective planning (a 'top-down' approach)
- to focus on how pupils learn, how G&T learners develop expertise
- as a central part of classroom practice
- as a key professional skill, with G&T learners provided with opportunities to develop the skill
- sensitively and constructively, to foster motivation
- to promote understanding of goals and criteria: no limits should be placed on the achievements of G&T learners
- to help learners know how to improve: opportunities should be provided for pupils to demonstrate their gifts and talents in different contexts
- to develop the capacity for self-assessment
- in recognising all educational achievement, including skills developed outside the classroom.

The Assessment for Learning Strategy can be found at:

<http://publications.teachernet.gov.uk/eOrderingDownload/DCSF-00341-2008.pdf>

### 6. Transfers and transitions

#### Key messages from the National Programme

- Partnership working is essential for successful transfer and transition.
- Transfers and transitions offer key opportunities for raising standards.
- Pupils need confidence, understanding and skills to cope with transfer and transition and make good progress.
- Skills, abilities and learning strengths demonstrated in the previous school, setting, summer school or class should be acknowledged and provided for in the new setting, school or class.
- Assessment for Learning principles underpin effective progress across transfers and transitions.
- Gifted and talented learners should be fully involved in the management of their transitions.

For further information see the G&T Transfer and Transition e-learning module for leading teachers at [www.standards.dcsf.gov.uk/nationalstrategies/node/104022](http://www.standards.dcsf.gov.uk/nationalstrategies/node/104022)

## School and college organisation

### 7. Leadership

#### Key messages from the National Programme:

##### *For schools*

- Clear and effective whole-school leadership for gifted and talented provision is essential for driving school improvement.
- All schools should have, or have access to, a trained Leading Teacher for G&T education.
- Self-evaluation and improvement for G&T is integral to the whole-school self-evaluation and improvement process – and this should lead to an action plan for improving G&T provision and outcomes.
- Effective analysis and the use of data help schools to identify underachievement and develop precise, tailored teaching and intervention strategies – and to ensure at least two levels of progress for G&T pupils at each key stage.
- Mainstreaming G&T education through Quality First Teaching, that challenges all pupils on a day-to-day basis, is the key to ensuring effective provision for G&T pupils and to addressing underachievement.
- All schools have G&T pupils and should identify them for the National Register.
- Capture *WhatWorksWell*<sup>4</sup> to ensure that others can learn from your experience.

##### *For local authorities*

- Ensure that all schools have access to a trained Leading Teacher for G&T education.
- Plan for the provision of network opportunities for Leading Teachers, including access to CPD.
- Where data indicates able, gifted and talented pupils are making insufficient progress, plan strategically to support schools in raising attainment and improving progress.
- Support schools in identifying G&T pupils for the National Register.
- Strengthen school self-evaluation and improvement for G&T pupils through the IQS and CQS.

4. WhatWorksWell is a growing database of case-studies which describe learning improvement. [www.whatworkswell.standards.dcsf.gov.uk](http://www.whatworkswell.standards.dcsf.gov.uk)

## Self-evaluation

For the school improvement partner, evidence of the school's engagement with the quality standards will prove a crucial pointer to the robustness of the school's self-evaluation processes and to priorities and targets for the immediate future.

The DCSF National Quality Standards for Gifted and Talented education are a suite of self-review tools to support the evaluation and development of effective provision for gifted and talented learners. Separate, but complementary frameworks are available against which schools, classroom teachers and local authorities can evaluate their own performance in relation to gifted and talented education.

- The Institutional Quality Standards (IQS) apply to all key stages and support whole-school self-evaluation. The tool has 14 elements and as well as giving teachers the vocabulary of G&T education, it clearly identifies the way forward for pupil provision, staff development and school improvement.
- The Classroom Quality Standards (CQS) identify and define seven key features of effective classroom provision and teachers are prompted to evaluate their performance against clearly articulated questions. As with IQS, teachers measure their responses against three levels of progression – entry, developing and exemplary.
- The Local Authority Quality Standards (LAQS) have a similar framework of sharply defined expectations as IQS and CQS. They are intended for use by local authorities in reviewing and developing support for gifted and talented learners within a local area and in the context of the national agenda for G&T education. It is intended that the audience for LAQS will include:
  - directors of children's services
  - strategic leaders within local authorities (including National Strategy and SIP managers)
  - G&T leads
  - elected members.

For the school, the IQS and CQS ought to prove essential preliminary tools to inform its self-evaluation form (SEF) and, as a result, G&T provision should be evident in most sections. In addition, the narrative of the school profile will be considerably enriched by the details of the IQS and CQS, as will the regular headteacher's report to governors on the impact of strategies to improve the achievement of gifted and talented pupils. A key part of the leading teacher's role is to work with the SLT using the IQS and with teachers using the CQS to develop **action plans** to support and improve provision and outcomes for gifted and talented learners.

It would be important for the SIPs to look at the G&T action plan and to see how far it is integrated into the school development plan. This might form the basis of a discussion about the effectiveness of the Leading Teacher role, and, where applicable, to any cluster arrangements that might be in place between schools.

The quality standards provide schools and school improvement partners with the vocabulary for understanding and developing whole-school access to excellence, and as a result, the means to analyse and plan the way forward.

## Governors

Crucial to effective and strategic leadership for gifted and talented education is the involvement of governors and their support for mainstreaming gifted and talented provision. The following questions might form a useful part of the evaluation process.

- What part do governors play in celebrating the achievements of gifted and talented pupils?
- How do the governors receive information about gifted and talented provision?
- What knowledge do the governors have of the YG&T programme and the Learner Academy?
- Is there an agreed understanding of what constitutes gifted and talented among the governing body?
- What is governors' understanding of personalised learning and how this is applied to gifted and talented learners?
- What further training is required for governors?
- Is there a named governor for gifted and talented provision?
- How often do governors review the policy for gifted and talented provision?
- What part do governors play in supporting provision for the gifted and talented?
- What understanding is there among governors of IQS and CQS?
- What specific steps do governors take to prevent underachievement among the gifted and talented?
- How do governors deploy resources to support gifted and talented provision?
- How is provision for gifted and talented pupils accounted for within the staffing structure of the school?
- How do governors help to ensure that all groups are represented within the gifted and talented population?
- Is there a clear understanding among governors about data interpretation for gifted and talented pupils?
- How is gifted and talented provision evaluated by governors?

## 8. Policy

Does the school have a G&T policy or are identification and provision addressed in other school policies – such as policies for inclusion or personalising learning? Have the subject-specific areas a clear approach to providing for the gifted and talented? In short, is there a whole-school understanding of gifted and talented learners and their needs?

## 9. Ethos and pastoral care

A positive learning culture is essential for effective gifted and talented provision across a school. Social and emotional aspects of learning should be considered when planning and delivering G&T provision. Gifted and talented learners are not a homogeneous group and require consideration of individual and specific needs. The fourth feature of the CQS – *Understanding Learners' Needs* – would prove a useful evaluation tool for this aspect.

## 10. Staff development

Staff development is key to embedding good gifted and talented provision across the school and in every classroom. A shared understanding of terminology, purpose and principles provides a starting point for discussion of teaching and learning. School-based collaborative approaches backed up by evidence are likely to have the greatest impact. This section of the IQS is complemented by feature three of CQS – *Knowledge of Subjects and Themes*.

## 11. Resources for effective teaching and learning

For the school improvement partner there will be obvious questions about the positive impact of resources on achievement, and about the way resources are linked to planning generally, but for the G&T agenda the key questions need to be about whether or not there is whole-school or subject-related funding allocation, and whether or not the gifted and talented action plan has been funded.

## 12. Monitoring and evaluation

### The role of SIPs

School improvement partners play a crucial role in helping the Local Authority to monitor and evaluate their strategy for gifted and talented education, as well as enabling schools to evaluate provision effectively and plan and implement appropriate steps for improvement.

The National Quality Standards (the LAQS, the IQS and the CQS) provide a common set of benchmarks for evaluation and identifying next steps, and together with this handbook, make up a toolkit for G&T improvement embedded within a whole-school approach.

## Strong partnerships beyond the school

## 13. Engaging with the community, families and beyond

### Key messages from the National Programme

- Children achieve more when schools and parents work together and parents understand what the school is trying to achieve and how they can help.
- Engaging with families goes beyond the sharing of information– parents and carers have a right to know about the detail of the provision being made to meet the needs of their child and to be involved in major decisions.

SIPs might consider the ways in which schools work with parents:

- as part of the identification process
- in discussions about provision
- in overcoming barriers to achievement
- in celebrating progress and success.

## 14. Learning beyond the classroom

### Key messages from the National Programme

- Opportunities for learning beyond the classroom provide a vital element in developing independence in learning.
- Gifted and talented pupils benefit from access to specialisms and expertise not available to them in school.
- How far is the Leading Teacher or G&T coordinator brokering and developing a rich programme to meet the needs of all pupils and to target and engage vulnerable and underachieving learners?

The YG&T Learner Academy is a rich source of extra-curricular opportunities for gifted and talented learners. Identified G&T pupils should be encouraged to join the Learner Academy and schools should support pupils in taking advantage of the opportunities it provides.

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

## Appendix 1

### Useful websites

**The Arts Creative Generation** provides particularly useful support in the identification and development of talented students in the arts. [www.creativegeneration.org.uk](http://www.creativegeneration.org.uk)

**Brunel Able Children's Education (BACE) Centre** provides resources, action research and CPD to support education professionals. [www.brunel.ac.uk/about/acad/sse/sseres/sseresearchcentres/bacehome](http://www.brunel.ac.uk/about/acad/sse/sseres/sseresearchcentres/bacehome)

**London Gifted & Talented** provides a wide range of opportunities and resources to G&T pupils and educators in London. Those living outside London have open access to the main website and the facility to purchase more detailed guidance and support. [www.londongt.org](http://www.londongt.org)

**National Association of Able Children in Education (NACE)** is an independent organisation that supports educational professionals in developing provision for able, gifted and talented learners through conferences, resources and publications. Some schools are using the NACE Challenge Award Scheme as part of their school self-evaluation of G&T. [www.nace.co.uk](http://www.nace.co.uk)

**The National Association for Gifted Children (NAGC)** is the main organisation that supports parents of able children. It provides personal advice and guidance and a range of helpful resources including factsheets on such areas as grants and scholarship. [www.nagcbrtain.org.uk](http://www.nagcbrtain.org.uk)

**The National Strategies'** website provides information and guidance on the NS gifted and talented programme and meeting the needs of gifted and talented pupils using the primary and secondary core subject and ICT frameworks. It provides a range of resources and support materials for mainstreaming gifted and talented education, including advice and guidance for school and subject leaders, leading teachers for G&T education and LAs. [www.standards.dcsf.gov.uk/nationalstrategies/inclusion](http://www.standards.dcsf.gov.uk/nationalstrategies/inclusion)

**Oxford Brookes University** is a key provider for gifted and talented CPD, including a range of accredited courses. [www.brookes.ac.uk/schools/education/rescon/cpdgifted](http://www.brookes.ac.uk/schools/education/rescon/cpdgifted)

**Qualifications and Curriculum Authority (QCA)** provides information and advice to support schools in the teaching of gifted and talented pupils in the context of an inclusive curriculum. The general guidance includes case studies on providing for gifted and talented pupils and a range of subject-specific information. <http://curriculum.qca.org.uk>

**Youth Sport Trust** website provides support for teachers of particularly talented young sports people. <http://gifted.youthsporttrust.org>

**Young Gifted and Talented (YG&T)** website provides information and resources to help support gifted and talented learners, their parents/carers, educators, governors and local authorities. It provides detailed information about the products and services available through a range of providers. It includes opportunities for learners, resources for teachers and schools, and information for parents. [www.ygt.dcsf.gov.uk](http://www.ygt.dcsf.gov.uk)

## Appendix 2

### Key supporting documents

Title	DCSF ref. no.
Identifying gifted and talented learners – getting started (revised May 2008)	00367-2008
Effective provision for gifted and talented children in primary education (revised May 2008)	00379-2008
Effective provision for gifted and talented students in secondary education	00830-2007
Leading teacher handbook (revised 2008)	00577-2008FLR-EN
The Assessment for Learning Strategy	00341-2008
Gifted and talented education – guidance on preventing underachievement: a focus on dual or multiple exceptionalities (DME)	00061-2007BKT-EN
Gifted and talented education – Helping to find and support children with dual or multiple exceptionalities	00052-2008BKT-EN
Gifted and talented education – guidance on preventing underachievement: a focus on children and young people in care	00873-2007BKT-EN
Gifted and talented education – guidance on preventing underachievement: a focus on exceptionally able children	00066-2008BKT-EN
Accelerating the progress of able pupils at Key Stage 3 in English, mathematics and science	01005-2007BKT-EN
Getting there: able pupils who lose momentum in English and mathematics in Key Stage 2	00935-2007BKT-EN
The extra mile	00447-2008BKT-EN

All these documents can be found at [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

## Appendix 3

# The National Programme for Gifted and Talented Education

The following is the text of a letter sent to all local authorities in April 2008

### To: All Local Authority and Regional Partnership G&T leads

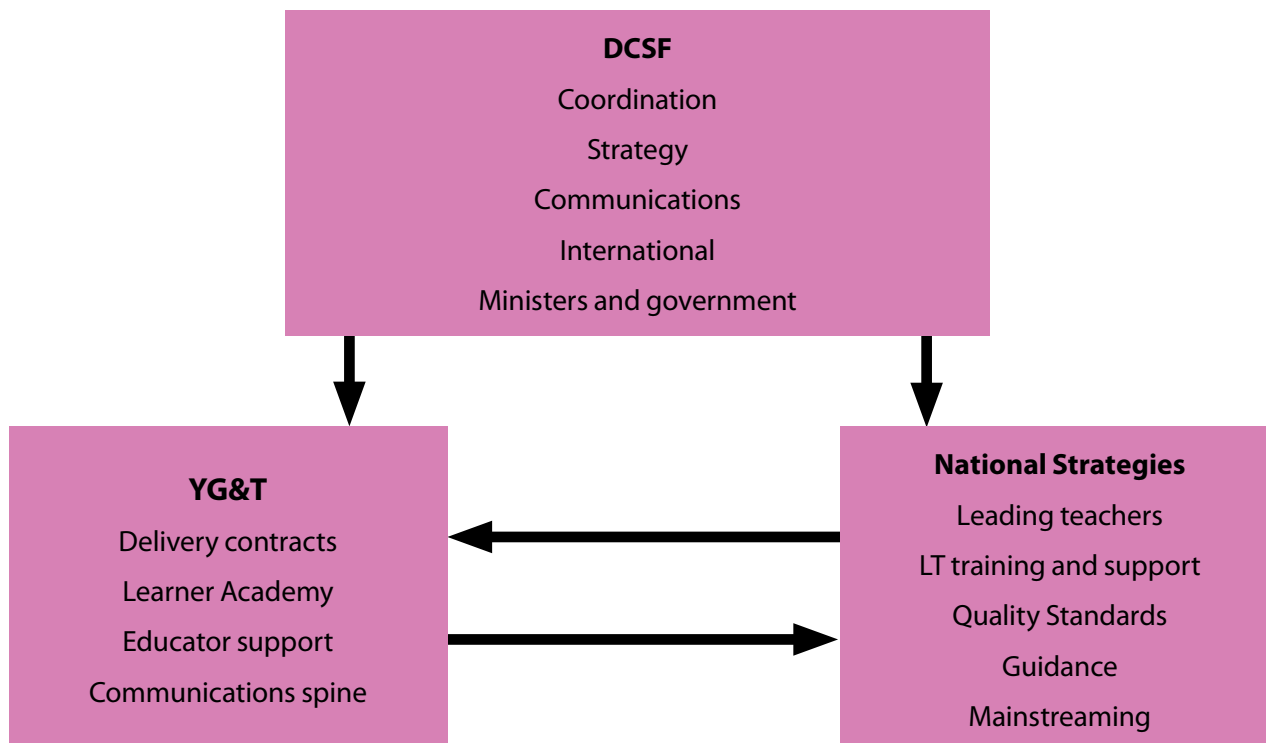
#### Key National Gifted and Talented Programme Responsibilities

Dear Colleague,

This document outlines the key areas of work that make up the National Programme for Gifted and Talented Education, with a breakdown of how these are distributed across the National Strategies and YG&T (CfBT).

We hope that the information provided below and in the accompanying table will help to clarify how each organisation contributes to the National Programme for Gifted and Talented Education, and be useful to you in sourcing advice, guidance and information to support your work and the work of schools.

The following diagram indicates the broad structure of the National Programme as seen by the DCSF.



**The Young, Gifted and Talented Programme** is run by CfBT, and includes the new YG&T Learner Academy, the successor to NAGTY, with a much wider brief to extend the reach of the National Programme to learners from ages 4 to 19, to broaden access across all educational institutions to the full range of available services and to stimulate the growth of services in response to demand from learners and educators.

The Programme is structured around the development of: subject skills; (e.g. mathematics, the arts, science, etc.); cross-curricular skills (e.g. leadership, problem solving, critical thinking, etc.); vocational skills; and entrepreneurial skills.

**The National Strategies** supports all pupils across all key stages through the EYFS, the Primary Strategy and the Secondary Strategy. Working with LAs and schools it is the key Government vehicle for:

- Raising standards – focusing on the core subjects
- Raising aspirations and expectations
- Improving progression
- Personalising learning

In this context, the NS Gifted and Talented Programme focuses on:

- Improving opportunities and outcomes for gifted and talented pupils by improving and personalising mainstream provision
- Developing quality-first teaching (challenge for all learners) and ensuring pupil progress
- Developing expertise and capacity among school leaders, subject leaders, leading teachers, teachers and support staff

Mainstreaming G&T provision and embedding support for G&T in the core NS programmes, for example, through development of CQS subject amplification and links to the Primary and Secondary Frameworks will be taken forward further in 2008–09 National Strategies' developments.

**YG&T and the National Strategies each have a key role to play in the National Programme for Gifted and Talented Education, the aims of which are to:**

- improve attainment/performance, aspirations motivation and self-esteem of identified G&T learners aged 4–19
- as a priority improve these outcomes for key underachieving groups, so narrowing gaps between outcomes for disadvantaged G&T learners and their peers
- help all schools and colleges to improve identification, provision and support for G&T learners, especially the quality of teaching and learning
- improve the quantity and quality of out-of-school opportunities for G&T learners and the professional support available for teachers and other educators.

YG&T and the National Strategies work closely together and with a range of key partners nationally, regionally and locally in support of these aims.

**Key areas of responsibility are outlined in the table below. Please note:**

- there are some aspects where responsibilities lie clearly with one organisation or the other, i.e. numbers 1 to 6, YG&T; 9 to 15, National Strategies.
- both organisations have a role in linking with the partners in 7 and 8, with the lead role indicated as first point of contact.
- both organisations will contribute to developments in relation to their other key areas of responsibility. For example:
  - **Services to Educators** – YG&T will contribute to supporting **Services to Educators** across a broad spectrum through the YG&T website; National Strategies will contribute through support for local authorities and to leading teachers
  - **Data** – YG&T will provide analysis of **data** from the National Register and SFR on a range of levels; National Strategies will support effective use of these data in LAs and schools to support improvements
  - **Raising Standards** is an intended outcome of the work of both YG&T and the National Strategies' G&T programme.
- both YG&T and National Strategies will continue to work with a range of other key partners and experts in the field.
- **the National Champion** for Young, Gifted and Talented, John Stannard, is funded and managed by CfBT but his role extends beyond the YG&T programme to all areas concerning improving provision, opportunities and outcomes for gifted and talented children and young people nationally.

Please direct any queries to the YG&T helpline ([enquiries@ygt-cfbt.com](mailto:enquiries@ygt-cfbt.com) /0845 602 1732 ) or the NS Gifted and Talented Programme ([giftedandtalented@nationalstrategies.co.uk](mailto:giftedandtalented@nationalstrategies.co.uk)), or email one of us at the addresses given below.

With best wishes,  
Ann and Carol

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## Key National Gifted and Talented Programme Responsibilities

		CfBT	National Strategies
1.	Management of delivery of a range of G&T funded contracts (currently including: Mouchel [CQS]; Oxford Brookes [IQS evaluation]; NAGC; LG&T; GOAL; PESSCL; commissioned/underwritten service providers)	✓	
2.	YG&T Learner Academy, website and portal	✓	
3.	Services to learners aged 4–19	✓	
4.	National Register project	✓	
5.	City Challenge project *	✓	
6.	Regional Partnerships and Excellence Hubs	✓	
7.	Communications with Regional Partnerships and with Excellence Hubs	✓ <sup>1</sup>	✓ <sup>2</sup>
8.	Communications with local authorities	✓ <sup>2</sup>	✓ <sup>1</sup>
9.	Mainstreaming classroom provision for G&T		✓
10.	Quality standards and guidance		✓
11.	LA network meetings, training and support		✓
12.	Leading Teacher training and support (including accreditation)		✓
13.	CPD e-modules		✓
14.	SIPs guidance		✓
15.	Guidance documents/publications		✓

\* YG&T has a key role in leading the gifted and talented strand of city challenges; additional support for leading teachers will be developed through the National Strategies.

1 = first point of contact; 2=second point of contact

## Appendix 4

### Glossary

School improvement partners Gifted and talented glossary	
Acceleration	'Fast-tracking' a younger pupil into an older age group for some or all of their work. Sometimes this might mean taking an examination earlier than usual. Often used selectively, for aspects of a subject, but it is rare for a pupil to work entirely with an older age group.
Arts guidance	See: <a href="http://www.creativegeneration.org.uk">www.creativegeneration.org.uk</a> and <a href="http://www.ygt.dcsf.gov.uk">www.ygt.dcsf.gov.uk</a>
Classroom Quality Standards (CQS)	<p>The CQS identifies seven features of effective classroom teaching. Against each of these, it poses a series of challenging questions designed to prompt self-evaluation on the part of the teacher. As with IQS, the ranges of possible responses that accumulate towards the exemplary support understanding and extend the teacher's repertoire. The generic CQS are available at <a href="http://ygt.dcsf.gov.uk/Content.aspx?contentId=332&amp;contentType=3">http://ygt.dcsf.gov.uk/Content.aspx?contentId=332&amp;contentType=3</a></p> <p>The generic tool has been developed to provide a subject-specific self-evaluation and improvement tool for each of the core subjects and ICT. This resource provides subject amplification of the self-evaluation prompts, guidance on teaching strategies and approaches that challenge the most able, and exemplification of effective classroom practice. The subject-specific CQS tool is available on DVD-ROM ref: 005556-2008DVD-EN, and online at: <a href="http://www.nationalstrategiescpd.org.uk/course/view.php?id=183">www.nationalstrategiescpd.org.uk/course/view.php?id=183</a></p>
Closing the gap	The pursuit of excellence and equity inform the National Strategies. This phrase is not only about access and disadvantage, but also about the gap between what teachers, pupils and schools are capable of achieving and what they actually achieve.
Coordinators for G&T	This role has been overtaken in many schools by the Leading Teacher role. Nevertheless some schools have kept their coordinator, working alongside the lead professional. Traditionally the coordinator has been responsible for ensuring that the register is regularly updated, developing the school's policy and provision and brokering 'extra stretch' opportunities beyond the classroom.
Define, identify, provide (DIP)	An identification model where a school, or subject department, <b>define</b> G&T, use the definition to <b>identify</b> pupils and then <b>provide</b> appropriately challenging activities for the identified pupils. The limitation of this model is that those who have been missed in the identification process are likely to be excluded from the provision they need.
Dual or multiple exceptionality (DME)	<p>Dual or multiple exceptionality describes the condition of having at least one special educational need and at least one exceptional gift or talent. Often the exceptional gift or talent is masked by an exceptional disability or disadvantage.</p> <p>See: <i>Gifted and Talented Education: Helping to find and support children with dual or multiple exceptionalities</i>.</p> <p>DCSF: 00052-2008BKT-EN</p>

School improvement partners Gifted and talented glossary	
Enrichment	Broadening the core curriculum by providing additional material that allows the pupil to widen the context of their learning. Sometimes referred to as adding <i>breadth</i> in order to promote a fuller understanding of the focus area.
Excellence Hubs	Regional consortia of higher education institutions that provide challenging events and short courses for G&T learners. Further information and a catalogue of provision, is available from <a href="http://www.ygt.dcsf.gov.uk">www.ygt.dcsf.gov.uk</a>
Exceptional achievement	Pupils with extraordinary abilities, capable of expert performance, thinking and creativity. <i>See: Gifted and Talented 'Depth' Guidance on preventing underachievement: a focus on exceptionally able pupils.</i> DCSF 0006-2008BKT-EN
Extension	Sometimes called depth this involves accessing knowledge at a deeper level allowing the pupil to develop higher-level skills or concepts. This encourages learners to work independently and with added self-discipline.
Gifted	Learners who excel, or have the potential to excel, in academic subjects such as English, mathematics, science or the Humanities, at a level significantly ahead of their peers.
Gilbert Review	<i>2020 Vision: Report of the Teaching and Learning Review Group</i> (led by Christine Gilbert)
IDACI	Income Deprivation Affecting Children Index
Identification	The process of assessing and targeting gifted and talented pupils. For guidance see: <i>Identifying gifted and talented learners – getting started</i> (Revised May 2008) DCSF ref: 00367-2008
Institutional Quality Standards (IQS)	An essential whole-school self-evaluation tool to support the development of G&T education. It has 14 elements each with 3 levels to show progression. It may be used for full-school audit or for detailed examination of aspects of G&T.
Leading Teachers	A trained teacher for G&T education, who is the lead professional advising the school's leadership team and supporting the classroom teacher. Every school is strongly expected to have, or have access to, a Leading Teacher. (Some schools share the Leading Teacher as part of their cluster).
Local Authority Quality Standards (LAQS)	A self-evaluation tool to support the development of G&T across a local authority. Like IQS and CQS, LAQS has a format that shows levels of progression for each aspect of policy and practice.
Making Good Progress	A pack of Key Stage 2 and Key Stage 3 materials designed to improve the progression of pupils. The Key Stage 2 guidance focuses on English and Mathematics, and the Key Stage 3 materials on English, Mathematics and Science. All are available to order or download from: <a href="http://www.teachernet.gov.uk/publications">www.teachernet.gov.uk/publications</a>
Middle Years Information System (MidYIS)	Tests that provide a baseline for value added measures in secondary schools.

School improvement partners Gifted and talented glossary	
National Competition Framework for PE and sport	The Talent Ladder and Talent matters section of the website for the Youth Sport Trust gives information on support for gifted and talented sports people in schools. <a href="http://gifted.youthsporttrust.org">http://gifted.youthsporttrust.org</a>
National Register	The National Register was first announced in the 2005 White Paper, <i>Higher Standards, Better Schools for All</i> . Data is collected through the school census, in order to: <ul style="list-style-type: none"> <li>• enable analysis of the national gifted and talented population, or any subset of it, by reference to all data held in the National Pupil Database and the database of the YG&amp;T Learner Academy</li> <li>• support the identification of learners who are not currently part of their school's gifted and talented population, though they might be performing at broadly the same level.</li> </ul>
National Strategies Annual Plan	The annual priorities, programmes and key activities of the National Strategies described as part of an overview of longer-term intentions that are 'designed to raise achievement and close the achievement gap between particular groups and the levels of achievement for all pupils...' ( <i>Annual Plan Summary 2008–2009</i> , page 2)
National Strategies G&T focus area	The National Strategies G&T focus area provides a range of guidance to support school leaders and leading teachers. <a href="http://www.standards.dcsf.gov.uk/nationalstrategies/inclusion">www.standards.dcsf.gov.uk/nationalstrategies/inclusion</a>
National Strategies Gifted and Talented Programme	One of 11 National Strategies Programmes. The G&T programme provides CPD support for leading teachers for G&T education, a range of guidance and resources to support LAs and schools in improving provision and outcomes for identified and potential gifted and talented learners. See <a href="http://www.standards.dcsf.gov.uk/nationalstrategies">www.standards.dcsf.gov.uk/nationalstrategies</a>
Physical Education Quality Standards (PEQS)	A set of measures of high-quality practice in support of talented pupils in PE. More detail available from: <a href="http://gifted.youthsporttrust.org/subpage/downloads/index.html">http://gifted.youthsporttrust.org/subpage/downloads/index.html</a>
Primary Framework for literacy and mathematics	<a href="http://www.standards.dcsf.gov.uk/nationalstrategies/primary/primaryframework">www.standards.dcsf.gov.uk/nationalstrategies/primary/primaryframework</a>
Provide, identify, provide (PIP)	A model for providing for G&T that gives all a chance to show their abilities and aptitudes. <b>Provide</b> the conditions and opportunities for all pupils to demonstrate high ability. <b>Identify</b> from these events learners who are working, or have the potential to work, beyond their year group. <b>Provide</b> challenging learning opportunities for identified pupils that will further extend their learning.
Provision	Two essential booklets: <i>Effective provision for gifted and talented children in primary education</i> (Revised May 2008) DCSF 00379-2008 <i>Effective provision for gifted and talented students in secondary education</i> DCSF 00830-2007

School improvement partners Gifted and talented glossary	
QCA Tasks for the More Able	Key Stage 1 at: <a href="http://www.qca.org.uk/qca_9146.aspx">www.qca.org.uk/qca_9146.aspx</a> Key Stage 2 at: <a href="http://www.qca.org.uk/qca_9222.aspx">www.qca.org.uk/qca_9222.aspx</a> Key Stage 3 at: <a href="http://www.qca.org.uk/qca_9399.aspx">www.qca.org.uk/qca_9399.aspx</a>
Raising Achievement for All Learners (REAL)	A DCSF and London G&T project to improve the overall quality of gifted and talented education for BME and EAL students. It has been piloted in London and the Black Country.
Regional Partnerships	These are G&T regional partnerships covering the nine government office regions. Working alongside the Excellence Hubs and the YG&T Learner Academy, they provide outreach projects for learners, CPD and research opportunities for teachers.
School census	The G&T indicator on the school census asks for a list of the pupils identified on the G&T register. It has a nil default setting so if the school leaves it untouched it will appear that the school is not responding to the national agenda. Completion of this section is important so that national data might become increasingly refined, and add to our knowledge of achievement patterns and progress.
School register	A vital indicator of a school's engagement with the G&T agenda and an important aid for the completion of the school census. The SIP should look at whether schools have made and regularly review a G&T register.
Secondary Framework	The renewed Frameworks for English, mathematics, science and ICT at: <a href="http://www.standards.dcsf.gov.uk/nationalstrategies/secondary/secondaryframeworks">www.standards.dcsf.gov.uk/nationalstrategies/secondary/secondaryframeworks</a>
Subject-specific guidance	The QCA website gives extensive guidance for almost all subjects, at all key stages. <a href="https://curriculum.qca.org.uk">https://curriculum.qca.org.uk</a>
Talented	Learners who are capable of excelling, at a level significantly ahead of their year group, in areas requiring visio-spatial skills or practical abilities, such as art, music, drama, sport and PE. Talented might also include those who have outstanding 'people' or social skills, such as leadership.
Year 11 Information System (YELLIS)	Tests that provide a baseline for value added measures in secondary schools.
Young, Gifted and Talented (YG&T) Learner Academy	An arm of the National Programme that aims to provide support, inspiration and information for learners, so that they might maximise their gifts and talents, and for teachers, so that they might access the latest information about providing for their most able pupils. At the centre of the project is the website: <a href="http://www.ygt.dcsf.gov.uk">www.ygt.dcsf.gov.uk</a> Pupils identified as gifted and talented by their schools are encouraged to register with the Learner Academy and take advantage of the opportunities it provides.
Youth Sport Trust	The Youth Sport Trust creates opportunities for gifted and talented young people in PE and sport to develop their potential and improve their skills and performance. <a href="https://gifted.youthsporttrust.org/page/welcome/index.html">https://gifted.youthsporttrust.org/page/welcome/index.html</a>





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