

Secondary Gifted & Talented Best Practice Forum
Thursday 15 October 2009
9:00 am to 12:00 pm
BAWA, Filton

Minutes

Present: Lee Rotheram, Rebecca Curley, Paul Foster, Debbie Clayfield, Amber Goldie, Charlotte Scherp

Apologies: Joanne Hewitt, Kay Davies, Gavin Hoskins, Natalie Taylor, Andy Grant, John Poole

Minutes: Bob Basley

Agenda Items	Details	Action
<p>Activity: Review of Universal, Targeted and Individual provision for MAG&T Students in Schools</p>	<p>Universal strategies include:</p> <ul style="list-style-type: none"> - Identification – keeping accurate register - Consistent monitoring of register and of potential G&T students - Teaching and Learning matched to ability - Setting - Focus on Bloom's/ Anderson's taxonomies to create opportunities for talent to flourish and recognise. - Fast tracking of More Able students - Enrichment activities for all students - Focus on PLTS. <p>Targeted Strategies:</p> <ul style="list-style-type: none"> - Masterclasses – in school (KS3 + 4) and across LA - Work with universities – locally and Challenge Days at Cambridge University - Engaging Year 9's in 'branding' school's work on learning foci - SLT mentoring of Year 11s (includes G+T) - Raising G+T agenda with mentors <p>Individual</p> <ul style="list-style-type: none"> • Mentoring for PE G+T students • Foreign exchanges (G+T self-select) • Enrichment/ Masterclasses • STEM enrichment • MENSA testing – aiming to inspire confidence and raise aspiration. 	<ul style="list-style-type: none"> • BB to arrange for more information to be shared re. PE mentoring at a future meeting

Agenda Items	Details	Action
	<p>This activity prompted:</p> <ul style="list-style-type: none"> • Discussion of how MAG+T can be embedded in specialist areas and gain credibility as a consequence • Discussion of how teachers are concerned that absence of G+T students from their lessons will impact on results and, therefore, on perceptions of their performance. • Discussion of how schools increasing focus on learning in the classroom is affecting enrichment. 	
<p>MAG+T in the New OFSTED Framework</p>	<p>BB distributed copies of the 'SEF linked to G&T' document which provides suggestions re. how G&T can feature in the SEF and what evidence could be gathered to support a school's judgements.</p> <p>Schools need to consider how outcomes and provision for MAG&T students should inform their judgements, particularly as they are generally regarded as an underachieving group.</p> <p>Issues discussed included the identification of MAG+T students. PF indicated that he had followed LA guidance in the draft MAG&T Strategy.</p> <p>They also included provision for Post 16 MAG+T students (this led to consideration of how Yr12/13 MAG&T students may be emigrating from school 6th forms because of other students being admitted whom they perceive as disruptive).</p> <p>It was agreed that Essential Evidence to be gathered in readiness for an inspection should be:</p> <ul style="list-style-type: none"> • Up to Date IQS evaluation • Up to Date SDP sections that refer to MAG&T provision • Up to Date MAG&T Register • Tracking of MAG&T students • LEAP attendance / results • Documentation demonstrating areas of strength / areas for development • Case Studies of Provision and Outcomes for MAG&T students 	<ul style="list-style-type: none"> • BB refer back to LA guidance. <p>BB to complete advice on content of Case Studies and send with minutes</p>
<p>Institutional Quality Standards Audit and School Planning for 2009</p>	<p>The Ridings:</p> <p>LR indicated that he engaged the school in the IQS self-evaluation by sending out copies to all subject leaders for them to complete and to identify next steps. He felt that this process has led to change in MAG&T provision rather than the actual evaluation informing school development planning</p> <p>AG had sent a simplified version to colleagues. Others just consulted line managers.</p> <p>This led to discussion of the challenges of G&T Coordinators engaging colleagues in evaluating MAG&T provision and how this could be addressed through BB briefing curriculum leaders re. the following:</p> <ul style="list-style-type: none"> • Reminder re how More Able can raise aspiration and performance of others. • Understanding of G+T Co-ordinator's role and of Lead Teacher and how this is 	<ul style="list-style-type: none"> • BB to prepare briefing for curriculum leaders in January • BB to discuss G+T

Agenda Items	Details	
	NACE Conference	meeting's agenda <ul style="list-style-type: none"> • BB to send visit note re Conference to Co-ordinators.
Dates and Venues of Next Meetings		