

More Able, Gifted and Talented Best Practice Forum

February 2010

Aims

- Highlight CQS/ OFSTED document
- Clarify identification process and policy content
- Share case studies and impact on self evaluation
- Update on maths enrichment sessions
- Agree next meeting agenda

Overview of morning

- CQS and links with new OFSTED schedule
- Identification and G&T policies: common aspects/ differences
- Publications
- Case study sharing – what impact can we identify and how?

CQS and new OfSTED schedule

- National strategy document
- Links OfSTED schedule for quality of teaching and learning to the Classroom Quality Standards for G&T
- Supports school self evaluation and clearly links provision of G&T pupils to QFT for all

Task

- Spend 5 minutes looking through the document.
- Compare this with your current evaluation based on the CQS audit.
- Does this support your school's teaching and learning judgement in your school?

Possible actions/ uses...

- Use to match your evaluation of CQS with the schools SEF judgement on teaching and learning.
- Use to help link CQS to the statement made in the SEF.
- Highlight to staff how G&T provisions is closely linked to QFT.
- Link G&T action plan into the school development plan and how it impacts on priorities.
- Any others?



Identification of G&T pupils

Definition: Gifted and Talented

“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).”

DCSF

Gifted and Talented

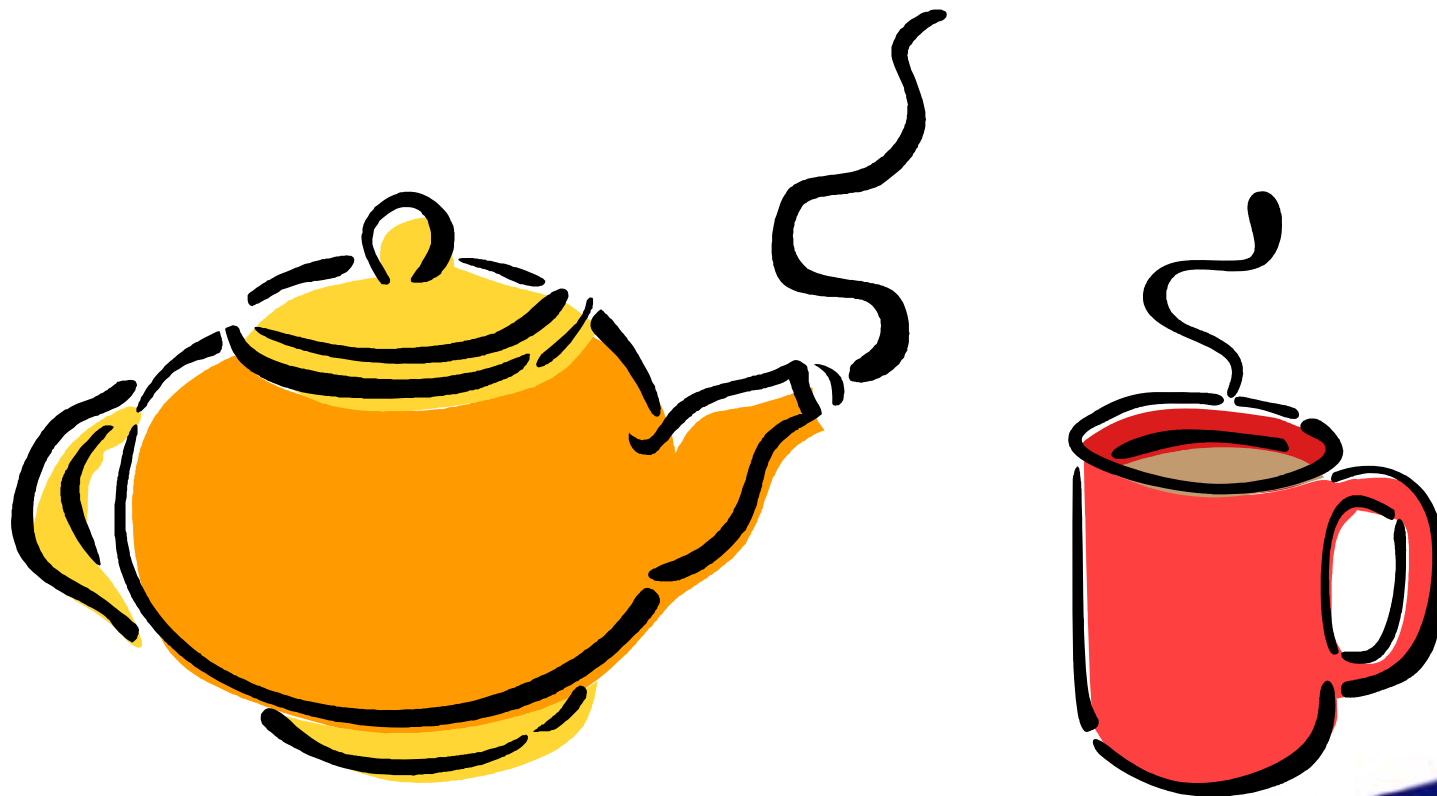
- Gifted describes learners who have the ability to excel academically in one or more subjects such as English, drama, technology.
- Talented describes learners who have the ability to excel in practical skills such as sport, leadership, artistic performance, or in an area of vocational skill.

- Share how you currently identify G&T pupils with others on your table.
- Are there any common approaches?
- Look at the DCSF documents.
- Are there additional ideas that could be included in identification policies?

Policies

- Look at the policy overviews.
- Do they contain all that is needed?
- Is there too much?
- How do they compare with your own policy?
- What should be added/ deleted to form a South Gloucestershire model?

Tea



•EVALUATION FORMS: Code GT005

Case Studies: share your experiences!

- What kind of activities/ developments have you been able to use as case studies?
- What impact have they had?
- How useful have they been?
- How could they be developed?

Update on maths enrichment sessions

- Each Locality will have a choice of two sessions: **9.45am - 11.45am** or **12.45pm – 2.45pm**. The workshops are planned for the following dates:
- **Locality 1: Thursday 4th March 2010 at Manorbrook Primary School**
- **Locality 2: Thursday 25th March 2010 at Abbotswood Primary School**
- **Locality 3: Tuesday 20th April 2010 at Parkwall Primary School**
- Each session can only take 30 pupils. To ensure you attend your preferred session, please acknowledge your attendance by emailing Nicola Kyght at Nicola.kyght@southglos.gov.uk by Friday 5th February 2010.
- Places will be allocated on a first come, first served basis.

Other possible developments...

- MERLIN community
- Linking with Secondary G&T leaders
- NACE Challenge Award
- Year 6/7 project: mathematics focus?
- New Publication Dec. 2009:
Excellence for All

<http://nationalstrategies.standards.dcsf.gov.uk/node/255788>

Next time:

- Evaluation and action planning – critical friends?
- EVALUATION FORMS: Code GT005