

Making a Difference for More Able Gifted and Talented Pupils

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Starting Points

- In pairs talk about what you already know about any aspect of G&T
- Prepare questions



Outcomes

- How has the More Able Gifted & Talented focus grown?
- How can schools identify MAG&T children and young people?
- How can schools organize provision for MAG&T children and young people?
- How can schools evaluate their policy and practice?
- What are the roles and responsibilities of different groups (including Governors) in promoting the progress of more able, gifted and talented students?

Recent History

- 2005 – Institutional Quality Standards
- - Classroom Quality Standards
- 2007 – National Strategy - Leading Teachers, G&T ‘mainstreamed’ in all schools and classes
- 2009 – ‘Narrowing the Gap’

Terms

- **More Able** refers to the children and young people at the upper end of the ability range in most classes
- **Gifted and Talented** is the term applied to those children who are achieving, or have the potential to achieve, at a level substantially beyond the rest of their peer group.

Definitions

- **Gifted** children and young people are capable of excelling in academic subjects (such as English, Maths, Languages, History or Science)
- **Talented** children and young people may excel in areas of the curriculum where visio-spatial skills or practical abilities are developed, as well as academic skills (such as PE, drama, music or art and design)..

Implications

- **‘Giftedness’ and talent are relative terms**
- **The school has an obligation to help every child to identify their gifts and/or talents**
- **An inclusive policy for gifted and talented pupils is the only one consistent with these principles**

Principles re. MAG&T

Agree or Disagree?

- Gifted and Talented: you've either got it or you haven't
- MAG&T pupils will find their own level and will extend their own learning
- Talented students have exceptional motivation
- Improving MAG&T provision will raise standards for all
- MAG&T pupils are the leading participators in school out of class activities
- MAG&T students are excellent independent enquirers and self managers

Principles re. MAG&T

Agree or Disagree?

- Schools can't do anything for exceptionally talented students
- Current tracking systems in schools are able to identify potential talent
- Gifted students should be expected to make 4 levels of progress, KS2 – 4
- Schools should develop structured intervention programmes for MAG&T students
- Teachers feel threatened by MAG&T students

Policy – Aims and Outcomes

- What do you want to have achieved for these pupils before they leave your school?
- *High achieving, well rounded, thoughtful learners, ready and confident to take on new challenges and new opportunities?*

The Successful 'School Leaver' - A Staff Perspective

Desirable Skills, Attributes, Attitudes



The Successful 'School Leaver' - A Student Perspective

Desirable Skills, Attributes, Attitudes



Policy Contents

Could Include:

- Principles
- Aims and Outcomes
- Definition
- (MA)G&T Register
- Provision and Tracking
- Frameworks / Initiative that Support Provision
- Roles and Responsibilities of Key People
- Monitoring and Evaluation

How are students identified?

Quantitative and qualitative

- Baseline assessments
- National tests, SATs, optional SATs
- NFER IQ tests, CATs, reading /spelling ages
- Teacher assessment
- Direct, structured observations of pupils
- Examples of children's work
- Interviews with outside agencies
- Pupil, adult nominations - teacher, support staff, coach
- Discussions with parents
- Pupil interviews

Talent Spotting

It is important to recognise that ability is not only linked to high intelligence, but may occur in any of the following areas:

- Physical
- Artistic
- Mechanical ingenuity
- Leadership
- High intelligence
- Creativity
- ... and?



Identification by potential or performance?

- Large gap between oral and written work
- Failure to complete daily school work
- Poor execution of work
- Persistent dissatisfaction with own work
- Avoidance of trying new activities
- Low self image
- Aggressive behaviour
- Poor functioning in group situation
- Lack of concentration
- Setting of unrealistic goals
- Difficulty in peer relations
- Poor attitude to school
- Dislike of drill or memorisation

Diane Montgomery 1996

Beware stereotypes

- A mature intelligence may not always be reflected in emotional maturity
- G&T pupils need to see the value and purpose of work before they dismiss it as obvious and boring
- No one method of identification can be entirely accurate
- Ability and educational achievement are not the same thing
- Some types of ability are easier to recognise than others

(MA)G&T Register

- A school's gifted and talented population should be **broadly representative of the whole learner population** in terms of gender, ethnic and socio-economic background.
- **Learners will move on and off the school/ college register as appropriate.**
- Schools are required to **report their Gifted and Talented cohorts** to the DCSF through the regular School Census requests. According to DCSF guidance, this is **likely to be between 5 - 10% of the school population**. However, a school's **identification process may arrive at a larger or smaller percentage**. In this case, schools will need to be confident that they can explain the reasons for this difference.

What are You Good at?

- What are the specific characteristics of that ability?
- How do you know?
- Does what you are good at say anything about:
 - Your character
 - Your interests
 - The way you see the world
 - The way others see you
 - The way you express yourself
 - The way you learn

Provision

- How might what you're good at be turned into a real gift or talent?
- What might need to happen?

School Based Provision

- Individual Support
- 'In Hours' Extension
- 'Out of Hours' Enrichment
- In class approaches – Quality First Teaching and Personalised Learning

Individual Support

- Mentoring provision for student
- Additional subjects offered
- Twilight/ lunchtime classes
- One to One Tuition

Extension

- Fast tracking
- Acceleration, small additional top sets
- Working with older students
- Withdrawal across year groups
- Selection of different syllabus for students
- Disapplication of National Curriculum

Enrichment (breadth)

- Enrichment days / weeks e.g. Music, ICT, puzzles, field trips, carousels,
- Visits to other schools, cluster activities
- Residential / summer school e.g. Kilve Court
- After school / lunchtime clubs and workshops targeting able students e.g. book clubs, newspaper, Latin, P4C, chess, maths investigations
- School teams and training, productions, orchestra, School Council
- International links
- Visiting experts, Masterclasses
- Differentiated homework projects
- Competitions,
- Enterprise events, business and community projects
- Aim Higher

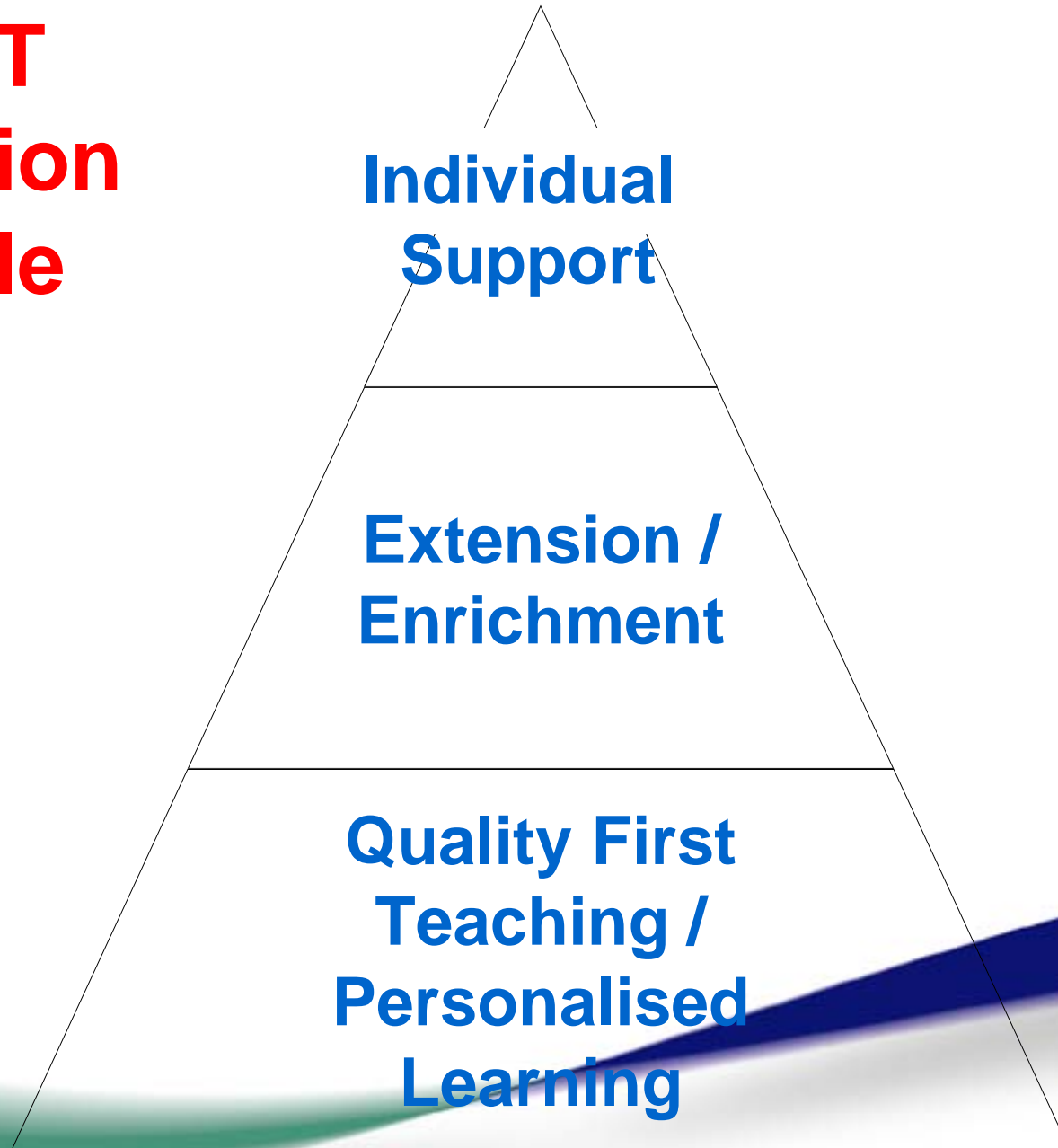
Quality First Teaching and Personalised Learning

‘focussing in a more structured way on each child’s learning in order to enhance progress, achievement and participation’

Christine Gilbert, Introduction to 2020 Vision

- Assessment for Learning
- Evaluation of social, emotional, learning and thinking skills
- Differentiation of objectives, outcomes, resources and demonstration of learning
- Extension of Thinking Skills
- Enrichment of Learning Experience
- Acceleration of learning and achievement

MAG&T Provision Triangle



Self – Evaluation: DCSF National Quality Standards

- Institutional (IQS)
- Classroom (CQS)
- The CQS expand Element 2 of the IQS.

Key Components of IQS

- Identification
- Effective provision in the classroom
- Standards
- Curriculum entitlement and choice
- Assessment for Learning
- Transfer and transition
- Leadership
- Policy
- Monitoring and evaluation
- Engaging with communities beyond the school
- Learning beyond the classroom

Key Components of CQS

- Identification
- Subject Knowledge
- Learning and teaching
- Planning and setting expectations
- Assessment for learning
- Social and emotional needs
- Classroom Ethos and climate for learning
- Resources (materials and people etc)
- Parents/carers and the wider community
- Monitoring and evaluation

Roles and Responsibilities

- South Gloucestershire Council
- Governors
- Headteacher/ Senior Leadership
- G&T Coordinator/ Leading Teachers
- Class teachers / subject leaders / support staff
- SENCO/ Inclusion Leaders
- Parents and carers
- Children and young people

New Relationship with Schools

- **Schools drive their own improvement**
- **School self-evaluation informs single school improvement plan – IQS, CQS, Challenge Award can support SEF**
- **Schools review development priorities and support needs with a School Improvement Partner (SIP)**
- **School Census – G&T return**

Encourage governors to enquire about:

- Standards in relation to the pupils' capabilities
- Pupils' attitudes
- Effective teaching and learning
- Effective assessment and monitoring procedures
- Appropriate G&T curriculum/ personalisation
- Partnerships beyond the school
- Leadership and Management
- Management of resources
- Impact of staff professional development

Questions to ask/ How do you know?

- Are the IQS and CQS in use for effective self evaluation and action planning?
- Where are the 'carrots' for high achievers?
- Do students feel motivated in class(es)?
- How do you know that all staff, not just teaching staff, understand and support the needs of these students?
- How are teachers and support staff deployed to help these students?
- How well does the school care for these G&T students?
- How well does the school work in partnership with parents / carers / enrichment partnerships?

Further Advice / Resources

South Gloucestershire Webpage:

<http://www.learningwithsouthglos.org/GiftedandTalented/index.htm>

Welcome to the Learning & School Effectiveness Service Website

For Pupils, Parents, Teachers and Visitors



Gifted and Talented Website

- [L & SE Home](#)
- [School Effectiveness](#)
- [Learning & Teaching](#)
- [Leadership, Management & Governance](#)
- [School Workforce Development](#)

Personalisation: Gifted and Talented

Provision for Gifted and Talented pupil has become an increasingly important aspect of school planning in recent years as the government has made clear the national commitment to helping gifted and talented pupils in maintained schools make the most of the opportunities.

Initiatives such as the national strategies also recognise the need to provide for gifted and talented pupils. OFSTED comment on provision for G & T pupils within inspection reports and QCA has also issued national guidance to support schools in developing their provision. At the centre of this national and increasingly local activity is the recognition that unless the classroom experience provides all pupils with sufficient challenge to develop thinking, foster creativity, encourage collaborative learning many young people will never fulfil their potential.

The new draft strategy, written in consultation with pupils, teachers, school leaders and local authority officers - expected September 2009!

Any questions?