



Department for Children and Young People
**More Able, Gifted and Talented
Guidance for Schools**

'The best schools surveyed were meeting the needs of gifted and talented pupils alongside those of all pupils. The schools committed to being inclusive demonstrated that their focus on improving provision for gifted and talented pupils was also having a positive impact on the outcomes for all pupils. Expectations and aspirations were raised at all levels through a commitment to let no pupil fall behind'

'Gifted and talented pupils in schools'

OFSTED, 2009

This document aims to support all school and local authority colleagues who are dedicated to recognizing the abilities, gifts and talents of children and young people and encouraging their further development.

It provides advice, guidance and resources that inform a whole school approach (Key Stages 1 to 5) to raising achievement and aspirations for all children and young people through the development of high quality personalised learning experiences. It also directs schools to sources that can support the development of specific strategies for personalising learning for more able, gifted and talented pupils.

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1. Introduction

Since the 2005 government white paper, '**Higher Standards, Better Schools for All**', the Department for Children, Schools and Families is committed to the high attainment of more able, gifted and talented children and young people.

This national commitment is especially targeted at those learners currently underachieving (even though they may be working above national expectations) particularly where this underachievement is at least in part a consequence of social disadvantage.

The need to promote more personalised approaches to ensure learning for all clearly has implications for more able, gifted and talented children and young people. The Local Authority works with a range of partners locally and nationally, including the **National Strategies, Young, Gifted and Talented, and the South West Gate**, to create a coherent support structure to improve identification and provision, pedagogy and personalisation for gifted and talented children and young people in and across all Key Stages. The approaches outlined in this document concentrate on Key Stages 1 to 4. Further guidance for those working with the Early Years Foundation Stage and Post – 16 is also available within the Children and Young People's Department.

i. Vision

In South Gloucestershire we are committed to ensuring all students learn in enabling environments that challenge, support and celebrate success. We aspire to ensure that more able, gifted and talented children and young people thrive and realise their potential. The vision is informed by the principles of the **South Gloucestershire Charter for Children and Young People**.

ii. Key Priorities

There are key priorities that underpin support for more able, gifted and talented children:-

- to encourage all schools to recognise more able, gifted and talented learners, particularly in underachieving groups
- to ensure that schools recognize that quality first teaching and Personalised Learning are central to effective provision for more able, gifted and talented learners and will help to raise achievement for all learners
- to promote the potential of effective More Able Gifted and Talented provision to raise aspirations and standards for the whole school community
- to increase the capacity and impact of G&T Lead Teachers' work in schools
- to celebrate more able, gifted and talented achievement in schools and within the LA
- to enrich the learning of more able, gifted and talented pupils/students
- to provide support for disadvantaged gifted and talented underachievers, particularly those from vulnerable and disadvantaged groups
- to recognise and utilise existing expertise across schools and Local Authorities
- to engage with students' experiences of and attitudes towards being MAG&T

iii. Rationale

The progress of more able, gifted and talented children and young people in South Gloucestershire is, currently, not as strong as it could be. In order to achieve our vision, we recognise that supporting the development of more able gifted and talented children and young people is a key priority, as outlined in the **2009 -12 Local Authority Children and Young People's Plan**. Recognising the hard work and success already achieved by schools, we acknowledge the need to further improve the provision and outcomes for children and young people.

2. The South Gloucestershire Approach

i. Definition Of More Able, Gifted And Talented

South Gloucestershire recognizes that there is no set definition of what constitutes a More Able, Gifted and Talented pupil. However, to support the advice outlined in the remainder of this document, we will draw on the definitions provided by the **Department for Children, Schools and Families (DCSF)**.

The DCSF define the group supported by the national programme for **Gifted and Talented** 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).'

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.

There are occasions when planning provision for pupils and monitoring its impact that the following descriptors may be helpful. However, many pupils demonstrate skills that contribute significantly to their academic development and vice versa.

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).

In addition, a child may be very able in some areas and also appear on the Special Educational Needs (SEN) register for behavioural, social, physical, sensory or specific learning difficulties. Such a child has a **Dual** or **Multiple Exceptionality**.

All the children in the groups above are recognised to be unique individuals, with their own individual strengths and weaknesses, and hence the importance of **identification** leading to **personalisation of their learning experiences**.

ii. Identification

In South Gloucestershire we are committed to **maximising the achievements of all students**. However, we recognise that there is a particular **rationale for improving teaching and learning opportunities** for our more able, gifted and talented children and young people.

Since potential is evenly distributed through out the population, schools are encouraged to define and justify the identification of their more able, gifted and talented cohort, devising local solutions to identification, provision and monitoring. **Their abilities, or potential to achieve, may become apparent at any age and any time.**

Schools are encouraged to use a **diverse range of strategies** to identify their more able, gifted and talented population (see below and Appendices). Identification is an ongoing process feeding directly into the planning of personalised provision for learners as part of the school improvement cycle.

The engagement of parents/carers is a vital component of support for More Able, Gifted and Talented pupils – schools are advised to involve them in every stage of the process of identification, planning of provision, monitoring and evaluation.

a) **Typically**, but not exclusively, more able and gifted students show the **potential** to achieve the following levels by the end of their key stage:

- **KS1 - Level 3 or above, Maths and/ or English**
- **KS2 - Level 5 or above, Maths and/or English**
- **KS3 - Level 7 (English and Science) Level 8 (Maths) or above**
- **KS 4 – 5+ A*/ A GCSE or equivalent**
- **KS 5 – 3+ A* A Levels**

Gifted children and young people may well exceed these levels in their academic attainment.

b) It is important to note that talented students may or may not show high academic ability in statutory assessments and **further identification procedures** are necessary to ensure students' needs are met (for example, teacher assessment in other National Curriculum subjects, such as PE, Art...etc).

Details of suggested quantitative and qualitative measures to support identification can be found in **Appendices 1,2 and 8**.

This list is not exhaustive, but further sources of data to support identification may include:

- teacher assessment of attainment and potential
- other school based assessments e.g. cognitive ability tests, PIPs, analysis using the theory of multiple intelligences, social and emotional profiles, Personal Learning and Thinking Skills evaluations, Pupil Attitude Sxxxx Survey
- work sampling from a range of sources (e.g., pictures, videos, podcasts...etc)
- observation
- information from parents and carers, support workers

- information from other community partners e.g. music and sports coaches
- supplementary school and achievement programmes
- peer nomination

iii. Register

Every school/college should keep a register of their gifted and talented population. 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. This will therefore require schools to be extremely sensitive to the potential effects of 'labelling'. Removal from a register may affect children and their parents/ carers, particularly at vulnerable times such as moving between schools and transition between key stages.

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.

iv. Provision

Identification and provision are inseparable because identification includes spotting potential through participation in learning opportunities.

There is an increasing expectation that the planning and communication of provision for more able gifted and talented pupils should be formally structured

Effective school provision for the more able, gifted and talented is typically, though not exclusively, characterised by **quality first teaching and personalised learning** in every classroom. In other words, the more able, gifted and talented child is challenged and supported in every lesson of each day, not only through intervention programmes and/ or extra-curricular activity.

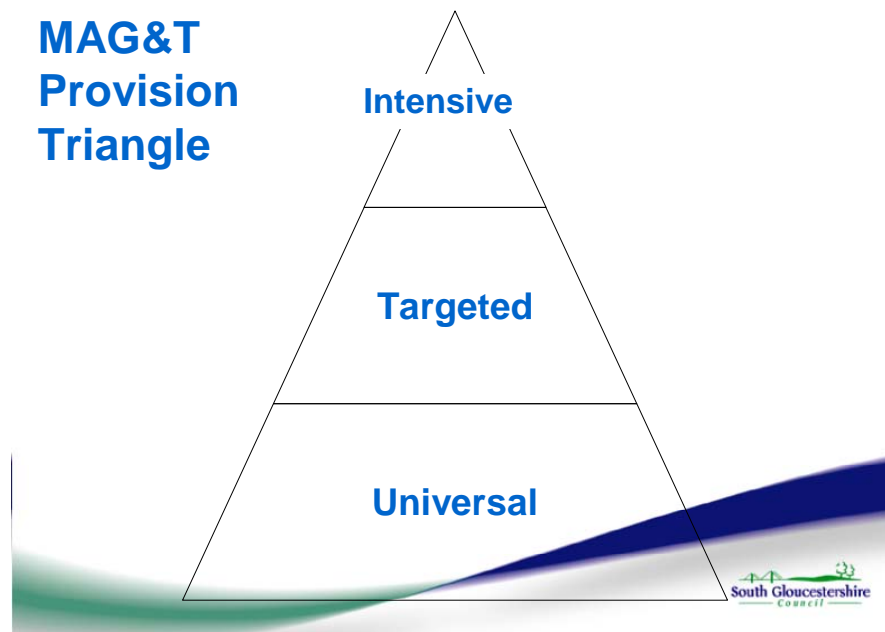
Provision for all children and young people, including the more able, gifted and talented, is **effective** when it:

- is treated as a whole school issue with an emphasis on whole school quality teaching and learning provision in every class by every member of staff
- promotes inclusion and equality of opportunity;
- has a focus on achievement, not just on attainment;
- offers personalised learning opportunities that are informed by Assessment for Learning;
- places thinking, metacognition, higher order skills, social and emotional literacy and deep learning at the core of the curriculum;
- encourages independence and self assessment including assessment for learning strategies;
- 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;
- engages parents and carers in social, emotional, learning and thinking development;
- offers opportunities for stage not age learning and opportunities to interact with peers beyond their own level.

Those with gifts/talents in one or more areas of learning may also experience difficulties or disability in another. This can present as a barrier to the achievement of potential and lead to frustration and disaffection. Strategies for **countering underachievement** need to be an integral part of the school policy for more able gifted and talented provision, considering the indicators and causes of underachievement.

The **'3-Waves' model of intervention** is recommended as a framework for this provision in which small group and, in some cases, individual intervention compliments and builds on quality first teaching and personalised learning in the classroom. Intervention may also need to support the development of **Social and Emotional Aspects Of Learning** and of **Personal Learning And Thinking Skills** in more able, gifted and talented pupils.

MAG&T Provision Triangle



For more details see: *'Gifted and Talented education: Guidance on addressing underachievement – planning a whole-school approach' (National Strategies, 2009).*

More able, gifted and talented children and young people from Key Stage 1 to 5 in South Gloucestershire schools tell us, in their own words, that **characteristics of effective provision** for them are :

- teachers who enjoy teaching what they are teaching and look like they want to be there;
- lessons structured in different ways in different lessons (lots of variety)
- multiple and complex real life problems to solve and a choice of how to go about it;
- some extended periods of time to not be disturbed by a new activity
- the opportunity to work with other more able children and not always work in mixed ability groups;
- clear learning objectives that involve learning something we don't already know;
- not having to put your hand up when you know the teacher is probably not going to ask you because they ask the people who don't know the answer;
- Projects with freedom to design and research;
- A teacher who helps us work out solutions but doesn't tell us the answer;
- Doing one thing that's really hard rather than lots of easy bits;
- Some challenges that bring competition - against the clock, friends, other children.

(See **Appendix 7** for further comments)

v. **Self-Evaluation and Action Planning**

What follows is a range of tools to support self evaluation and planning of provision:

a) **National Quality Standards**

The **Institutional Quality Standards** are designed to support schools in whole school and departmental self-evaluation and planning to improve identification and provision. They are based on the five elements of the personalisation framework and three levels of competence; Entry, Developing and Exemplary Practice. (See **Appendix 5**)

The **Classroom Quality Standards** are a further layer of self evaluation that can be used to support classroom practitioners in developing effective provision. (See **Appendix 6**)

There is an expectation that South Gloucestershire schools will use the Institutional Quality Standards to **self-evaluate their whole school provision** and ensure an **action plan for further development** is always current.

b) **The Challenge Award**

The **NACE** (National Association for Able Children in Education) **Challenge Award Framework** is a whole-school self-evaluation tool and process which allows an in depth analysis of provision with exemplification of evidence and action planning to improve.

The Framework consists of **ten elements** which together describe **quality provision**. Each element contains objective criteria and suggested evidence of what constitutes effective practice. It not only gives benchmarks but, with the supporting documents, shows how to improve. The Local Authority endorses and encourages its use in conjunction with the National Quality Standards. The NACE Challenge Award is commended in the National Strategy Handbook for Leading Teachers.

The Challenge Award can also be regarded as a means of **quality assurance** through the accreditation process, as can the **OFSTED framework and regular data analysis** (See Appendix 1)

3. Roles and Responsibilities in MAG&T Provision

All children, including more able, gifted and talented children, flourish when their potential is identified and opportunities are given to develop their ability in a supported and challenging environment. Therefore, all those in the learning community have a **role to play** in supporting the achievement of more able, gifted and talented children and young people. Responsibilities will overlap. However, there are specified expectations that can be identified for certain stakeholders to promote progress of more able, gifted and talented students:

i. South Gloucestershire Council

- builds the **capacity of lead professionals** in gifted and talented education (coordinators and leading teachers);
- supports schools with pedagogy, planning and provision through **deployment of Advanced Skills Teachers and Leading Practitioners**;
- co-ordinates **G&T Masterclasses**;
- links with **external partners** and support
- provides **professional development** and sharing of practice between schools through Best Practice fora, networks and additional training
- develops the online support for schools
- utilises SIP and Local Authority officer visits to **support self-evaluation and provision** in schools
- provides support through **Early Years, Primary and Secondary Strategies**
- use the **Local Authority Quality Standards** to evaluate support for schools
- monitors and evaluates **attainment and achievement** of more able, gifted and talented pupils

ii. Governors

- **champion** the interests of all children, including more able gifted and talented children;
- ensure there is a **regularly reviewed school policy and register** of students and provision;
- provide an **annual report to parents** on all children, including the progress of the more able, gifted and talented;
- **ensure adequate funding** from the personalisation budget for the more able, gifted and talented.

iii. Headteacher/ Senior Leadership

- develop the **school vision and ethos** to ensure an appropriate curriculum including enrichment for the more able, gifted and talented;
- keep the **profile** of more able, gifted and talented learners high;
- develop and monitor the actions for the **School Improvement Plan**;
- ensure **School Self-Evaluation** takes note of more able, gifted and talented learners and uses the **Institutional Quality Standards** as a tool for self-evaluation;
- support the work of the **G&T Coordinator/ Leading Teacher** in time, funding and developing a coherent whole school **'More Able Gifted And Talented Action Plan'**;
- ensure **professional development** for all staff working with more able, gifted and talented children.

iv. G&T Coordinator/ Leading Teachers

- act as an **advocate** for more able, gifted and talented children and young people;
- ensure that more able, gifted and talented children and young people receive appropriate **recognition, support and challenge** throughout the school/cluster;
- develop and monitor a **More Able, Gifted And Talented Improvement Plan**;
- champion the development of **pedagogy and practice** throughout all classrooms;
- engages with **CPD opportunities** and support coordinated by the LA;
- coordinates **student attendance at Masterclass sessions** (secondary).
(See Appendix 4 for a fuller description of responsibilities).

v. Class teachers / subject leaders / support staff

- Provide **personalised and well-differentiated activities** for the more able, gifted and talented throughout the school day through their daily planning, classroom organisation, management and resourcing;
- seek out and act upon **the ideas and thoughts of students, parents/ carers and other educational professionals**, e.g. coaches, mentors, multi-agency support in order to provide the best possible learning opportunities for the more able, gifted and talented;
- provide advice about **accelerated learning opportunities, appropriate qualifications and advanced study**.

vi. SENCO/ Inclusion Leaders

- support the **identification and development** of provision for those with **dual/ multiple exceptionalities**;
- be an **advocate** within the school to ensure this vulnerable group are provided for and included in specialised provision;
- ensure **appropriate provision** is made through, for example, in class support, intervention strategies, expertise tutoring and use of education plans for the gifted and talented who require specialist provision.

vii. Parents and carers

- support their child's **academic and emotional development** as they develop their ambitions and passions;
- encourage the child to **value the views and abilities of others and to work collaboratively**;
- encourage the child to **take advantage of additional learning experiences**, locally and nationally, relevant to their needs;
- share **hobbies and interests**;
- encourage a **healthy balance** between pressure to succeed and time to flourish through childhood;
- keep in **regular contact with the school** to ensure the child's gifts, talents and social, emotional aspects of their learning are developed;
- develop a **trusting relationship with their child** to encourage good homework regimes that build independence;
- encourage the child to have **confidence in their ability**;
- encourage **tenacity and perseverance** when the child is misunderstood or unsuccessful;
- understand that **acceptance of mistakes and risk taking** are all part of learning.

viii. Children and young people

- contribute to an **ethos** where all are valued for their **diverse abilities and motivate each other** to fulfil their potential;
- feel **confident** about pursuing the **next steps in their educational career**;
- provide **feedback to education providers** in an appropriate manner;
- have a **positive attitude to learning** and to achieve their best;
- take advantage of **additional learning experiences**, locally and nationally, relevant to their needs;
- **contribute fully** to school and college life.

(See Appendix 7 for children's views)

Appendix 1

Monitoring of More Able, Gifted and Talented children

Provision for more able, gifted and talented pupils should have a positive impact on all pupils. Therefore the local authority will evaluate the quality of provision by analysing the performance of children and young people at the higher levels of attainment and achievement. This will involve comparing the performance of those pupils who are expected to gain the higher levels at each key stage with their actual performance. It should be noted that this cohort would not reflect the 5%-10% of the school population that is likely to be identified as more able, gifted and talented.

It is recommended that schools utilize the following data sources to supplement their own internal identification and monitoring processes.

RAISE Online			
Key Stage	Level	Reference	Comment
1	SCH	Percentage of students surpassing each level	Look for the shading (Sig+) on the level 3 performance
2	SCH	Contextual Value Added Key Stage 1 to 2 by pupil groups	Look for performance of girls and boys who were above level 2 at KS1.
	SCH	Percentage of students attaining or surpassing each level at Key Stage 2 by subject	Look for Sig+ at level 5+
3	SCH	CVA KS2 to 3 by pupil groups	Look for performance of girls and boys who were above level 4 at KS2
	SCH	Percentage of students attaining or surpassing each level at Key Stage 3 by subject	Look for Sig+ at level 6+ and level 7+ in each subject
4	SCH	CVA KS2 to 4 by pupil groups	Look for performance of girls and boys who were above level 4 at KS2
Fischer Family Trust Self Evaluation Report			
1	SCH, LA	KS1 Outcomes Analysis	3+ in Reading, Writing and Mathematics
2	SCH, LA	Contextual Value Added Indicators	Look at progress of U (Upper ability) boys and girls and performance against L5+ indicator
	SCH, LA	KS1 to KS2 Value Added (Significant Areas)	Look at level 5 VA for each subject and VA for Upper ability students
3	SCH, LA	Contextual Value Added Indicators	Look at progress of U (Upper ability) boys and girls and performance against L6+ indicator

	SCH, LA	KS2 to KS3 Value Added (Significant Areas)	Look at level 6 VA for each subject and VA for Upper ability students
4	SCH, LA	KS2 to 4 Significant Areas Grid	Look at Threshold A*-A performance
Fischer Family Trust Live			
2	SCH, LA	Significant Areas Grid and Detail	Use to select upper ability girls and boys and examine Level 5+ VA
4	SCH, LA	Subject Value Added	Look at A*-A performance for each subject

In addition, schools are highly recommended to keep records of those more able, gifted and talented students who will not necessarily show up through use of the above data. For example, through the use of case studies of provision for those with talents, such as in the creative arts, sports and leadership, through extra curricular activities.

Appendix 2

Indicators of gifts and talents related to phase

Some children display signs of high ability at an early age. However, since an individual's level of ability is not fixed and may develop significantly over time, the stage at which high potential is demonstrated will vary from one child to another.

Teacher observation and informal assessment play an essential part in recognising high potential, particularly in the case of very young children. Whilst characteristics of high ability may be displayed at any age, some features may become particularly prominent during one phase of development and of schooling. Similarly, it is important that schools and colleges should meet the needs of gifted and talented learners in ways which are most appropriate for the stage of personal, social and emotional development which has been reached.

The table below provides some examples of particular characteristics and needs of learners which may be most prominent, though not found exclusively, during one phase of schooling or another. These are indicative and not definitive – *they aim to prompt reflection and discussion rather than provide direction.*

Early Years	Primary	Secondary
Is it precocity or giftedness?	Needs fewer steps in process	Questions Rules / Authority
Uneven development.	Enjoys increased pace.	Non-Conformity.
Gets cross if tasks too easy/hard.	Needs less instruction & practice.	High ability / low motivation.
Needs to own extended tasks.	Thrives on independent study.	Keen sense of justice.
May display 'unique creativity'.	Copes with abstract tasks.	Divergent thinking/creativity.
Often easily bored & disruptive.	Likes open-ended situations.	Excellent sense of humour
Very good verbal/reasoning.	Needs to learn to fail.	Growing self-determination.
Needs enrichment more than acceleration	Responds to a wide variety of creative opportunities.	May develop lifelong passion for field or hobby.
Can show reflection above age.	Needs to be encouraged to take risks.	Intellectual curiosity stands out.
Emotional literacy can lag behind academic work.	Needs to develop self-esteem in supportive environment.	Exceptional powers of concentration, stamina.
Identification for understanding and provision not labelling	Whatever the intellectual level, must remember <i>actual</i> age.	Needs to work with learners of similar ability in/out of school.

From: Identifying Gifted and talented learners – getting started (Revised 2008), Page 6, Department for Children, Schools and Families

Appendix 3

General characteristics of gifted and talented learners

The following characteristics (taken from the **1998 Ofsted review of research by Joan Freeman**) are not necessarily proof of high ability but they may alert teachers to the need to enquire further into an individual's learning patterns and ability levels.

He or she may:

- have a wide general knowledge;
- be a good reader;
- be very articulate or verbally fluent for their age;
- give quick verbal responses (which can appear cheeky)
- learn quickly;
- be self-taught in his/her own interest areas;
- be interested in topics which one might associate with an older child;
- communicate well with adults – often better than with their peer group;
- have a range of interests, some of which are almost obsessions;
- show unusual and original responses to problem solving activities;
- prefer verbal to written activities;
- be logical;
- have an ability to work things out in his/her head very quickly;
- have a good memory that s/he can access easily;
- be artistic;
- be musical:
- be well coordinated, balanced and show good spatial awareness:
- be experimental and prepared to take risks:
- be able to visualise, plan and think one step ahead
- show mental agility and ability to 'think outside the box'

Underachievement

Gifted and talented underachievers may tend to:

- have low self-esteem;
- be confused about their development and about why they are behaving as they are;
- manipulate their environment to make themselves feel better;
- tend towards a superior attitude to those around them; and
- find inadequacy in others, in things, in systems, to excuse their own behaviours.

Sometimes those with abilities in one or more areas of learning may also suffer from a disability or difficulty in others. This can present a considerable barrier to the achievement of potential, as well as leading to frustration and disaffection.

More able gifted and talented pupils should also be found in groups that are generally considered to be vulnerable to under-achievement (e.g. pupils on Free School Meals, pupils with English as an Additional Language, Looked after Children...)

Hence schools should consider a range of data (including Assessing Pupil Progress frameworks, attendance and behaviour data) as well as the behavioural indicators outlined above to evaluate pupils' potential and possible reasons for underachievement

The key aspects of underachievement that need to be taken into account and considered are:

- what are the **indicators** of underachievement?
- what are the **causes** of underachievement? What are some ways of **countering** underachievement?
- are there potential causes due to **dual or multiple exceptionalities**?

From: Identifying Gifted and talented learners – getting started (Revised 2008), page 4, Department for Children, Schools and Families.

And: Gifted and talented education: Guidance on addressing underachievement – planning a whole school approach

Appendix 4

Leading teachers for gifted and talented provision:

- act as an advocate for gifted and talented children and young people;
- ensure that gifted and talented children and young people receive appropriate recognition, support and challenge throughout the school/cluster;
- support the school leadership team (SLT) in whole-school evaluation and review of gifted and talented provision;
- work with groups of colleagues in phase, key stage or subject-focused groups to support collaborative continuing professional development (CPD) that develops knowledge and skills relating to effective provision for gifted and talented children and young people;
- exemplify effective practice for gifted and talented children and young people in their own professional practice;
- improve the school/cluster capacity to personalise learning for gifted and talented children and young people;
- provide or facilitate specialist and peer coaching/mentor support for teachers;
- provide or facilitate specialist and peer coaching/mentor support for children and young people;
- initiate and support strategies that extend opportunities for children and young people, including collaboration with other providers and in City Challenge areas, engage with the G&T strand.

Appendix 5

Institutional Quality Standards

Generic Elements	Entry	Developing	Exemplary
A- Effective teaching and learning strategies			
1. Identification	i. The school/college has learning conditions and systems to identify gifted and talented pupils in all year groups and an agreed definition and shared understanding of the meaning of 'gifted and talented' within its own, local and national contexts	i. Individual pupils are screened annually against clear criteria at school/college and subject/topic level	i. Multiple criteria and sources of evidence are used to identify gifts and talents, including through the use of a broad range of quantitative and qualitative data
	ii. An accurate record of the identified gifted and talented population is kept and updated.	ii. The record is used to identify under-achievement and exceptional achievement (both within and outside the population) and to track/review pupil progress	ii. The record is supported by a comprehensive monitoring, progress planning and reporting system which all staff regularly share and contribute to
	iii. The identified gifted and talented population broadly reflects the school/college's social and economic composition , gender and ethnicity	iii. Identification systems address issues of multiple exceptionality (pupils with specific gifts/talents and special educational needs)	iii. Identification processes are regularly reviewed and refreshed in the light of pupil performance and value-added data. The gifted and talented population is fully representative of the school/college's population
Evidence			
Next steps			
2. Effective provision in the classroom	i. The school/college addresses the different needs of the gifted and talented population by providing a stimulating learning environment and by extending the teaching repertoire	i. Teaching and learning strategies are diverse and flexible, meeting the needs of distinct pupil groups within the gifted and talented population (e.g. able underachievers, exceptionally able)	i. The school/college has established a range of methods to find out what works best in the classroom, and shares this within the school/college and with other schools and colleges
	ii. Teaching and learning is differentiated and delivered through both individual and group activities	ii. A range of challenging learning and teaching strategies is evident in lesson planning and delivery. Independent learning skills are developed.	ii. Teaching and learning are suitably challenging and varied, incorporating the breadth, depth and pace required to progress high achievement. Pupils routinely work independently and self-reliantly
	iii. Opportunities exist to extend learning through new technologies	iii. The use of new technologies across the curriculum is focused on personalised learning needs	iii. The innovative use of new technologies raises the achievement and motivation of gifted and talented pupils
Evidence			
Next steps			

Generic Elements	Entry	Developing	Exemplary
3. Standards	i. Levels of attainment and achievement for gifted and talented pupils are comparatively high in relation to the rest of the school/college population and are in line with those of similar pupils in similar schools/colleges	i. Levels of attainment and achievement for gifted and talented pupils are broadly consistent across the gifted and talented population and above those of similar pupils in similar schools/colleges	i. Levels of attainment and achievement for gifted and talented pupils indicate sustainability over time and are well above those of similar pupils in similar schools/colleges
	ii. Self-evaluation indicates that gifted and talented provision is satisfactory	ii. Self-evaluation indicates that gifted and talented provision is good	ii. Self-evaluation indicates that gifted and talented provision is very good or excellent
	iii. Schools/colleges gifted and talented education programmes are explicitly linked to the achievement of SMART outcomes and these highlight improvements in pupils' attainment and achievement		
Evidence			
Next steps			
B - Enabling curriculum entitlement and choice			
4. Enabling curriculum entitlement and choice	i. Curriculum organisation is flexible, with opportunities for enrichment and increasing subject/topic choice. Pupils are provided with support and guidance in making choices	i. The curriculum offers opportunities and guidance to pupils which enable them to work beyond their age and/or phase, and across subjects or topics, according to their aptitudes and interests	i. The curriculum offers personalised learning pathways for pupils which maximise individual potential , retain flexibility of future choices, extend well beyond test/examination requirements and result in sustained impact on pupil attainment and achievement
Evidence			
Next steps			
C- Assessment for learning			
5. Assessment for learning	i. Processes of data analysis and pupil assessment are employed throughout the school/college to plan learning for gifted and talented pupils	i. Routine progress reviews, using both qualitative and quantitative data, make effective use of prior, predictive and value-added attainment data to plan for progression in pupils' learning	i. Assessment data are used by teachers and across the school/college to ensure challenge and sustained progression in individual pupils' learning
	ii. Dialogue with pupils provides focused feedback which is used to plan future learning	ii. Systematic oral and written feedback helps pupils to set challenging curricular targets	ii. Formative assessment and individual target setting combine to maximise and celebrate pupils' achievements
	iii. Self and peer assessment, based on clear understanding of criteria, are used to increase pupils' responsibility for learning	iii. Pupils reflect on their own skill development and are involved in the design of their own targets and tasks	iii. Classroom practice regularly requires pupils to reflect on their own progress against targets, and engage in the direction of their own learning
Evidence			
Next steps			

Generic Elements	Entry	Developing	Exemplary
6. Transfer and transition	i. Shared processes, using agreed criteria, are in place to ensure the productive transfer of information from one setting to another (i.e. from class to class, year to year and school/college to school/college)	i. Transfer information concerning gifted and talented pupils, including parental input, informs targets for pupils to ensure progress in learning. Particular attention is given to including new admissions	i. Transfer data concerning gifted and talented pupils are used to inform planning of teaching and learning at subject/aspect/topic and individual pupil level, and to ensure progression according to ability rather than age or phase
Evidence			
Next steps			
D – School/College organisation			
7. Leadership	i. A named member of the governing body, Senior Management Team and the lead professional responsible for Gifted and Talented education have clearly directed responsibilities for motivating and driving gifted and talented provision. The Head teacher actively champions gifted and talented provision	i. Responsibility for gifted and talented provision is distributed , and evaluation of its impact shared, at all levels in the school/college. Staff subscribe to policy at all levels. Governors play a significant supportive and evaluative role	i. Organisational structures, communication channels and the deployment of staff (e.g. workforce remodelling) are flexible and creative in supporting the delivery of personalised learning . Governors take a lead in celebrating achievements of gifted and talented pupils
Evidence			
Next steps			
8. Policy	i. The gifted and talented policy is integral to the school/college's inclusion agenda and approach to personalised learning, feeds into and from the single school/college improvement plan and is consistent with other policies	i. The policy directs and reflects best practice in the school/college, is regularly reviewed and is clearly linked to other policy documentation	i. The policy includes input from the whole school/college community and is regularly refreshed in the light of innovative national and international practice
Evidence			
Next steps			
9. Policy	ii. The gifted and talented policy is integral to the school/college's inclusion agenda and approach to personalised learning, feeds into and from the single school/college improvement plan and is consistent with other policies	ii. The policy directs and reflects best practice in the school/college, is regularly reviewed and is clearly linked to other policy documentation	ii. The policy includes input from the whole school/college community and is regularly refreshed in the light of innovative national and international practice
Evidence			
Next steps			

Generic Elements	Entry	Developing	Exemplary
D – School/College organisation			
10. Monitoring and evaluation	i. Subject and phase audits focus on the quality of teaching and learning for gifted and talented pupils. Whole school/college targets are set using prior attainment data	i. Performance against targets (including at pupil level) is regularly reviewed. Targets include qualitative pastoral and curriculum outcomes as well as numerical data	i. Performance against targets is rigorously evaluated against clear criteria. Qualitative and quantitative outcomes inform whole school/college self-evaluation processes
	ii. Elements of provision are planned against clear objectives within effective whole-school self-evaluation processes	ii. All elements, including non-academic aspects of gifted and talented provision are planned to clear objectives and are subjected to detailed evaluation	ii. The school/college examines and challenges its own provision to inform development of further experimental and innovative practice in collaboration with other schools/colleges
Evidence			
Next steps			
E - Strong partnerships beyond the school			
11. Engaging with the community, families and beyond	i. Parents/carers are aware of the school's/college's policy on gifted and talented provision, contribute to its identification processes and are kept informed of developments in gifted and talented provision, including through the School Profile	i. Progression of gifted and talented pupils is enhanced by home-school/college partnerships. There are strategies to engage and support hard-to-reach parents/carers	i. Parents/carers are actively engaged in extending provision. Support for gifted and talented provision is integrated with other children's services (e.g. Sure Start, EAL, traveller, refugee, LAC Services)
	ii. The school/college shares good practice and has some collaborative provision with other schools, colleges and the wider community	ii. A coherent strategy for networking with other schools, colleges and local community organisations extends and enriches provision	ii. There is strong emphasis on collaborative and innovative working with other schools/colleges which impacts on quality of provision locally, regionally and nationally
Evidence			
Next steps			
12. Learning beyond the classroom	i. There are opportunities for pupils to learn beyond the school/college day and site (extended hours and out-of-school activities)	i. A coherent programme of enrichment and extension activities (through extended hours and out of school activities) complements teaching and learning and helps identify pupils' latent gifts and talents	i. Innovative models of learning beyond the classroom are developed in collaboration with local and national schools/colleges to further enhance teaching and learning
	ii. Pupils participate in dedicated gifted and talented activities (e.g. summer schools) and their participation is recorded	ii. Local and national provision helps meet individual pupils' learning needs e.g. NAGTY membership, accessing outreach, local enrichment programmes	ii. Coherent strategies are used to direct and develop individual expert performance via external agencies e.g. HE/FE links, on-line support, and local/regional/national programmes
Evidence			
Next steps			

Appendix 6

Classroom Quality Standards

			Entry	Developing	Exemplary
1	Identification	Teachers	i. The teacher has an initial understanding of the terms ' gifted ' and ' talented ' as applied to their class and school population.	i. The teacher is aware of where the class gifted and talented cohort fits in terms of the school and national cohorts , and is aware of the potential for there to be able underachievers in the class.	i. Using a broad range of identification techniques the teacher is able to identify pupils including those with exceptional ability and those with multiple exceptionalities .
			ii. The teacher gathers evidence to support the identification of gifted and talented pupils and keeps a record of these pupils.	ii. The teacher screens individual pupils against clear criteria at least annually at subject/topic level.	ii. The teacher uses a variety of qualitative and quantitative methods when identifying gifted and talented pupils, including pupils' self evaluation.
			iii. The teacher tracks and monitors the progress of gifted and talented pupils.	iii. The teacher is aware of gifted and talented pupils who are achieving at or beyond expected levels and those who are underachieving.	iii. The teacher regularly reviews identification processes in light of pupil performance and value-added data.
		Pupils	i. Pupils know and understand their abilities.	i. Pupils feel that the teacher is aware of their particular gifts and talents and that these are valued	i. Gifted and talented pupils have the opportunity to participate in activities beyond the classroom at school, national and international levels,
2	Subject knowledge	Teachers	i. The teacher has sufficient knowledge to recognise how gifted and talented pupils' knowledge, skills and understanding may be enhanced.	i. The teacher's knowledge is well developed to provide challenging activities to all pupils.	i. The teacher has excellent knowledge and is able to take the lead and support others in providing activities to enhance gifted and talented pupils' learning.
		Pupils	i. Pupils are motivated by the subject/topic and feel activities are appropriate to their interests and abilities even where these are unusual.	i. Pupils feel challenged, and are confident that the teacher will be able to support them in developing particular aspects of the subject/topic to a high level.	i. Pupils benefit from teachers' collective subject knowledge enabling exceptional progress and high levels of achievement.
3	Learning and teaching	Teachers	i. The teacher uses appropriate learning and teaching strategies which enable gifted and talented pupils to make progress	i. Teachers use personalised strategies to provide a match of activity to pupil needs, including differentiation extension and enrichment for gifted and talented pupils.	i. Teachers provide challenging activities in order to develop pupils' understanding and to facilitate independent and interdependent learning.
			ii. The teacher uses open-ended questioning to extend the learning of gifted and talented pupils.	ii. Questioning is employed to deepen understanding and act as a stimulus for independent learning and reflection	ii. Questioning is employed to encourage creativity and curiosity. Teachers and pupils are co-learners .
			iii. The teacher provides opportunities for gifted and talented pupils to apply their learning to different contexts.	iii. The teacher structures learning experiences to enable pupils to exploit a wider range of learning opportunities	iii. Activities which intrinsically challenge pupils to move beyond the scope of the task are central to learning

		Pupils	i. Gifted and talented pupils learn effectively, make progress and seek opportunities to learn more.	i. Gifted and talented pupils ask thoughtful questions, seek to extend their learning and understand how they learn best. They find learning challenging and remain on task.	i. Gifted and talented pupils are intellectually stimulated, ask questions and make conceptual leaps and have the opportunity to progress beyond given tasks.
4	Planning and setting expectations	Teachers	i. The teacher's planning clearly identifies opportunities for the development of higher order thinking and open-ended investigations.	i. When planning, teachers work with gifted and talented pupils to agree appropriate and clearly identified learning objectives.	i. Planning is personalised, consistent and sequential . Teachers plan to develop gifted and talented pupils' interests, and their independent and interdependent learning .
			ii. The teacher plans a range of groupings which vary according to activity, subject, resources and learning style and which enable pupils to be challenged.	ii. The teacher's planned groupings are sufficiently flexible to allow pupils to make good progress while encouraging them to take risks with their learning.	ii. The teacher's planned groupings of pupils meets the needs of all gifted and talented pupils. This includes facilitating cross-year and phase groupings where appropriate.
			iii. Teachers plan and set suitably high targets for groups of pupils.	iii. Dialogue with pupils provides focussed feedback which is used to set individual targets for future learning, with an emphasis on nurturing gifts and talents.	iii. The teachers' planning enables gifted and talented pupils to reflect on their own skill development and progress against their targets.
		Pupils	i. Pupils are aware of their targets and benefit from planning and preparation which meets their needs.	i. Pupils understand why they have a particular learning objective and see themselves as risk-takers with the confidence to try challenging activities.	i. Pupils feel they have control over their learning and teachers respond to pupils' feedback. Every opportunity is provided for pupils to maximise their success including working in groups based on 'stage not age'.
5	Assessment for learning	Teachers	i. The teacher routinely shares with pupils targets used to measure progress.	i. The teacher involves gifted and talented pupils in designing their own targets and activities to aid their development.	i. The teacher requires gifted and talented pupils to reflect on their progress against their own targets and to determine the direction of their learning.
			ii. The teacher provides oral and written feedback to pupils about their progress and how to improve their work.	ii. The teacher guides pupils on how to improve their work and shows them how to take the next steps in their learning.	ii. The teacher provides opportunities for pupils to self-evaluate and recognise improvements in their own work.
		Pupils	i. Pupils have some understanding about what they need to do to make progress.	i. Gifted and talented pupils are able to plan to meet their own learning needs.	i. Gifted and talented pupils are secure and confident to influence their own learning, personalised to their needs.
6	Social and emotional needs	Teachers	i. The teacher recognises and has strategies for addressing the social and emotional needs of gifted and talented pupils.	i. The teacher provides personalised support to address the social and emotional needs of individual gifted and talented pupils.	i. The teacher provides specific support for gifted and talented pupils including able underachievers, those with multiple exceptionalities and pupils from culturally and socially diverse backgrounds .

			ii. The teacher promotes positive attitudes and employs effective strategies to deal with inappropriate behaviour.	ii. The teacher understands and tackles challenging behaviour which may affect the development of gifted and talented pupils.	ii. The teacher has a range of strategies and activities that are personalised to motivate 'disengaged' pupils.
			iii. The teacher encourages gifted and talented pupils to interact with peers with different abilities, backgrounds and attitudes.	iii. The teacher creates opportunities for gifted and talented pupils to engage with their peers to ensure social as well as educational development.	iii. The teacher supports gifted and talented pupils in managing changes and responding to challenges in their lives
		Pupils	i. As a group gifted and talented pupils feel they are supported in their social and emotional development.	i. Individual gifted and talented pupils feel their social and emotional needs are being met.	i. Gifted and talented pupils are fully included and their contribution to the community valued.
7	Classroom Ethos and climate for learning	Teachers	i. The classroom ethos encourages all pupils to strive to achieve to the best of their ability.	i. The teacher has an expectation that gifted and talented pupils will explore their abilities and provides extension and accelerated learning to achieve this	i. The teacher consistently challenges and inspires gifted and talented pupils to develop their thinking, explore new areas of learning and broaden their interests.
			ii. Teachers recognise and are at ease with high ability .	ii. Together with pupils, teachers provide an ethos where achievement is recognised and celebrated.	ii. Teachers act as facilitators of learning and are adept in coaching gifted and talented pupils to develop the learning skills required to interpret an appropriately differentiated curriculum.
		Pupils	i. Pupils feel they can achieve without receiving unfavourable attention from others	i. Gifted and talented pupils are confident in their approach to challenging tasks.	i. Gifted and talented pupils feel that they have control over their learning and that every opportunity is provided for them to maximise their success.
8	Resources (materials and people etc)	Teachers	i. The teacher uses a wide variety of resources, including new technologies, to support pupils and to enhance progress.	i. The teacher understands the importance of tailoring resources to support the individual needs of gifted and talented pupils	i. Teachers support gifted and talented pupils to select resources which challenge them to develop their thinking and explore new areas of learning
			ii. The teacher uses adults other than teachers to enhance pupils' learning	ii. The teacher plans and collaborates with adults other than teachers in the classroom to set high expectations and, where appropriate, secure pupils' well-being	ii. Teachers use positive role models and experts to inspire pupils, raise their aspirations and widen participation
		Pupils	i. Gifted and talented pupils' learning is supported by a wide range of resources including new technologies.	i. Gifted and talented pupils benefit from the personalisation of resources to extend their learning within a supportive and safe environment.	i. Gifted and talented pupils are confident in using resources that enrich their learning experiences and broaden their horizons.
9	Parents/carers and the wider community	Teachers	i. The teacher prepares and presents information to parents/carers about gifted and talented provision.	i. The teacher gives advice to parents/carers on helping gifted and talented children outside of school and liaises with them about their child's abilities.	i. The teacher establishes partnerships with parents/carers to ensure they are fully involved in decisions about their child's learning and development

			ii. The teacher looks for opportunities to involve pupils in the school community	ii. The teacher develops partnerships with the wider community to support and improve gifted and talented pupils' achievement and personal development	ii. The teacher demonstrates effective partnerships with all education stakeholders to improve gifted and talented pupils' achievement and personal development.
		Pupils	i. Pupils and their parents/carers are supported in being full members of the school community	i. Gifted and talented pupils and their parents/carers benefit from advice, support and partnership beyond the school	i. Parents/carers and community stakeholders are fully involved in decisions about gifted and talented pupils' learning and development
10	Monitoring and evaluation	Teachers	i. Teachers recognise the importance of their own self-evaluation to improve practice.	i. Teachers' self-evaluation leads to a thorough and accurate understanding of their individual strengths and areas for further development.	i. Teachers' self-evaluation contributes to the setting of appropriate personal targets which relate to the school's overall objectives for gifted and talented provision.
			ii. The teacher is knowledgeable about the school's policies, strategies and performance targets that have been set for gifted and talented provision.	ii. The teacher is able to demonstrate implementation of whole school strategies for gifted and talented pupils, and their contributions towards achieving whole school targets.	ii. The teacher is able to gauge effectiveness of their contribution to the achievement of whole school strategies and targets for gifted and talented pupils, and can identify the next steps for improvement.
			iii. Teachers reflect on and review their practice through a process of classroom observation against the expectations set within the Classroom Quality Standards for gifted and talented pupils.	iii. Teachers jointly reflect on, discuss and review their practice through a process of peer classroom observation against the expectations set within the Classroom Quality Standards for gifted and talented pupils.	iii. Teachers reflect on and review their practice through a process of interview and survey of pupils', parents/carers and governors views on the learning experiences and outcomes of gifted and talented pupils.
		Pupils	i. Pupils' learning experiences are improved as a result of classroom level monitoring and evaluation processes	i. Gifted and talented pupils benefit from a continuity of approach to teaching and learning across all phases and subjects	i. Gifted and talented pupils and their learning benefit from their participation in the monitoring and evaluation process

Appendix 7

What do the children and young people say?

More able, gifted and talented children and young people in South Gloucestershire schools from Key Stages 1 to 5 tell us, in their own words, that effective provision looks like:

- lessons structured in different ways in different lessons (lots of variety)
- multiple and complex real life problems to solve and a choice of how to go about it
- some extended periods of time to not be disturbed by a new activity
- the opportunity to work with other more able children and not always work in mixed ability groups
- clear learning objectives that involve learning something we don't already know
- not having to put your hand up when you know the teacher is probably not going to ask you because they ask the people who don't know the answer
- teachers who enjoy teaching what they are teaching and look like they want to be there
- Projects with freedom to design and research
- A teacher who helps us work out solutions but doesn't tell us the answer
- Doing one thing that's really hard rather than lots of easy bits
- Some challenges that bring competition - against the clock, friends, other children
- more time to sit and think
- Not having to work through work that is too easy, just to write down the answers even though I know them
- learning new stuff you didn't know before
- the opportunity to show you have understood
- sitting next to another able child
- feeling involved in the lesson, not sitting at a desk for the whole time
- not answering questions from a text book
- discussion in different forms such as class debate , one to one, with pairs
- not having to often go and help others
- receiving special challenges and challenging questions
- clear instructions
- being able to work out different ways to record thoughts and information through charts, diagrams and so on.
- Not being interrupted by others
- Not working quickly and then being given more of the same
- not having to play the game of working slowly so you won't be given more to do
- 'If the work is too easy, you think, 'That's too easy!. You stop thinking and you start getting answers wrong'.
- Working in a pair with someone of the same ability so you don't have to wait
- Mixing subject lessons together
- Use of practical resources and games as much as possible
- Time to gain 'expertise' on our own field of interest
- Not having to listen to the teacher explaining and going over work we already understand

- Advanced vocabulary on the walls and learning completely new words
- work to have a go at even though you know you probably won't get there
- visual clues and music to help you focus
- Work in Primary that is like the practical experimentation of Reception
- Year 7 or harder work in Year 6
- Not having to revise stuff you already know
- Hearing repeated stuff told to the class 'over and over'
- Being asked questions when there's been insufficient time to find the answer
- Talking around a subject, being able to ask questions about a topic
- More time to plan ideas
- Knowing how to find our own answers so we don't need to ask the teacher

Appendix 8

Key websites

South Gloucestershire Learning website

A site that shares practice, informs staff of local authority training events and networks and supports pedagogy and practice

www.learningwithsouthglos.org/index.htm

National Strategies

The Gifted And Talented focus area provides a range of guidance, materials and resources to support school leaders and leading teachers in meeting the needs of gifted and talented learners, including identifying and supporting the 'hidden gifted'.

www.standards.dcsf.gov.uk/secondary/keystage3/issues/focus/ws_gt_pri_sec

Similarly, the Personalised Learning area provides a range of guidance, materials and resources to support school leaders and teachers in developing a learning experience that is attuned to the abilities, skills, learning preferences, interests and attitudes of children and young people. It also provides links to the essential components of personalised learning, including 'Assessment for Learning' and 'Assessing Pupil Progress' .

<http://nationalstrategies.standards.dcsf.gov.uk/personalisedlearning/>

The National Strategies e-learning module on Gifted and Talented education can be accessed in their CPD learning environment.

www.nationalstrategiescpd.org.uk/

Young, Gifted and Talented

A key site that hosts the Learner Academy and the IQS and CQS with user guides, plus information and advice, details about resources and information about Regional Partnerships. Includes opportunities for gifted and talented learners and also offers guidance and information for parents and governors. Leading teachers will be particularly interested in the school/college area accessed from the home page.

<http://ygt.dcsf.gov.uk>

South West Gate

South West Gate supports gifted and talented education across the South West by providing opportunities for pupil master classes and workshops; professional development for teachers including action research projects; updates on research and resources; networking and information sharing for educational professionals and parents.

<http://www.swgate.org.uk/>

National Association for Able Children in Education (NACE)

NACE is for teachers of able, gifted and talented children and offers training, resources and the Challenge Award. For a comprehensive list of books on the teaching of able, gifted and talented children visit the NACE website.

www.nace.co.uk

The National Association for Gifted Children (NAGC)

Main organisation that supports the parents of gifted children and provides advice and guidance.

www.nagcbrtain.org.uk

Physical Education and School Strategy for Young People (PESSYP)

The focus of PESSYP is to improve the identification, support and provision gifted pupils in PE and talented performances in sport. This website gives access to the major elements of the programme, including PE Quality Standards for gifted and talented children and young people.

www.teachernet.gov.uk/teachingandlearning/subjects/pe

National Competition Framework for PE and sport

The Talent Ladder website for the Youth Sport Trust is a source of information that enables support to be given to gifted and talented sports people in schools.

www.youthsporttrust.org

www.talentmatters.org and www.talentladder.org

Oxford Brookes University (OBU) OBU has led the national training for the Excellence in Cities (EiC) National Development Programme in gifted and talented education and has a range of publications and guidance available to teachers.

www.brookes.ac.uk/schools/education/rescon/cpdgifted/cpdmatsguide.html

Qualifications and Curriculum Development Authority (QCDA) guidance. The QCA's website contains detailed subject-specific guidance for both core and foundation subjects and covers all phases, web-based downloadable national guidance on gifted and talented education. Comprehensive, generic, subject-specific, Foundation Stage, Key Stage 1, Key Stage 2 (plus secondary).

www.nc.uk.net/gt/

QCDA Tasks for the More Able Key Stage 1 at: http://www.qcda.org.uk/qca_9146.aspx
Key Stage 2 at: http://www.qcda.org.uk/qca_9222.aspx Key Stage 3 at:

http://www.qcda.org.uk/qca_9399.aspx

Guidance for teaching pupils gifted and talented in the arts (DfES, 2006) This guidance has been produced specifically to help schools identify and support children and young people talented in art and design, dance and drama, including moving image and music. It can be downloaded from:

www.creativegeneration.org.uk

The Primary Framework for literacy and mathematics

The aim of the Primary Framework for literacy and mathematics is to support and increase all children's access to excellent teaching, leading to exciting and successful learning.

www.standards.dcsf.gov.uk/primaryframeworks

The Secondary Framework

The renewed Secondary Frameworks for English, mathematics, science and ICT offer: learning objectives for both Key Stages 3 and 4;

- direct links to new programmes of study;
- increased emphasis on key concepts and processes;
- guidance on planning and teaching to ensure effective progression;
- an electronic format to support flexible planning.

www.standards.dcsf.gov.uk/secondary/frameworks

Gifted and talented education guidance on preventing underachievement: a focus on dual or multiple exceptionalities (DME).

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00052-2008>

http://www.standards.dfes.gov.uk/primary/publications/inclusion/pns_gift_talent_dme_0006107/

Gifted and Talented Education: Helping to find and support children with dual or multiple exceptionalities.

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00052-2008>

and

http://www.standards.dfes.gov.uk/primary/publications/inclusion/gt_findsupportdme/

Gifted and Talented Education Guidance on preventing underachievement: a focus on children and young people in care.

http://www.standards.dfes.gov.uk/primary/publications/inclusion/gt_children_in_care/

Gifted and Talented Education – Guidance on preventing underachievement: a focus on exceptionally able pupils.

http://www.standards.dfes.gov.uk/secondary/keystage3/all/respub/gt_prevent_udrachieve0006608

**Identifying Gifted and talented learners – getting started (Revised 2008),
Department for Children, Schools and Families**

ygt.dcsf.gov.uk/FileLinks/894_new_guidance.pdf

Evaluating gifted and talented education: The School Improvement Partner's role in engaging the school

www.teachernet.gov.uk/publications ref: 00016-2009BKT-EN