

Whole School Provision for More Able Gifted and Talented



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

Anticipated Outcomes

- Do our principles re. provision for MAG&T compliment the principles underpinning teaching and learning in the school?
- What evidence would you gather for OFSTED if you'd identified MAG&T as a vulnerable group?
- Does our strategic development of learning, teaching and intervention include provision for MAG&T?
- Is our provision for MAG&T any good? How do we know?
- How do we map our provision for MAG&T?
- What do MAG&T Coordinators need to do to achieve the above? How can they be supported? Who needs to work with them?

GCSE 3+ A*-A - Percentage of Overall Attainment in South Gloucestershire

Percentage	2005	2006	2007	2008	2009
3+ A* -A	0.0	13.4	16.2	19.0	22.3

GCSE 5+ A*-A - Percentage of Overall Attainment in South Gloucestershire

Actual			
06/07	07/08	08/09	3 Yr
10.7%	10.94%	12.73%	11.46%

Est/Act Difference			
06/07	07/08	08/09	3 Yr
-1.22%	-1.54%	-1.19%	-1.49%

OFSTED and MAG&T - Evidence

- MAG&T Register
- Institutional Quality Standards
- School Development Plans
- Policies
- Case Studies
- Student / Parent / Staff Consultations
- Minutes of Meetings (inc Governors)
- Attainment / Achievement Data
- Behaviour, Attendance And Bullying Data
- Sample Of Schemes Of Work / Lesson Plans
- LEAP Evaluations
- Work Scrutinies
- Student Pursuits
- CPD Records

Is our provision for MAG&T any good? How do we know?

Read one page of the Institutional Quality Standards.

- How could these standards help you to develop provision for More Able Gifted and Talented students and their peers?
- Who would undertake this self-evaluation?
- How would they know that these standards are being met?

Welcome to NACE...

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National Association for Able Children in Education

Advancing teaching: inspiring able learners every day

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Overview

Elements

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What is the Challenge Award/Self Evaluation Framework?

The Challenge Award/Self Evaluation Framework provides a standard by which you can audit, evaluate, and plan for continuous school improvement of provision. The Framework consists of 10 Elements which together describe quality provision. Each Element contains objective criteria and suggested evidence of what constitutes effective practice.

How can the Framework support the schools in developing quality provision?

The Framework is designed to support primary and secondary schools nationally whatever their current stage of development. It follows:

- Schools that are at a starting point for developing whole school provision for Able, Gifted and Talented Pupils find the Framework provides a clear structure, shape and direction for longer term planning
- Schools that have been developing policy and practice will be ready to use the Framework as a whole school audit tool for the Award
- Schools which have systematically developed quality provision and action planning for Able, Gifted and Talented Pupils will find the Framework a useful tool for the Challenge Award
- Achievement of the Award not only provides external recognition of the quality of the school's provision but also demonstrates a commitment to continuous improvement to maintain that standard

How can the Framework support LAs in developing quality provision in schools?

For LAs the Framework will:

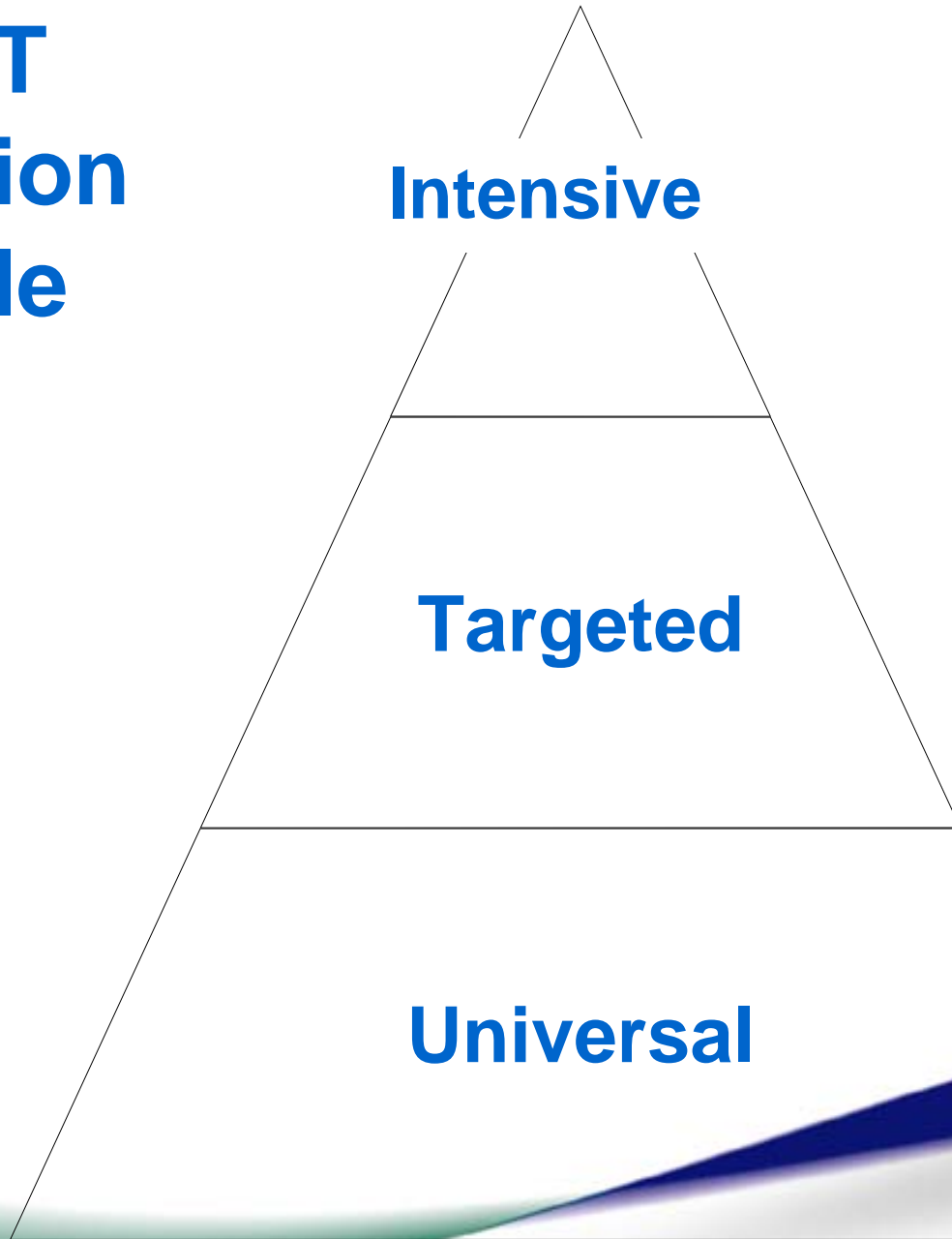
- Provide a quality assurance model for Able, Gifted and Talented provision based on school self-evaluation
- Link with EDP priorities for developing well-targeted activities to support Able, Gifted and Talented provision
- Enable LAs to network schools with a common strategic aim
- Provide external recognition from NACE that schools have quality provision through the gaining of the Challenge Award

Is our provision for MAG&T any good? How do we know?

Read the 2 versions of the **Classroom Quality Standards.**

- How could they inform evaluation of classroom practice?
- How could they inform your support of teachers?
- How could they improve the provision for More Able Gifted and Talented students and their peers?

MAG&T Provision Triangle



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

- Narrowing The Gaps
- Recognising Underachievement
- Planning A Whole School Approach: Ethos And Organisation
- Planning A Whole School Approach: The Three Waves Model Of Intervention
- Personalising Programmes To Address Underachievement: Provision Mapping (P25)
- Transfer And Transition
- Parents And The Wider Community

Targeted / Intensive Interventions

- The **Pupil Guarantee** states that: 'For every identified gifted and talented learner to have confirmed by their school the personalised development and support they will receive in the classroom and outside school hours'
- The **Parents' Guarantee** states that: 'Parents receive written confirmation of the extra challenge and support their child will receive if they are identified as gifted and talented - and a clear understanding of what they should do to help them'

Universal strategies:

- 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 be recognised
- Fast tracking of More Able students
- Enrichment activities for all students
- Focus on PLTS.

Targeted Strategies:

- 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

LEAP Masterclass Programme 2007-9

- Most schools were able to take up their full allocation of places in the programme
- Some schools were obliged to find replacements for individual sessions, due to absences (the most common reasons for absence that were received were clashes with school events, e.g. work experience/mocks..etc)
- Some schools were obliged to find longer term replacements when the initial Masterclass students withdrew from the programme (the most common reasons for withdrawal were: concerns re. disruption to learning in their own schools, the desire to focus on the specific learning contexts and assessment criteria of the subject's awarding body in their own school)

LEAP Masterclass Programme 2007-9

- Student evaluations suggest that the quality of sessions improved in Year 11
- 45% of Masterclass students attended 4 or more sessions
- 55% of Masterclass students attended 3 or less sessions
- Year 11 engagement in the programme reduced significantly in most subjects, resulting in groups that were half the expected size
- The highest percentage of students attaining A*/A were to be found in the group that attended 6 sessions
- The lowest percentage of students attaining A*/A were to be found in the group that attended 3 sessions

Targeting Support Across Schools

- How could MAG&T funding be used for the final year to have the most significant impact on the largest number of students?

Intensive

- 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.

Narrowing the Gaps

- Targeted Support Grant (£250) for each MAG&T student who receives Free School Meals
- One to One Tuition

Review

- Do our principles re. provision for MAG&T compliment the principles underpinning teaching and learning in the school?
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