Primary and
Secondary
National Strategies

Gifted and Talented Education

Leading Teachers: course file and handbook

department for
education and skills

**Creating Opportunity
Releasing Potential
Achieving Excellence**

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Introduction

Welcome to the community of leading teachers for gifted and talented education.

The national context

The 2005 White Paper *Higher Standards, Better Schools for All* sets support for gifted and talented pupils clearly in the context of personalisation. It has provided the opportunity for the National Strategies to develop a cross-phase programme focused on gifted and talented pupils. It is fundamental to the programme that provision should counteract disadvantage and prevent underachievement. The emphasis is on 'quality first' teaching rather than extra-curricular enrichment activities. One of the key drivers for improvement across the system is the development of leading teachers for gifted and talented education.

This handbook focuses on developing an understanding of how a leading teacher might work across a school, or a group of schools, to improve gifted and talented provision and outcomes for pupils. It provides some of the resouces that will support this and signposts further resources including online materials that may be adapted for use by leading teachers and others.

This handbook is designed to support leading teachers in completing the training programme and carrying out their role.

In carrying out their role, leading teachers will be expected to:

- act as an advocate for the needs of gifted and talented pupils;

- promote the various elements of the personalisation agenda as they relate to gifted and talented pupils, seeking to ensure that they receive appropriate recognition, support and challenge throughout the school/cluster;

- exemplify effective practice for gifted and talented pupils in their own professional practice, and provide or facilitate specialist and peer coaching/mentor support for colleagues;

- initiate and support other strategies which extend the professional development of colleagues to improve the school/cluster capacity to personalise learning for gifted and talented pupils.

The model is that in the primary sector there will be one leading teacher for each cluster of schools; in secondary there will be one leading teacher per school.

Teaching gifted and talented pupils is often about challenging yourself – your beliefs about what pupils can achieve and aspire to and your beliefs about your own role and your confidence as a teacher. It means keeping your mind open to the potential of all children and removing any perceived ceilings on their achievement. It also means being willing to accept that you may not have all the answers and being confident enough to facilitate, rather than provide, all the learning and teaching opportunities gifted and talented pupils may need. Thinking about yourself – your preferences and preconceptions – in relation to the most able pupils is perhaps a good starting point on the road towards more personalised approaches to the education of gifted and talented pupils in your school.

The national training programme for leading teachers for gifted and talented

National training will be delivered locally through local authorities (LAs), and will be a blended package of face-to-face and online learning that supports teachers in developing the skills, knowledge and attributes required for the role. It is designed to enable leading teachers to support the development of consistently good provision within and across schools, and to evaluate the impact of this provision on pupil achievement.

In addition the training will support leading teachers in building the knowledge, skills and confidence to carry out their role effectively, for example, to:

- support the school leadership team (SLT) in whole-school evaluation and review of gifted and talented provision;

- support schools in recognising and providing opportunities for collaboration and improvement;

- support knowledge and skills development for leading teachers and other members of the school communities in which they work;

- provide the basis for useful, adaptable and flexible continuing professional development (CPD) which can be profiled and evidenced.

What is effective provision for gifted and talented?

Provision for gifted and talented pupils is effective when it:

- is treated as a whole-school issue;

- promotes inclusion and equality of opportunity;

- has a focus on achievement, not just on attainment;

- offers personalised learning opportunities;

- encourages independence and self-assessment;

- 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.

What is the difference between a leading teacher and a coordinator for gifted and talented?

The following list could illustrate some of the differences between the role of coordinator and the leading teacher and may provide a basis for discussion.

The emphasis for the leading teacher is on the tasks shown at the top of the list working down. The coordinator's role is more likely to focus on the tasks at the bottom of the list working up.

1. Exemplifies best practice for gifted and talented learners in the classroom.

2. Sets gifted and talented learning in a whole-school context using IQS to drive school improvement.

3. Leads training and developments in learning and teaching to raise the expectations, challenge and achievements of gifted and talented learners.

4. Embeds the CQS to evaluate classroom practice and identify improvement opportunities.

5. Coaches colleagues to improve teaching strategies.

6. Acts as an advocate for gifted and talented learners to improve learner engagement/student voice and outcomes.

7. Facilitates pupil mentoring, sets targets to support/raise gifted and talented learners' attainment and aspirations.

8. Monitors data to evaluate the progress of individual gifted and talented learners.

9. Works to ensure that the gifted and talented population in the school is representative especially for looked-after children (LAC), dual or multiple exceptionality (DME), Black or minority ethnic groups (BME) and all social and economic groups.

10. Leads, manages and identifies gifted and talented opportunities beyond the classroom.

11. Manages resources for gifted and talented learners.

12. Encourages students to become members of the learner academy.

13. Develops, monitors and updates gifted and talented register.

(Adapted from a suggestion by Phil Creek, dcs Adviser, Devon Local Authority.)

Organisation of this handbook

This handbook reflects the organisation of the IQS and is organised so that the five main headings match the five components of personalised learning. Under each of these headings the sub-sections correlate to the 14 elements found in the IQS framework. Some of the material can be applied and used in more than one section. This will allow leading teachers to cross-reference the different aspects of their work.

The handbook is designed to provide a resource to support evolving work with schools, within the structure of the quality standards, and to support the particular circumstances within which the leading teachers will be working.

Organising the handbook in this way will facilitate links with existing materials and enable those aspects of gifted and talented provision where resources are less well developed to be identified.

Details are provided below of how the IQS link with and support whole-school self-evaluation.

IQS and whole-school evaluation

IQS provide headteachers, senior leaders and those responsible for gifted and talented with a framework that can be used to pinpoint strengths and weaknesses in the support available for gifted and talented learners across the school or college. They provide a sound basis for an action plan which can form part of the institution's wider improvement plan.

Framed around the five components of personalised learning, they can also be used to support the introduction of personalised education across the whole school. They may be used in discussion with School Improvement Partners (SIPs), and to contribute evidence to the Self-evaluation forms (SEFs) within schools. The table below illustrates how the IQS elements link to the five components of personalised education and the seven different sections of the Ofsted self-evaluation form.

An effective approach to improving provision for gifted and talented pupils includes systematic monitoring and evaluation of the effectiveness of the provision made. The IQS were influenced by the following needs:

■ gifted and talented pupils recognised as a designated group;

■ schools to specify the range of their provision for gifted and talented;

■ schools to track and monitor the effectiveness of their provision to ensure individuals make the most of their talents;

■ improving provision for the able, gifted and talented;

■ school improvement linked to self-evaluation;

■ revised Ofsted framework;

■ personalising learning;

■ the five outcomes of *Every Child Matters*.

A Quality Standard provides:

■ a second level self-evaluation and school-improvement template for gifted and talented provision;

■ 'a guaranteed minimum service standard';

■ progressive benchmarking set in the personalised learning framework;

■ a language to describe provision;

■ the opportunity to highlight CPD needs and areas of strength.

Use of the IQS can provide:

■ a snapshot to inform overall self-evaluation, for example, linked to the SEF, dialogue with SIP, school's own self-review processes;

■ a tool for in-depth analysis of one or more aspects of provision, once a gifted and talented focus has been identified as a school priority.

The IQS has complementary CQS and LA quality standards for gifted and talented education.

Personalised education component	Ofsted SEF focus	IQS elements
Effective teaching and learning strategies	Achievement and standards Leadership and management Quality of provision Characteristics of your school	1. Identification 2. Effective provision in the classroom 3. Standards
Enabling curriculum entitlement and choice	Quality of provision	4. Enabling curriculum entitlement and choice
Assessment for Learning	Quality of provision Views of learners, parents and other stakeholders Leadership and management	5. Assessment for learning 6. Transfer and transition
School organisation	Leadership and management Views of learners, parents and other stakeholders Personal development and well-being Overall effectiveness and efficiency	7. Leadership 8. Policy 9. School ethos and pastoral care 10. Staff development 11. Resources 12. Monitoring and evaluation
Strong partnerships beyond the school	Characteristics of your school Views of learners, parents and other stakeholders Quality of provision Leadership and management Overall effectiveness and efficiency	13. Engaging with the community, families and beyond 14. Learning beyond the classroom

A full copy of the IQS can be found in Section 7 of this handbook.

Effective classroom practice

1. Identification

National Register of gifted and talented pupils

- The National Register of gifted and talented pupils was first announced in the 2005 Schools White Paper. It is continuously being developed.

- From January 2006 and January 2007 respectively, secondary and primary schools have been asked to identify their gifted and talented learners for the school census, recording those identified on any school register of gifted and talented learners and, in the case of secondary schools, all known members of the National Academy for Gifted and Talented Youth (NAGTY).

- At one level, the National Register is simply an amalgamation of all school registers of gifted and talented learners. It provides a termly snapshot of the national gifted and talented population as identified by schools. This is the core population eligible for membership of the Learner Academy that will replace NAGTY's student Academy from September 2007.

- It is envisaged that, over time, the National Register will expand to include learners with similar profiles to those identified as gifted and talented who are not currently identified as such: this may help schools to improve their identification processes, for example to secure a gifted and talented population that is broadly representative of the whole school population. Quantitative data from the National Register might complement qualitative assessments undertaken in school. So, for example, a school might receive data about pupils who fit a profile that is consistent with being identified as gifted and talented in their school, or in like schools. This might then be used alongside evidence derived from 'identification through provision' and nominations from teachers.

- So the National Register is effectively a national database. In the early stages of its development, this database is effectively a subset of the National Pupil Database (NPD). It enables us to analyse the demographic make-up of gifted and talented populations, to track progress by different groups of learners and, where necessary, to target support or learning opportunities at particular areas or groups of learners. We have not yet decided exactly what information will be disseminated to schools and LAs. We will be guided by consultation with prospective users and will of course comply with the data protection legislation.

- Over time, we envisage that the National Register may expand to include data outside the NPD – for example the results of commercially available tests such as Cognitive Abilities Tests (CATs) and Middle Years Information Systems (MIDYIS), or evidence of performance in creative arts and sports. The National Register will inform the development of the Learner Academy and the targeting of provision through the Academy to particular groups of learners.

- The outputs of the National Register will be developed in response to need, for different audiences, subject to the restrictions imposed by the data protection legislation. The National Register is likely to publish regular reports on the national gifted and talented population, together with occasional in-depth reports on particular aspects. It may be possible to provide customised reports for regions and LAs. Outputs will be designed to complement other available sources of data including RAISEonline and Keys to Success.

Getting started with identification

This section is taken from the introduction of *Identifying Gifted and Talented Pupils – Getting Started*. (This booklet, along with more extensive information about identification can be found on the gifted and talented section of the DfES Standards Site: http://www.standards.dfes.gov.uk/giftedandtalented/).

The DfES defines the group supported by the national programme for gifted and talented education 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)'.

It follows that we encourage schools in identifying gifted and talented learners to focus on:

■ learners who are gifted and talented relative to their peers in their own year group and school (including the top 5% nationally who are eligible for NAGTY membership);

■ a range of abilities including talent in the arts and sport;

■ ability rather than achievement, so that underachievers are among those identified.

There are gifted and talented learners in every year group in every school. Although we assume a norm of around 10% of pupils per school, schools are free to determine the size of their gifted and talented population, but should be able to justify this in terms of improved standards for all learners identified.

Every school should keep a register of its gifted and talented learners. Since relative ability changes over time, learners should move on and off the register when appropriate. As ability is evenly distributed throughout the population, a school's gifted and talented population should be broadly representative of the whole-school population in terms of gender, ethnic and socio-economic background.

The guidance in *Identifying Gifted and Talented Pupils:*

■ starts from the principle that there is no single perfect instrument for identification – schools are advised to use a 'best fit' model that draws on a range of evidence including qualitative and quantitative elements;

■ argues that identification and provision are inseparable, because identification includes: spotting potential through participation in learning opportunities; and envisages a continuous cyclical process of identification and review rather than a one-off process.

The National Register – first announced in the 2005 White Paper *Higher Standards: Better Schools for All* – is an amalgamation of all schools' gifted and talented registers (submitted through school census returns). It also includes the database of NAGTY members.

Over time, it will develop to:

■ include a wide range of quantitative data about pupil attainment and ability;

■ enable analysis of the national gifted and talented population – or any subset of it – by reference to all data held in the National Pupil Database (NPD);

■ enable the identification of learners who are not currently part of their school's gifted and talented population though they might be performing at broadly the same level.

The main purpose of the National Register is to support schools in the identification of their gifted and talented learners and to help them track the attainment/performance of their gifted and talented population compared with others.

How do we identify gifted and talented learners?

Identification is not an end in itself, it is a means to the end of making appropriate provision. The broader the basis for assessing ability, and the wider the range of factors considered, the more likely we are to identify pupils of unusual ability.

Identification of able pupils is most effective where there is:

■ systematic scrutiny of a range of information;

■ articulation and discussion of the characteristics of high ability and potential in subject contexts;

■ attention to the potential and performance of pupils in a diverse range of activities;

■ special attention to groups likely to be under-represented;

■ emphasis on ability rather than achievement, so that underachievers are identified;

■ involvement of parents and pupils in the process.

Preventing underachievement

Guidance is available to help schools both provide for and identify those pupils with Dual or Multiple Exceptionality (DME). Details are provided below.

Gifted & Talented education – Guidance on preventing underachievement: a focus on (DME) http://www. standards.dfes.gov.uk/primary/publications/learning_and_teaching/pns_gift_talent_dme_0006107/.

This booklet is the first of a series addressing support and provision for gifted and talented pupils who are either underachieving or at risk of underachieving. The focus of this guidance is the discussion of underachievement due to DME. Pupils with gifts or talents exist within all groups of pupils, including those pupils who have been identified as having additional learning needs. Pupils from this group should be considered when the gifted and talented cohort is being identified. Under-representation of this group within the gifted and talented population may result in considerable underachievement by pupils whose learning needs are not met.

The Realising Equality and Achievement for all Learners (REAL) project is organised by London Gifted & Talented (LGT).

Its aims are to:

■ Improve the overall quality of gifted and talented education.

■ Improve the quality of identification, provision and support for gifted and talented learners from the BME and English as an Additional Language (EAL) populations, especially underachievers.

■ Improve access to gifted and talented opportunities for underachieving BME/EAL learners from disadvantaged backgrounds locally, regionally and nationally.

■ Improve support to schools and school leaders for this cohort of students.

■ Raise expectations of pupils, parents, staff and the wider community for this cohort of students.

■ Improve knowledge and understanding of BME/EAL gifted and talented issues in a range of schools.

Further information can be found at http://www.londongt.org/real/.

2. Effective provision in the classroom

Teaching gifted and talented pupils well begins with effective teaching for all pupils since it focuses on:

■ recognising individual learners' needs as a basis for curriculum planning;

■ being clear about progression in key concepts;

■ setting appropriate learning objectives and success criteria;

■ recognising that learning can take place in a variety of contexts;

■ monitoring and assessing pupils' progress to inform planning and teaching;

■ involving pupils in target setting and monitoring their own progress.

The most important aspect of provision for able pupils is the day-to-day experience of teaching and learning in the classroom.

Some of the key issues you may want to consider are:

■ How does the learning environment contribute to a culture of challenge for the gifted and talented pupils?

■ What constitutes challenging and motivating learning and teaching?

■ What do able pupils need which is different from, or supplementary to, provision for the majority of pupils?

■ How can differentiated provision be organised and managed?

■ What can be integrated into normal classroom provision and what needs special and additional provision?

A focus on able, gifted and talented pupils can help to extend the teaching and assessment repertoire in ways that:

■ add breadth (for example, enrichment through a broader range of content, tasks and resources);

■ increase depth (for example, extension through complexity);

■ accelerate the pace of learning within and across key stages;

■ promote independence in thinking and learning and provide opportunities to self-regulate the learning;

■ support reflection and self-evaluation;

■ foster high expectations in teachers and pupils.

The teacher's role is therefore crucial in planning – and brokering – appropriate learning experiences. Ofsted (2001:25) identify several features of effective teaching of able pupils, which include:

■ a high degree of subject knowledge including progression in key concepts in the subject;

■ the capacity to envisage and organise unusual projects and approaches, which catch pupils' attention and make them want to explore the topic;

■ the use of tasks which help pupils to develop perseverance and independence in learning through their own research or investigation, while ensuring that they have the necessary knowledge and skills to tackle the work effectively on their own.

Teachers need to inspire enthusiasm, to act as catalysts and to build the confidence of able learners. This involves developing in their pupils a sound understanding not only of content but also of the ideas, approaches and importance of their subjects. Distinguishing characteristics of effective teaching for pupils of higher ability include:

- a high level of subject knowledge on the part of the teacher;

- sharing subject enthusiasm;

- an emphasis on creative problem solving;

- encouraging the growth of critical thinking;

- higher order concepts and terminology in the discourse of the discipline;

- a focus on meta cognition;

- negotiating learning objectives;

- AfL through dialogue;

- developing the skills for independent research;

- risk taking by teacher and learner;

- freedom to challenge and admit error;

- building on prior learning and experience;

- matching the pace of teaching to the capacity of the learners;

- good access to learning resources;

- time and skills to talk about learning.

Supporting documents: *Effective provision for gifted and talented children in Primary Education (DfES 2006), Effective provision for gifted and talented children in Secondary Education (DfES, 2007).*

Personalising learning

Personalising learning is about tailoring education to individual need, interest and aptitude to ensure that every pupil achieves and reaches the highest standards possible, irrespective of background or circumstances. For gifted and talented pupils this involves:

- identifying potential and recognising needs, for example, through appropriate identification processes and AfL;

- specifying the range of provision in the school;

- providing access to appropriate learning opportunities which offer challenge through extension, enrichment and acceleration;

- opportunities for independent learning and the acquisition of skills to support independence;

- learning in settings beyond the classroom, requiring the application of skills and knowledge;

- support in specific areas, for example, mentoring and language support;

- tracking and monitoring the effectiveness of provision for individuals;

- consulting students, and other key players, about their needs and experiences.

Stretch and challenge for gifted and talented pupils in every classroom is critical. Beyond this, the diagram below suggests a series of levels at which appropriate provision might be made.
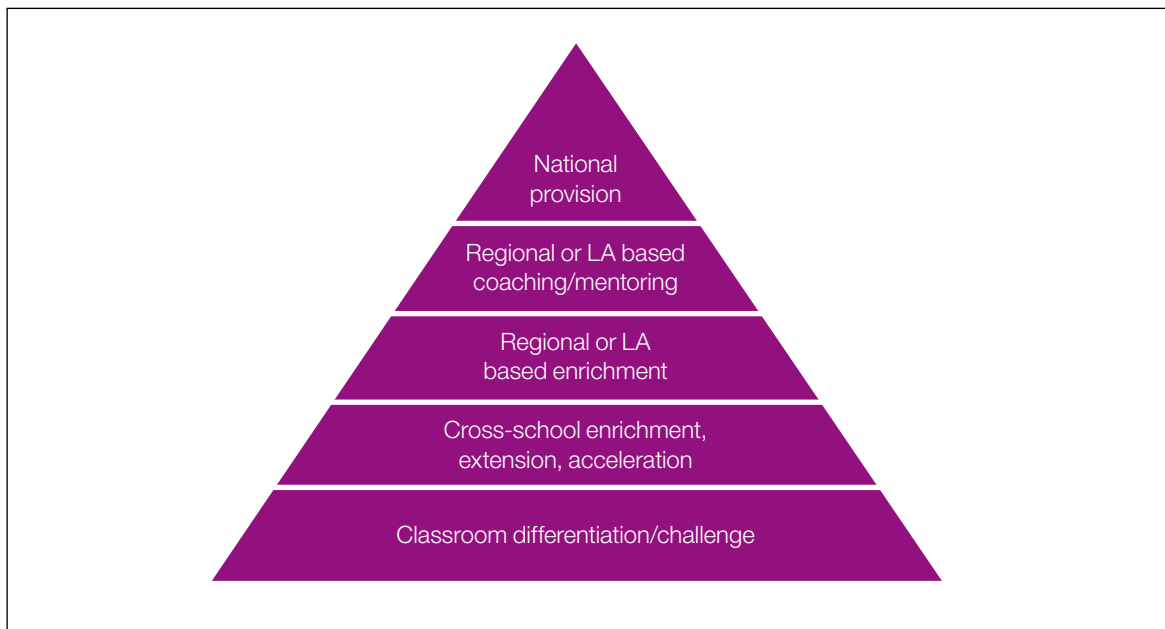
Classroom Quality Standards (CQS)

The CQS have been developed to support schools in addressing Element 2 of the IQS.

The first layer of the CQS is to help assess teacher confidence in providing challenge for all pupils. Layer 2 assesses provision in relation to gifted and talented learners.

This tool will assist leading teachers in targeting support for both teacher and learners. As work on the CQS develops, details will be made available on the gifted and talented website.

The way that these standards can be used will vary according to the circumstance in which the leading teacher is working. They will however provide the basis for detailed dialogue between the leading teacher and classroom practitioners.

A full copy of the CQS layers 1 and 2 is included as Appendix 5 of this handbook. A form for recording against the CQS is provided here and as part of the electronic version of Layer 2. This can be adapted, amended or developed according to need. An identified CQS feature for development can be recorded at the top of the page, then evidence and next steps recorded for each of the prompts.

The CQS are available electronically at: http://www2.teachernet.gov.uk/ or on the YGT website.

Layer 3 of the CQS is being developed as a resouce base designed to hold a comprehensive range of resources, tools, case studies, professional development materials, exemplification, evaluations etc. that practitioners use.

Feature and Prompts	Entry	Developing	Exemplary
Feature (Record 1 to 7)			
Prompt 1	Evidence:	Evidence:	Evidence:
	Next steps:	Next steps:	Next steps:

Feature and Prompts	Entry	Developing	Exemplary
Feature (Record 1 to 7)			
Prompt 2	Evidence:	Evidence:	Evidence:
	Next steps:	Next steps:	Next steps:

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Feature and Prompts	Entry	Developing	Exemplary
Feature (Record 1 to 7)			
Prompt 3	Evidence:	Evidence:	Evidence:
	Next steps:	Next steps:	Next steps:

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Feature and Prompts	Entry	Developing	Exemplary
Feature (Record 1 to 7)			
Prompt 4	Evidence:	Evidence:	Evidence:
	Next steps:	Next steps:	Next steps:

National Strategy support for effective classroom practice

The National Strategies have developed a range of materials which will support leading teachers when working with teachers to identify effective practice. The following publications, among many others, identify strategies for effective practice in both primary and secondary schools.

Excellence and Enjoyment

The first extract is taken from **Excellence and Enjoyment: learning and teaching in the primary years** which is available to all primary schools.

http://www.standards.dfes.gov.uk/primary/publications/literacy/63553/pns_excell_enjoy037703v2.pdf

The principles of learning and teaching

Good learning and teaching should:

- **Ensure every child succeeds:** provide an inclusive education within a culture of high expectations.

- **Build on what learners already know:** structure and pace teaching so that students know what is to be learned, how and why.

- **Make learning vivid and real:** develop understanding through enquiry, creativity, e-learning and group problem-solving.

- **Make learning an enjoyable and challenging experience:** stimulate learning through matching teaching techniques and strategies to a range of learning styles.

- **Enrich the learning experience:** build learning skills across the curriculum.

- **Promote AfL:** make children partners in their learning.

The renewal of the Primary Framework for literacy and mathematics offers everyone involved in teaching children aged from three to 11 an opportunity to continue the progress made in raising standards by embedding the principles of both *Every Child Matters: change for children* (2004) and *Excellence and Enjoyment: learning and teaching in the primary years* (Ref: 0518-2004) into practice.

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. The Framework can be found at:

http://www.standards.dfes.gov.uk/primaryframeworks/

Pedagogy and Practice

The second extract is taken from **Pedagogy and Practice: Teaching and Learning in Secondary Schools**

http://www.standards.dfes.gov.uk/secondary/keystage3/downloads/sec_pptl042704u4lessoninclus.pdf

Principles that underpin inclusive teaching and learning

Effective inclusive teaching occurs when:

- **pupils are clear what they will be learning**, what they need to do and what the criteria are to judge when the learning has been achieved;

- **links are made to learning elsewhere** in the curriculum or in intervention groups, helping pupils transfer their knowledge and understanding in different contexts;

- **lesson starters and introductory activities create links** with prior knowledge and understanding, are active and enjoyable and create success;

- **there are frequent opportunities for purposeful talk**, for learning through use of talk partners or structured small-group tasks with supportive peers;

- **pupils are encouraged to ask questions** to clarify understanding;

- **pupils have personal targets** which they own and are working towards in the lesson;

- **the teacher models the process**, explaining what they are doing, thinking and questioning aloud;

- **homework or pre-learning is referred to and used** to move pupils forward within the lesson;

- **strategies for active engagement** through a range of different styles are used at various points throughout lessons;

- **lessons conclude with plenaries** that support pupils in reflecting openly on what they have learned and how this fits with what is coming next.

Tackling underachievement

The phenomenon of underachievement is as complex and multifaceted as the children to whom this label has been applied. However underachievement is most commonly defined as a discrepancy between performance and an ability index. Underachievement can only be prevented when there is a clear focus on what pupils can do as opposed to what their additional needs are.

Some strategies to reverse patterns of underachievement are:

- supportive strategies: for example, providing a wide variety of opportunities for success, praise for even small things (genuine achievements), a flexible and respectful environment, reasonable rules, encouragement, positive feedback, guiding towards activities that reflect pupils' values, interests and needs;

- connecting learning to learner's interests and questions;

- placing learning in a wider and purposeful context;

- intrinsic strategies: for example, providing intellectually stimulating challenges that foster an early love of learning and understanding the ways pupils learn;

- intervention strategies: for example, help in overcoming difficulties, study skills, time-management, mentoring and coaching;

- positive parental support.

Supporting individual needs

Support for the particular learning needs of gifted and talented pupils will take different forms depending upon individual needs. This may include:

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- specialist input;

- opportunities to socialise with peers of similar ability;

- one-to-one mentoring or tutoring by experts in a particular field or by another teacher or older pupil;

- study skills or self-management;

- or simply, the individual attention of an interested peer or adult.

Research indicates that the positive involvement of parents and carers makes a significant difference to able pupils' attainment.

In order to plan and monitor the particular needs of gifted and talented pupils, some schools use a form of individual education plan (IEP) for a pupil or groups of pupils. This IEP should specify the additional or individual support, its intended impact and how this might be measured. It could also specify how this support could be linked to out-of-hours provision.

3. Standards

Tracking pupils' progress

The following principles should underpin the tracking of progress for gifted and talented learners:

- Pupils' progress is monitored and tracked across time and across subjects using a range of performance measures including teacher assessments and test results.

- Staff work collaboratively to gather, share and use information about pupils' progress. Identification of pupils' underperformance is early, rapid and accurate.

- Data is collected and shared with the pupils and all staff involved in teaching the pupils. Pupils' achievements are benchmarked against local and national data.

- Pupils have regular opportunities to discuss their progress. Teachers actively involve pupils in setting their own targets, and annual and key stage targets are shared with all staff involved in teaching the pupils.

- Teaching programmes, intervention programmes and revision programmes are informed by regular monitoring of progress and adjusted in the light of pupils' needs.

- Parents and carers are informed and involved in order to support pupils' achievements.

- Performance data is managed through a school-wide system, teachers have ready access to data they need, and new data can be entered and processed easily.

The analysis of assessment data should be used to inform discussions with gifted and talented pupils to review their performance and progress towards their personal targets. It can be used in setting or revising pupils' National Curriculum level or GCSE grade targets and their curricular targets. Curricular targets are the link between pupils' long-term targets (for example end-of-key stage National Curriculum levels or end-of-course GCSE grades) and the next steps in their learning, described in lesson learning objectives. Teaching programmes may be adjusted in response to the curricular targets set.

Guidance on setting curricular targets and tracking pupil progress can be found in the following documents:

Intensifying support programme DfES 0037-2004, and related publications.

Primary National Strategy pupil tracking sheet – downloadable from http://www.standards.dfes.gov.uk/primaryframeworks/library/wholeschool.

Tracking for success DfES 1545-2005FLR-EN.

Using data and RAISEonline

RAISEonline allows schools to import their own data on pupils. Importing into the system the pupils identified as being gifted and talented would allow for closer monitoring of their progress. The software allows you to either filter pupils or look at individual groups for comparison. These are some of the questions which could be asked to track identified pupils' progress:

- Are pupils making sufficient progress?

- Is the progress they are making comparable to other groups of pupils?

- How have the pupils performed across the different subjects?

- Is there a difference in attainment/progress between girls and boys? In different subjects?

- What is the implication for planning?

- Is further investigation required? (For example, question level analysis).

School and pupil level data

What data is the school using to analyse the performance of gifted and talented learners? For example:

- Percentage of pupils who attain level 3 at Key Stage 1.

- Percentage of pupils who attain level 5 at Key Stage 2.

- Conversion data of Key Stage 1 pupils at level 3 to level 5 at Key Stage 2.

- Percentage of pupils who attain level 7+ at Key Stage 3.

- Conversion data of Key Stage 2 pupils at level 5 to level 7+ at Key Stage 3.

- Percentage of pupils who gain three or more A*/A grades at GCSE.

- Conversion data for core subjects from level 3 to GCSE Grade A*/A.

- Percentage of pupils who attain 320 or more UCAS points.

- Does the school use the QCA optional tasks for the more able (see under QCA – further information)?

- If applicable – how many pupils belong to the Young, Gifted and Talented (YGT) Learner Academy (previously the NAGTY student academy)?

- Have any pupils been entered for the World Class Tests?

- Is there other school information about participation in gifted and talented activities? For example, master classes, out-of-school clubs, Mathematical Challenge, LGT activities?

Enabling curriculum entitlement and choice

4. Enabling curriculum entitlement and choice

Personalised learning pathways

This leads directly to the principles that can help guide our day-to-day practices:

■ **for children and young people**, it means clear learning pathways through the education system and the motivation to become independent, e-literate, fulfilled, lifelong learners;

■ **for schools**, it means a professional ethos that accepts and assumes every child comes to the classroom with a different knowledge base and skill set, as well as varying aptitudes and aspirations; and that, as a result, there is a determination for every young person's needs to be assessed and their talents developed through diverse teaching strategies;

■ **for school governors**, it means promoting high standards of educational achievement and well-being for every pupil, ensuring that all aspects of organising and running the school work together to get the best for all pupils;

■ **for the DfES and LAs**, it means a responsibility to create the conditions in which teachers and schools have the flexibility and capability to personalise the learning experience of all their pupils; combined with a system of intelligent accountability so that central intervention is in inverse proportion to success;

■ **for the system as a whole**, it means the shared goals of high quality and high equity.

The rationale of these principles is clear – to raise standards by focusing teaching and learning on the aptitudes and interests of pupils and by removing any barriers to learning. The key question is how collectively we build this offer for every pupil and every parent.

14–19 reforms – Functional skills

Functional skills are a key element of the 14–19 reforms as set out in the 14–19 Education and Skills White Paper (February 2005).

They are defined as:

'core elements of English, mathematics and ICT that provide an individual with essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently in life and work.'

14-19 Education and Skills: implementation plan (DfES 2005).

Functional skills qualifications will be:

- available as free-standing qualifications;

- a component of GCSEs in English, mathematics and ICT;

- an integral part of the new Diplomas and Apprenticeships;

- embedded within the revised Programme of Study at Key Stage 3 and Key Stage 4.

As part of a phased implementation, a pilot for GCSE candidates will run from September 2007 for three years in English, mathematics and ICT. This pilot will include those (schools and colleges) centres involved in the delivery of the first five (phase of) Diplomas (introduction) as well as a selection of other schools, colleges and other providers.

The Secondary National Strategy (SNS) and Quality Improvement Agency (QIA) will be supporting the pilot programme of functional skills in all three subjects from September 2007.

For further information and links to advice on vocational learning go to:

http://www.standards.dfes.gov.uk/secondary/keystage4/iss/ks4_fssp/explained/.

Assessment for Learning (AfL)

5. Characteristics of AfL

The Assessment Reform Group identified seven key characteristics that were evident in schools where AfL was effective in promoting learning and in raising standards of attainment. (*Assessment for Learning: beyond the black box* Assessment Reform Group, 1999).

The following table illustrates the links between these seven characteristics and IQS.

Key characteristics of AfL	Links with IQS
AfL is embedded in a view that assessment is an essential part of learning and teaching.	Multiple criteria and source of evidence are used to identify and celebrate gifts and talent. Afl processes incorporate identification processes and are reviewed regularly. Designing opportunities for learning. Day-to-day assessment strategies.
AfL involves sharing learning goals with learners.	Using curricular targets. Designing opportunities for learning. Providing feedback on learning. Formative assessment and individual target setting combine to maximise and celebrate pupils' achievements.
AfL aims to help learners know and recognise the standards for which they are aiming.	Using curricular targets. Formative use of summative assessment. Pupils routinely work independently and self-reliantly.
AfL involves learners in peer- and self-assessment.	Providing feedback on learning. Establishing day-to-day assessment strategies. Formative assessment and individual target setting combine to maximise and celebrate pupils' achievements.
AfL provides feedback that helps learners recognise the next steps they need to take, and how to take them.	Providing feedback on learning. Establishing how to use ICT to support AfL. Classroom practice regularly requires pupils to reflect on their own progress against targets and engage in the direction of their own learning.

AfL is underpinned by the confidence that every learner can improve.	An ethos of ambition and achievement is agreed and shared by the whole school/college community.
AfL involves both learner and teacher reviewing and reflecting on assessment data.	Providing feedback on learning. Involving parents and carers. Priorities for the development of gifted and talented provision are included within professional development entitlement for all.

Developing AfL

The key factors that improve learning through assessment are:

- providing effective feedback to pupils;

- actively involving pupils in their own learning;

- adjusting teaching to take account of the results of assessment;

- recognising the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial to learning;

- considering the need for pupils to be able to assess themselves and to understand how to improve.

The Primary and Secondary National Strategies provide a range of guidance materials to support schools in using AfL as part of whole-school improvement. These can be accessed through the National Strategy websites at http://www.standards.dfes.gov.uk/.

6. Transfer and transition

The principles of effective transfer and transition for gifted and talented pupils between classes, phases and schools can be adapted from the National Strategies' guidance detailed below.

A condensed Key Stage 3: Improving Key Stage 2 to Key Stage 3 transfer

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Element 6 of the IQS could be addressed by adopting some of the following suggestions:

- view transfer and transition meetings as an opportunity to further identify gifts and talents rather than troubleshoot anticipated problems;

- use visits to partner schools during the summer term to identify suitable Year 7 curriculum targets for individual pupils on transfer, ensuring that these targets clearly match the abilities identified and allow for opportunities to develop abilities that have not been identified;

- moderate teacher assessment where possible, between the different year groups. Agree criteria for gifted and talented pupils;

- allow for moderation meetings before and after transfer of pupils;

- interview each gifted and talented pupil before transfer and collect information about their work in core subjects from them;

- gather early information about gifted and talented pupils (for example, those who obtain level 5 in the optional tests at the end of Year 5). Work with primary teachers to plan an enriched programme for them in Year 6;

- establish an effective pupil-tracking system across Key Stages 2 and 3 to monitor progress;

- use visits and discussions with partner schools to:

  - identify personalised learning approaches for gifted and talented pupils;

  - identify particular areas of difficulty and set appropriate Year 7 curricular targets for gifted and talented pupils at risk of underachieving;

  - agree the range and type of additional support that should be provided for individual pupils at risk of underachieving with a clear focus on their abilities and celebration of success;

- arrange summer school provision for the first and the last weeks of the school summer holidays, providing a clear link between past achievements and future opportunities;

- use teachers from the current year group (Year 6 if pupils are transferring from Year 6 to Year 7) to teach part of the summer school gifted and talented programme ensuring feedback from pupils, parents and teachers is incorporated into the curriculum planning for the next year;

- arrange a mentor and a weekly mentoring session for each pupil identified on the school's register for gifted and talented or for pupils identified with DME to ensure that abilities are clearly identified. Clearly identify opportunities to pupil's parents and teachers when these abilities can be expressed and built upon;

- use Year 10 or older gifted and talented pupils as learning mentors or learning partners who helped develop specialised learning interests;

- discuss concerns and difficulties (including attitudes) with individual pupils and parents;

- make clear links with extra-curricular and enrichment activities;

- celebrate achievements outside the classroom and during the holidays.

School organisation

7. Leadership

A clear function of leadership is to ensure a whole-school understanding of effective provision for gifted and talented pupils. Use of the IQS is a significant support tool for evaluating provision and developing an action plan and leading teachers have a key role to play in this. Element 7 of the Institutional Quality Standards (IQS), i.e. Leadership, highlights the importance of the involvement of the school leadership team to ensure a whole-school approach to improving gifted and talented provision. For schools new to using the IQS an effective approach will be for the leading teacher and a member of the SLT to carry out an initial evaluation of provision against one or more elements using the 'traffic light' approach outlined in the IQS user guide and in the leading teacher training (Session 2). A key outcome of this will be to develop a Gifted and Talented Improvement/Action plan that can be linked to developments in the school improvement plan.

The IQS together with a web link for the user guide is available on pages 45-47.

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Institutional Quality Standards in Gifted and Talented Education

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			
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Generic Elements	Entry	Developing	Exemplary
		A–Effective teaching and learning strategies	
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			
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Generic Elements	Entry	Developing	Exemplary
	A-Effective teaching and learning strategies		
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			
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Generic Elements	Entry	Developing	Exemplary
		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			
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Generic Elements	Entry	Developing	Exemplary
	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			
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Generic Elements	Entry	Developing	Exemplary
		D–School/College organisation	
6. School/College ethos and pastoral care	i. The school/college sets high expectations, recognises achievement and celebrates the successes of all its pupils	i. The school/college fosters an environment which promotes positive behaviour for learning. Pupils are listened to and their views taken into account	i. An ethos of ambition and achievement is agreed and shared by the whole school/college community. Success across a wide range of abilities is celebrated
	ii. The school/college identifies and addresses the particular social and emotional needs of gifted and talented pupils in consultation with pupils, parents and carers	ii. Strategies exist to counteract bullying and any adverse effects of social and curriculum pressures. Specific support for able underachievers and pupils from different cultures and social backgrounds is available and accessible	ii. The school/college places equal emphasis on high achievement and emotional well being, underpinned by programmes of support personalised to the needs of gifted and talented pupils. There are opportunities for pupils to use their gifts to benefit other pupils and the wider community
Evidence			
Next steps			

Generic Elements	Entry	Developing	Exemplary
		D–School/College organisation	
7. 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			

Generic Elements	Entry	Developing	Exemplary
		D–School/College organisation	
8. 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 headteacher 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			
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D–School/College organisation

Generic Elements	Entry	Developing	Exemplary
9. 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
	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, online support, and local/regional/national programmes
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			
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Generic Elements	Entry	Developing	Exemplary
	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			
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Generic Elements	Entry	Developing	Exemplary
		E-Strong partnerships beyond the school	
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
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Generic Elements	Entry	Developing	Exemplary
		E-Strong partnerships beyond the school	
13. Staff development	i. Staff have received professional development in meeting the needs of gifted and talented pupils	i. The induction programme for new staff addresses gifted and talented issues, both at whole-school/college and specific subject/aspect level	i. There is **ongoing audit of staff needs** and an appropriate range of professional development in gifted and talented education. Professional development is informed by research and collaboration within and beyond the school/college
	ii. The lead professional responsible for Gifted and Talented education has received appropriate professional development	ii. Subject/aspect and phase leaders have received specific professional development in meeting the needs of gifted and talented pupils	ii. Priorities for the development of gifted and talented provision are included within a professional development entitlement for all staff and are monitored through performance management processes
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Generic Elements	Entry	Developing	Exemplary
		E-Strong partnerships beyond the school	
14. Resources	**i.** Provision for gifted and talented pupils is supported by appropriate budgets and resources	**i.** Allocated resources include school/college based and nationally available resources, and these have a significant and measurable impact on the progress that pupils make and their attitudes to learning	**i.** Resources are used to stimulate innovative and experimental practice, which is shared throughout the school/college and which are regularly reviewed for impact and best value
Evidence			
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The user guide is available from:

http://www2.teachernet.gov.uk/gat/media/userguidewithannexe.doc

The role of the leading teacher

There are two key aspects to the role of leading teachers for gifted and talented education:

- whole-school self-evaluation and improvement planning for gifted and talented provision and outcomes;

- effective classroom practice for gifted and talented pupils.

The leading teacher will be a teacher who is able to demonstrate classroom practice that challenges, supports and develops the learning of gifted and talented children on a daily basis, and who is in a position to work with and support the SLT in using the IQS as a self-evaluation tool to improve gifted and talented provision.

The circumstances of some schools may mean that they are not immediately able to identify someone who has all the experience and expertise required for the role. In this case it will be important to nominate a teacher who has enthusiasm and management potential, who is able to grow into the role and eventually take on all the responsibilities that go with it.

The leading teacher may be a member of the school's SLT in which case discussion of and decisions in relation to the above will be relatively easy to secure. Leading teachers who are not part of the SLT will need to consider how they can access the leadership team, secure discussion of key aspects of improving provision for gifted and talented pupils and influence decisions about that provision. The following could be considered:

- regular meetings with SLT with tabled agenda items regarding gifted and talented provision;

- ensuring that school self-evaluation and school improvement plans include gifted and talented;

- identifying a link member of SLT or an SLT line manager;

- securing a place on key decision-making bodies in the school, for example, curriculum group, teaching and learning group;

- identifying a link governor and attending designated governors' meetings to brief on gifted and talented provision.

Primary leading teachers working in a cluster will want to consider how they make themselves known to the SLT in cluster schools and how they ensure meetings and briefings with them. It will be important to identify a named lead for gifted and talented education in each of the cluster schools that the leading teacher will work with.

In carrying out their role leading teachers are likely to be involved in many of the following activities:

- **working with SLTs to:**

  - use the IQS to support ongoing review and extension of the possibilities and provision for gifted and talented pupils, as part of the school's improvement plan and each school's vision as an inclusive learning community;

  - develop a climate for learning and classroom ethos that supports a pedagogy of providing challenge in teaching settings as a basis for improving mainstream practice;

  - help ensure that the school tailors its provision within and beyond the curriculum to stretch gifted and talented pupils from all ethnic backgrounds and all socio-economic groups;

- strengthen the identification of gifted and talented pupils, and the personalisation of provision drawing on a range of available resources;

- interrogate the available data to support identification and secure effective tracking of individual progress;

- help the school/cluster to maintain an up-to-date gifted and talented register and promote membership of the NAGTY Student Academy;

- support smooth transfer and transition between year groups and schools;

- liaise with the named governor responsible for gifted and talented education to improve provision for gifted and talented.

- **working with subject leaders to:**

  - strengthen the evaluation and development of classroom provision in relation to the CQS;

  - contribute to the development of effective pedagogy which focuses on personalising the learning of gifted and talented pupils and ensuring progression for gifted and talented pupils within and across subjects;

  - identify and respond to professional development needs.

- **working with teachers to:**

  - develop effective pedagogy in relation to the teaching of gifted and talented pupils, drawing on the support and guidance provided in the CQS;

  - offer coaching in relation to teaching gifted and talented pupils;

  - extend the range of learning opportunities for gifted and talented pupils within and beyond the classroom.

- **working and talking with pupils to:**

  - give them a say in how to develop and actively engage with their own learning;

  - help them to manage the social and emotional aspects of their learning;

  - support their developing independence as learners;

  - inculcate high expectations of themselves as learners;

  - encourage self-assessment.

- **working with parents and carers to:**

  - develop ways of involving parents and carers and local communities in supporting the learning of gifted and talented pupils;

  - encourage parents and carers to have high but realistic expectations of pupils.

- **working with colleagues beyond the school:**

  - the LA advisers and strategy consultants;

- advanced skills teachers;

- your local regional partnership;

- education business partnership;

- local higher education college and Initial Teacher Training providers;

- secondary specialist schools.

Working across the school

In order to execute their role effectively leading teachers will need to work across the school and in some cases across a cluster of primary schools. Working across a school or a group of schools carries with it particular challenges, particularly where a 'distributed' or 'dispersed' leadership model is not established. The experience of coordinators for gifted and talented in Excellence in Cities (EiC) schools points to the following as important factors in successfully performing a cross-school leadership and improvement role:

- access to a range of staff in formal and informal contexts;

- access to key decision-making processes;

- time and resources to do the job;

- strategic links with, for example, assessment managers, SLT, strategy personnel, professional development coordinators;

- professional knowledge, for example, in the field of gifted and talented, broader educational developments, understanding of the school's context and profile, the professional development needs of staff, effective professional development strategies, attainment data;

- personal and professional skills, for example, personal authority and professional authority; communication, negotiation and persuasion skills; inspiring and developing confidence; management of own time and role; collaborative working; motivating individuals and teams; advocacy;

- carrying out functions such as: leading by example in own teaching; leading curriculum developments; brokering external developments and resources; monitoring and evaluating provision and building the capacity of staff within schools to address the needs of the gifted and talented population; representing views to staff, including senior staff, governors and parents.

Developing an action plan

The key principle of action planning at whole-school or classroom level is to use the Quality Standards as a starting point to identify and evaluate current practice. A key part of the leading teacher role is to work with the SLT using the IQS and with teachers using the CQS to develop action plans to support and improve provision and outcomes for gifted and talented learners. In any plan, it is important to identify clear outcomes and the expected impact that actions will have on pupil learning.

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Prompts for governors

These prompts may be useful when reviewing Element 7 of the IQS.

- Is there a named governor for gifted and talented provision?

- How do the governors receive information about gifted and talented provision?

- Is there an agreed understanding of what constitutes gifted and talented among the governing body?

- How do governors ensure that all groups are represented within the gifted and talented population?

- What specific steps do governors take to prevent underachievement among the gifted and talented?

- Is there a clear understanding among governors about data interpretation for gifted and talented?

- How often do governors review the policy for gifted and talented provision?

- What part do governors play in supporting provision for the gifted and talented?

- How do governors deploy resources to support gifted and talented provision?

- How is provision for gifted and talented accounted for within the staffing structure?

- What understanding is there among governors of IQS and CQS?

- What further training is required for governors?

- What part do governors play in celebrating the achievements of gifted and talented?

- How is gifted and talented provision evaluated by governors?

- What is governors' understanding of personalised learning?

- How is this applied to gifted and talented learners?

8. Policy

Guidance on policy development

Schools have the discretion to determine whether they require a specific policy on gifted and talented provision, or whether this will be addressed in another policy/policies developed by the school.

Feedback from schools suggests that where schools have a specific policy, staff are much clearer about the school's direction in this area and understand their roles and responsibilities in contributing to this.

A school policy should include clear aims for its gifted and talented provision and describe how these will be achieved, sending a strong, positive message to staff, governors and parents/carers that these pupils are a valued part of the school community.

It is important that the principles of effective provision for gifted and talented pupils are also reflected in all school policies, ensuring delivery of good practice throughout the school.

In developing a school gifted and talented policy, schools will want to use the National Quality Standards in Gifted and Talented Education (IQS and CQS):

- to understand the different elements they will need to consider;

- to understand what level of performance the school is currently achieving;

- to identify areas for improvement for focus in the policy.

As with all policies, a gifted and talented policy should be developed through consultation between senior managers, governors, staff, parents and young people, working together to agree key policy decisions.

The leading teacher for gifted and talented education will be well placed to lead this process.

The school's gifted and talented policy should reflect national and local policy and current conceptions of 'best practice' and:

- encourage high aspirations, taking account of current practice and identifying next steps;

- link with the School Improvement Plan;

- be clear, succinct and free of jargon;

- be monitored for its impact on pupil achievement;

- be reviewed on a regular basis;

- allow a school to celebrate and build on its provision and encourage continuous improvement In developing a gifted and talented policy.

An audit of existing policies, particularly the learning and teaching policy and the inclusion policy will need to be undertaken to ensure that gifted and talented provision is fully taken into account.

9. Ethos and pastoral care

The learning culture

Students who are gifted and talented do not fit any particular stereotype, nor do they have predictable learning styles. They can, for example, be ambitious, amiable, articulate, anti-social, awkward or underachieving.

It is worth remembering that:

- gifted and talented pupils often benefit from the opportunity to shape their own learning in unanticipated ways;

- peer group pressure can make it difficult for gifted and talented pupils to show what they know;

- it is not appropriate for able pupils just to be given more work to do of a similar nature to that done by others: they benefit from tasks that are qualitatively different, rather than merely longer;

- higher-order skills such as analysis, synthesis and evaluation should be planned progressively into sequences of teaching and learning – 'taught rather than caught';

- gifted and talented pupils need to be taught learning skills of research, enquiry, independence and self-assessment;

- progression in learning is neither simple nor necessarily linear – it involves the orchestration of a range of interdependent skills;

- gifted and talented pupils can benefit from involvement in guided work where they can challenge and be challenged in the security of a smaller group;

- gifted and talented pupils can benefit from discussion about what it means to be able in their school and in social contexts.

Schools need to establish a classroom climate that:

- promotes excellence while structuring learning effectively for all pupils;

- incorporates the highest possible expectations;

- values and builds on prior learning;

- values the qualities, gifts and talents of all learners;

- promotes social and emotional skills of all learners;

- features systematic encouragement and specific praise;

- includes opportunities for demonstrating, developing and celebrating high levels of aptitude and ability;

- encourages risk-taking;

- offers scope for intellectual initiative;

- provides quality AfL and focused feedback;

- accelerates and expands learning whenever appropriate;

- exploits the potential of ICT;

- opens doors to learning beyond the classroom;

- encourages pupils to experiment and speculate;

- encourages pupils to aim high, now and in their future.

Social and Emotional Aspects of Learning (SEAL)

The SEAL resource developed by the National Strategies can be adapted to support individual needs for the gifted and talented learner as well as supporting work on Element 9 of the IQS. When a school adopts Primary or Secondary SEAL or a similar systematic, whole-school approach to promoting social and emotional skills and emotional health and wellbeing, the social climate is enhanced. This benefits all learners and creates a climate where gifted and talented learners can flourish, providing a clear context for safeguarding G&T learners from adverse peer pressure and bullying.

The primary and secondary SEAL materials can be found at the following websites: http://www.bandapilot.org.uk/ or www.teachernet.gov.uk/SEAL.

The knowledge, skills and understanding developed by primary SEAL are detailed below and can be adapted for work with gifted and talented learners according to age and ability. There is an equivalent set developed for learners in key stages 3 and 4. They are represented as a series of statements from the learner's perspective and the language used should be adapted as appropriate. These prompts may be particularly useful when using the CQS.

Knowing myself

- I know when and how I learn most effectively.

- I can take responsibility for my actions and learning.

- I feel good about the things I do well, and accept myself for who and what I am.

- I can recognise when I find something hard to achieve.

- I can accept getting things wrong and learn from my mistakes.

Understanding my feelings

- I can identify, recognise and express a range of feelings.

- I know that feelings, thoughts and behaviour are linked.

- I can recognise when I am becoming overwhelmed by my feelings.

- I know that it is OK to have any feeling, but not OK to behave in any way I feel like.

- I understand the impact of my behaviour on others.

Managing how I express my feelings

- I can stop and think before acting.

- I can express a range of feelings in ways that do not hurt myself or other people.

- I understand that the way I express my feelings can change the way other people feel.

- I can adapt the way I express my feelings to suit particular situations or people.

Managing the way I am feeling

- I can calm myself down when I choose to.

- I have a range of strategies for managing my worries and other uncomfortable feelings.

- I have a range of strategies for managing my anger.

- I understand that changing the way I think about people and events changes the way I feel about them.

- I can change the way I feel by reflecting on my experiences and reviewing the way I think about them.

- I know that I can seek support from other people when I feel angry, worried or disappointed.

- I know what makes me feel good and know how to enhance these comfortable feelings.

Setting goals and planning to meet them

■ I can set a challenge or goal, thinking ahead and considering the consequences for others and myself.

■ I can break a long-term plan into smaller achievable steps, plan to overcome obstacles, set success criteria and celebrate when I achieve them.

Persistence and resilience

■ I can choose when and where to direct my attention, concentrate and resist distractions for increasing periods of time.

■ I know and can overcome some barriers to my learning such as feelings of boredom and frustration and know when to keep trying or try something different.

■ I can bounce back after a disappointment or when I have made a mistake or been unsuccessful.

Evaluation and review

■ I know how to evaluate my learning and use this to improve future performance.

■ I can include the thoughts and views of others in my review.

Understanding the feelings of others

■ I can recognise the feelings of others.

■ I know that all people have feelings but understand that they might experience and show their feelings in different ways or in different circumstances.

■ I can understand another person's point of view and understand how they might be feeling.

Valuing and supporting others

■ I value and respect the thoughts, feelings, beliefs and values of other people.

■ I can be supportive to others and try to help them when they want it.

■ I know that my actions affect other people and can make them feel better or worse.

Belonging to a community

■ I feel that I belong to and am valued in my class, school and community.

■ I know how my abilities can be used to make a positive contribution to the life of the class, school and community.

■ I understand and accept my rights and responsibilities in school, and know how I can take responsibility for making the school a safe and fair place for everyone.

Friendships and other relationships

■ I know how to be friendly – I can look and sound friendly, be a good listener, give and receive compliments and participate in acts of kindness for other people.

■ I recognise 'put-downs' and know how they affect people, so I try not to use them.

■ I can make, sustain and break friendships without hurting others.

Working together

■ I can work well in a group, cooperating with others to achieve a joint outcome.

■ I can tell you what helps a group to work well together.

Resolving conflicts

■ I can resolve conflicts to ensure that everyone feels positive about the outcome.

Standing up for myself

■ I can be assertive when appropriate.

Making wise choices

■ I can solve problems by thinking of all the options, identifying advantages and disadvantages, choosing a solution and evaluating it later on.

■ I can make a wise choice with work or behaviour.

10. Staff development

Working with colleagues and supporting their professional development

As leading teacher, a key aspect of your role will be working with colleagues on understanding what is needed for gifted and talented pupils. This may involve:

■ training of staff in the learning needs, identification and range of provision for gifted and talented pupils/students;

■ advice on teaching and assessment and tracking to inform schemes of work, lesson planning and assessment tasks;

■ provision of resources to support teaching and learning;

■ modelling of effective practices;

■ leading discussions/developments in gifted and talented education;

■ reviewing and commenting on teaching and learning;

■ disseminating good practice and information.

While no one model of professional development will work for all teachers and purposes, research points to the greatest impact being gained from:

■ action research/school based approaches to enquiry, with teachers identifying a focus based on the needs of the school and pupils, supported by specialists, for example, LA or Higher Education Institutions (HEIs);

■ models which give teachers opportunities to learn from and with other teachers by:

- – observing colleagues and discussing what they have observed;

- – collaborative enquiry into real improvement, drawing on best practice models;

- – taking part in coaching and mentoring as part of a whole-school approach to CPD;

■ high-quality focused training on specific skill areas, underpinned by excellent teaching materials and direct support.

Further guidance is provided by the National Strategies resource *Coaching in Secondary Schools* DVD-ROM DfES 115-2006EN.

The National Framework for mentoring and coaching provides guidance to help increase the impact of CPD on student learning. It was developed as part of the DfES's CPD strategy. This is now managed by the Training and Development Agency (TDA). The Framework and the case studies are downloadable at: http://www.curee-paccts.com/dynamic/curee48.jsp?m=59#frameworkandcasestudies

The table below describes a possible range of approaches which a leading teacher may wish to consider.

Professional development focus	Who for	Possible strategies
G&T and the school improvement agenda and national policy.	Senior Managers. Governors.	Presentations; online such as e-modules for leading teacher for G&T; briefing paper.
Identification: Terminology; Definitions; Concepts of ability and the implications; Learners' needs.	Whole-school, followed-up by departments/ faculties and year leaders.	Presentation (outside speaker?); attending external INSET and dissemination to whole staff; school focus group. Online such as e-modules for leading teacher for G&T.
Subject and key stage specific definitions. What constitutes excellence in a specific subject – and how does it differ at 11 or 16?	Departments/ faculties and year leaders.	Departmental meeting; focus group; cross-departmental meetings; year leader/key stage meetings; dissemination at a whole-school level. Online such as e-modules for leading teacher for G&T.
Organisational issues: Inclusion and equal opportunities; Acceleration; Curriculum provision and opportunities; Monitoring and evaluating/ Assessment; Pupil grouping; School ethos; Pastoral support; Mentoring; Careers guidance/transition; Underachievement.	Leadership group. Subject/faculty leaders and year group leaders. Departments.	Focus group; external advice including written guidance; informal advice; case studies of other schools; online such as e-modules for leading teacher for G&T.

Teaching and learning. Planning and differentiation. Teaching strategies such as pace, extension, enrichment. Higher order skills and thinking skills. Questioning, explaining and modelling. Independent learning. Use of ICT. Climate for learning. Assessment and target setting. Models of teaching and learning for G&T.	All staff including support staff.	Whole-school session led by SLT and G&T lead followed by departmental/year group meetings and further CPD such as: ■ teaching and learning reviews; ■ modelling lessons; ■ coaching; ■ mentoring; ■ team teaching; ■ video observation. Focus for collaborative/networked learning communities; Online such as e-modules for leading teacher for G&T.
Roles and responsibilities of subject leaders, year leaders, leading teachers and coordinators for G&T.	Subject leaders, year group leaders, leading teachers and coordinators for G&T.	External INSET; outside facilitator; subject leaders' meetings; use of focus group; links with Higher Education – extended CPD course/online tutoring.
Enrichment/study support for example rationale for activities, curriculum links, and evaluation of impact.	Leading teacher and nominated staff.	Links with LEA personnel for example Education Business Partnership and other outside agencies; master classes.
Working with parents and the wider community for example, mentors supporting able pupils.	Leading teachers, coordinators for G&T and nominated staff.	Links with Education Business Partnerships.

Support for your role

■ Your professional development needs

While you are about to embark on a course of professional development for this new leading teaching role, you will bring a range of knowledge, experience and skills to the position. It is helpful to consider the knowledge, experience and skills which are relevant to the role of leading teaching, to consider those that will need developing or acquiring and how this might be done through the national training, local training and other routes. You may wish to use the checklist below to begin to think about professional development needs as well as who else and what other initiatives can support you. There will be an opportunity to revisit your professional development needs during the face-to-face training.

Gifted and Talented Education   Leading Teachers: course file and handbook
Primary and Secondary *National Strategies*

00060-2007DOM-EN
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■ Checklist of questions

■ How does gifted and talented feature in the SEF?

■ How does gifted and talented feature in the school improvement plan?

■ What data does your school have on gifted and talented?

■ Does the school data support analysis of how well gifted and talented learners are doing?

■ Does the school have processes in place that identify and track gifted and talented pupils across the school and in all year groups?

■ Does the school have an agreed and understood definition of gifted and talented?

■ Have gifted and talented learners got challenging targets?

■ Is it clear how the school is using its funding for personalising learning to improve gifted and talented provision?

■ Are gifted and talented learners mentioned in your latest Ofsted report?

■ Are pupils being nominated for certain sorts of behaviours or as a reward for doing well?

■ How are underachievers identified?

■ Is there disparity of performance between subjects? Girls and boys? Ethnicity? The talented? The vulnerable?

■ What are the key issues arising from RAISEonline?

■ Things to find out

Along with seeking out key colleagues in and beyond the school who can support your role you will find it helpful to familiarise yourself with the following:

■ the school's SEF;

■ the school profile;

■ the role of SIPs;

■ the school's data set and targets;

■ the school improvement plan;

■ existing policies/provision;

■ budget;

■ local training offer.

11. Resources

The following section contains resources and background information or references to support the leading teacher role as well as supporting Element 11 of the IQS.

Self-evaluation form (SEF)

The SEF is a summative document intended to record the outcomes of rigorous annual self-assessment. The key aspects are:

■ the main characteristics of the school;

■ the views of learners, parents/carers and other stakeholders;

■ achievement and standards;

■ personal development and well-being;

■ the quality of provision;

■ the quality of leadership and management;

■ overall effectiveness and efficiency.

Key question: Is there reference to gifted and talented learners in most sections of the SEF?

Supporting document: *Middle leaders' self-evaluation guide* (DfES, 2005).

School profile

The profile was designed after extensive consultation with schools, LAs, governors, parents and pupils, and has recently been improved in line with feedback received from those completing it in the first year. The profile contains, where relevant:

■ data provided and updated by the DfES on an annual basis;

■ a summary of the latest Ofsted report provided by the DfES and updated at least every three years;

■ narrative sections written by the school, updated at least once every academic year.

The narrative sections include the following headings:

■ What have been our successes this year?

■ What are we trying to improve?

■ How have our results changed over time?

■ How are we making sure that every child receives teaching to meet their individual needs?

■ How do we make sure our pupils are healthy, safe and well-supported?

■ What have we done in response to our Ofsted report?

■ How are we working with parents and the community?

Schools with sixth forms and those commissioning alternative provision for their pupils complete a further series of questions in addition to these.

The role of SIPs

SIPs have been offered optional workshops on gifted and talented education to support their work. The aims of the training are:

■ to broaden SIPs' understanding of gifted and talented in order to support their work with schools;

■ to help SIPs reflect on the types of questions and enquiries they might use in respect to gifted and talented;

■ to signpost SIPs towards future learning.

Access to the resources and the online tutorial: www.nagty.ac.uk/professional_academy/sips/index.aspx

Frequently Asked Questions (FAQs)

The following may assist leading teachers when working with schools to address concerns or answer questions about the leading teacher programme in general.

What is the role of the leading teacher?

Ideally, the leading teacher will lead whole-school improvement in gifted and talented education *and* model effective professional practice, especially effective classroom teaching. If the leading teacher does not combine these roles, s/he must be able to source the necessary expertise from within the school(s) for which s/he is responsible.

What does leading whole-school improvement involve?

The leading teacher will be responsible, together with their SLT(s), for developing and leading the implementation of an improvement plan for gifted and talented education based on the IQS. In the case of primary leading teachers that responsibility will extend across all the schools in the relevant cluster, supported by the leadership team in each school.

What other responsibilities will the leading teacher have?

The leading teacher will need to be an advocate for gifted and talented learners. S/he will need to ensure that they receive a suitably personalised education with the right mix of challenge and support. S/he will also need to take a lead on identifying – and often providing – appropriate professional development for colleagues.

What personal qualities are desirable in a leading teacher?

Leading teachers will need the capacity to work with SLTs in their own and, in the case of primary leading teachers, other schools. They must be able to secure the professional respect of their colleagues and be adept at developing the knowledge, skills and understanding of those colleagues.

How is this different from a coordinator role?

There is greater emphasis on modelling effective practice as the leading professional for gifted and talented education. However, we anticipate that many schools will want to ensure continuity by developing their existing coordinator for gifted and talented into the new role.

So are schools free to choose an appropriate leading teacher?

Yes, though they should seek to appoint someone with the right attributes wherever possible. We recognise that such skills are in great demand, however, and wish to give schools the flexibility to choose the best possible candidate in the circumstances.

Does the leading teacher role equate to an advanced skills teacher (AST), Excellent Teacher and so on?

No – teachers from a range of backgrounds will be able to operate effectively as leading teachers for gifted and talented, though ASTs and those on the Excellent Teacher scheme would also be suitable candidates. It is for schools to decide the right person to undertake the role.

Does the role attract an allowance?

That is for the school or network/cluster to decide, in line with the teacher's pay and conditions document.

Are the posts temporary or permanent?

Permanent.

Who will employ, appoint and line manage leading teachers?

In the secondary phase, this is most likely to be the school in which the leading teacher works. In the case of primary clusters, line management is likely to lie with a member of staff in the leading teacher's own school, though other arrangements are possible.

Who will decide the grouping of primary schools?

This will be a local decision, supported by LAs. We envisage that schools will wish to use existing arrangements wherever possible.

How many primary schools should be in a group?

That is for local decision, taking account of existing arrangements. For planning purposes, we have assumed groups of about six schools, but this is not binding.

Could larger clusters employ two leading teachers, or share the role between two staff?

Yes. In cases where a cluster has eight or more schools, training can be provided for two primary leading teachers if clusters wish.

How will clusters work in rural areas?

Schools will wish to bear in mind the proximity of schools when determining clustering arrangements (where these do not exist already). The time and cost of travel will need to be factored into the budget.

Could a primary leading teacher be seconded to work across a cluster?

Yes.

How much time will the role take up?

That depends on the nature of the school(s) for which the leading teacher is responsible, the priority that those schools attach to gifted and talented education and the budget available. Leading teachers are unlikely to be effective without a significant time allocation: the role is more demanding than that of coordinator for gifted and talented.

Where is the leading teacher model derived from?

This model draws on a number of National Strategies' and EiC developments that support leading professionals. Schools and LAs can use the experiences of working with leading teachers for English and mathematics in terms of developing classroom practice, and the Primary Strategy and other Learning Networks and EiC clusters to support collaborative working across a group of schools.

Why are they called 'leading teachers' rather than 'expert teachers'?

We decided to change the terminology used in the Schools White Paper in the light of representations received. We recognise that many leading teachers will embody such expertise; others, no less effective, will source it from elsewhere.

When will leading teacher training take place?

All current leading teachers will receive their initial face-to-face training in the autumn term of academic year 2007–08. They will be expected to complete the online training within a specified period following the face-to-face sessions, especially if they are to secure accreditation. It is expected that there will be additional sessions for new leading teachers replacing those who move on.

Is it compulsory?

Yes, in the sense that we strongly expect all schools to have access to a trained leading teacher; no, in the sense that we cannot force schools to send a leading teacher to attend the training. SIPs may want to look particularly closely at the progress made by gifted and talented learners in schools that do not have access to a trained leading teacher.

What is the format of the training?

LAs will have some flexibility over delivery, but the norm will be: two half-days of face-to-face training with two gap tasks in between; a set of core e-learning modules and a set of optional e-learning modules, with a review session part-way through the e-learning programme.

What about the improvement plan?

As part of their training, all leading teachers will be expected to prepare and, working with the SLT, to begin to implement an improvement plan based on the IQS.

Is that compulsory?

Yes, in the sense that we strongly expect all schools to have developed and be implementing an improvement plan based on the IQS; no, in the sense that we cannot force schools to do so. SIPs may want to look particularly closely at the progress made by gifted and talented learners in schools that are not working with such an improvement plan.

My school/cluster is using the NACE Challenge Award. Do we have to plan from the IQS?

Yes – the IQS is the default national standard for whole-school gifted and talented education and SIPs will be expecting schools to be working with it. We shall be issuing guidance about the relationship with the Challenge Award and covering this in the training.

How will the training be differentiated?

We recognise that leading teachers will have a wide range of backgrounds and experience. LAs will be able to tailor the training, based on their knowledge of the prior experience of participants, and leading teachers will be guided in identifying a suitable pathway through their training that best meets their needs and those of the school(s) they serve. The three core e-learning modules will be designed to enable leading teachers to interact on a range of levels appropriate to their needs.

Surely trained coordinators do not need to attend leading teacher training?

There will be optional training modules relevant to all coordinators assuming the leading teacher role, and all will be expected, through the face-to-face training, to develop and implement an improvement plan based on the IQS. (See also 'How will the training be differentiated?' above.)

How will accreditation work?

We have not yet agreed the model but anticipate that leading teacher training will be accredited by a range of Higher Education Institutions (HEI) at Masters level.

Will schools have to pay for the training?

No. It will be free at the point of delivery, but schools will have to meet supply costs from their personalisation budgets.

How will schools meet the cost of implementing their improvement plans?

From their personalisation budgets.

Does that mean primary schools will have to pool their budgets?

They are likely to achieve economies of scale if they do so. It is expected that primary schools will all contribute to the costs of maintaining a leading teacher to work across the network/cluster.

We do not have a personalisation budget

The Government has made £930 million available nationally for personalisation, including gifted and talented education, over this financial year and next. Decisions about distribution to schools are made by local school funding forums. There are no conditions of grant so schools are free to decide how to spend this money.

How was that £930 million paid out?

By 2007–08, £230 million will be available to primary schools and £335 million for 11 to 14 year olds through the Dedicated Schools Grant for personalisation. A further £365 million by 2007–08 is shared between primary, secondary, special schools and pupil referral units through the School Standards Grant.

We have decided not to spend any of our budget on gifted and talented education

Then the leading teacher and SLT will have to deliver the improvement plan with no budget. SIPs may want to look closely at the progress made by pupils in schools where the improvement plan is not funded.

We do not have a big enough personalisation budget

Decisions about distribution of funding were made by your school's funding forum. We can only suggest you make representations to them.

Who will deliver the training?

The National Strategies will train LA staff who will then deliver the training to Leading teachers. LAs will be encouraged to use their leads for gifted and talented secondary and gifted and talented primary where these roles exist, but it is for LAs to decide who should undertake the role.

Will LAs be paid for this?

Not separately. It is expected that LAs will fund the training from their school improvement resources.

What if my LA cannot undertake the training?

Where LAs do not have the capacity to deliver the training themselves we will suggest they work with neighbouring LAs to undertake it, with support from the regional partnerships for gifted and talented education.

My school is better placed to undertake the training than the LA

A school or schools could lead the training if that is agreed with the LA.

How will schools' progress against improvement plans be monitored?

By LA gifted and talented leads and by SIPs. Neighbouring LAs might undertake the role if bought in through the regional partnership. The National Register of gifted and talented learners will enable us to monitor improvements in pupils' attainment/performance.

What action will be taken with schools that fail to make progress?

Further support will be provided on the basis of intervention in inverse proportion to success.

Will primary leading teachers cover the Foundation Stage?

Yes.

Will secondary leading teachers cover post–16 education?

Although the funding is identified for the secondary strategy, we would encourage leading teachers working in institutions that also have students aged 16 to 19 to ensure that their needs are addressed. This programme does not at present extend to 16 to 19 institutions.

Can independent schools buy into the leading teacher training?

Yes, provided that they pay the full cost.

Can Academies access the training?

Yes. It is expected that LAs will include places for leading teachers from Academies on their training, and that in turn these leading teachers will contribute to the growing body of shared knowledge and expertise within the LA.

Will SIPs be aware of the expectations on schools?

Yes. We are providing a CPD package for all SIPs, explaining the expectations on schools and ensuring that they are familiar with the IQS.

Will Ofsted be aware of the expectations on schools?

Yes. We are working with Ofsted on a professional development package and on ensuring that Her Majesty's Inspectorate are familiar with the IQS.

What further support/materials will be available to support the role of leading teacher?

The training is designed to begin the process of enabling leading teachers to support the development of consistently good provision within and across schools, and the evaluation of the impact of this provision on pupil achievement.

The expectation is that this process will continue through the ongoing support provided by LA coordinators for gifted and talented, local networks, e-learning, the National Strategies and the regional partnerships, and potentially Masters level accreditation linking this training to subsequent CPD made available by other providers.

12. Monitoring and evaluation

http://www2.teachernet.gov.uk/media/David_Camplin%20User_Guide_3_%20to_website.doc

The above website which can be accessed through G&T Wise provides detailed information on how to use monitoring and evaluation data to improve performance and aspiration for gifted and talented learners.

Strong partnerships beyond the school

13. Engaging with the community, families and beyond

The following principles for engaging with parents may be adapted for use with gifted and talented learners. These principles are helpful when considering Element 13 of the IQS.

■ Recognition that this is a two-way communication process;

■ Immediate acknowledgement of parental interest and their sense of priority;

■ Demonstration of accurate listening and opportunities to clarify any misconceptions;

■ Recognition of the parent as a true expert on the child;

■ Emphasis on joint planning for maximum benefit;

■ Acknowledgment of the parent as having specialist knowledge;

■ Acknowledgement of lack of involvement does not equate to lack of interest;

■ Recognition of social, cultural, economic or faith factors which may preclude parental involvement;

■ Clear information sharing as a means of overcoming barriers.

14. Learning beyond the classroom

In England there is a strong tradition of providing sporting, artistic and academic activities beyond the classroom. Recent developments in out-of-hours learning and 'extended schools' will ensure that all pupils have increased access to a rich array of extra-curricular opportunities. Although some gifted and talented pupils are involved in numerous activities outside school it is not the case with all such pupils, particularly less privileged ones.

Extra-curricular enrichment opportunities allow able pupils to meet others with similar interests and abilities, to learn from specialists, to challenge themselves and experience new, real-world, situations. Such provision can include summer schools and master classes organised by the school itself, by the LA or by other organisations such as the local university or the regional partnership for gifted and talented provision.

Recent initiatives include the development of:

■ Excellence hubs;

■ The development and extension of a Learner Academy.

Further details of all these initiatives can be found at www.dfes.gov.uk/ygt.

Further information

Key websites

DfES website for Gifted and Talented Education
Use this site to find out the latest thinking on current gifted and talented initiatives
www.standards.dfes.gov.uk/giftedandtalented/

The website of the new managing contractor for gifted and talented CfBT
http://www.cfbt.com/teach/localauthorities/giftedtalentededucation.aspx

G&T Wise – support for gifted and talented education
Key site which contains the IQS and CQS with user guides plus information and advice, details about resources and information about regional partnerships.
www2.teachernet.gov.uk

From September 2007 the NAGTY student academy will be incorporated into the Learner Academy
www.dfes.gov.uk/ygt

London Gifted & Talented
London Gifted & Talented offers open online resources for pupils and students, together with CPD opportunities and networking for London schools.
www.londongt.org

NACE National Association for Able Children in Education
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

NAGC The National Association for Gifted Children
Main organisation which supports the parents of gifted children and provides advice and guidance.
www.nagcbritain.org.uk

National Talent Framework for PE and Sport
A self-evaluation tool and user guide to support gifted and talented sports people in schools.
www.talentladder.org.uk

Oxford Brookes University (OBU)
OBU has led the national training for EiC in gifted and talented education and has a range of publications and guidance available to teachers.
www.brookes.ac.uk/schools/education/rescon/cpdgifted/

QCA guidance
The QCA 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. Comprehensive, generic, subject specific, Foundation Stage, Key Stage 1, Key Stage 2 (plus secondary).
www.nc.uk.net/gt/

QCA Tasks for the More Able
Key Stage 1 – English and mathematics at www.qca.org.uk/qca_922.aspx
Key Stage 2 – English, mathematics and science at www.qca.org.uk/qca_922.aspx
Key Stage 3 – English, mathematics and science at www.qca.org.uk/qca_922.aspx

The Arts Guidance for teaching pupils gifted and talented in the arts (DfES, 2006)
This guidance has been produced specifically to help schools identify and support pupils talented in art and design, dance, 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.
http://www.standards.dfes.gov.uk/primaryframeworks/

Key supporting documents

Advanced skills teachers and other leading professionals: Developing their role in school improvement
DfES 00010-2007DVD-EN

Guidance on preventing underachievement: a focus on dual or multiple exceptionality (DME) (DfES, 2007)
http://www.standards.dfes.gov.uk/primary/publications/inclusion/pns_gift_talent_done_000607

Leading in learning: developing thinking skills in secondary schools DVD DfES 00029-2007 DVD-EN

Coaching in secondary schools DVD-Rom DfES 0115-2006DVD-EN

Effective provision for gifted and talented children in Primary Education (DfES, 2006)
You can download this publication at
http://www2.teachernet.gov.uk/media/Primary_Guidance.pdf
or order copies online at www.teachernet.gov.uk/publications.
Ref: 04072-2006BKT-REN

Copies of this publication can also be obtained from:
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Identifying Gifted and Talented Pupils – Getting Started (DfES, 2006)
You can download this publication at
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Middle leaders' self-evaluation guide (DfES, 2005)
Available for downloading from
www.standards.dfes.gov.uk.
Ref: 2076-2005DCL-EN

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Ref: 1545-2005FLR-EN

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Higher Standards, Better Schools for All (whole document) Chapter 4 Personalised Learning
www.dfes.gov.uk/publications/schoolswhitepaper/

Institutional Quality Standards (IQS) and User Guide
http://www2.teachernet.gov.uk/media/QS.doc

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The National Framework for mentoring and coaching was developed as part of the DfES's CPD strategy. This is now managed by the TDA. The Framework and the case studies are downloadable at:
http://www.curee-paccts.com/dynamic/curee48.jsp?m=59#frameworkandcasestudies

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Available for downloading from:
www.qca.org.uk.
Ref: QCA/01/801

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www.qca.org.uk.
Ref: QCA/01/802

(NACE sponsored by the DfES and London Gifted & Talented have undertaken a major research project on 'Underachieving gifted and talented pupils in primary and secondary schools' – report published on LGT and DfES websites – autumn 2007).

Background reading

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Appendix 1

Gifted and Talented Education   Leading Teachers: course file and handbook
Primary and Secondary *National Strategies*

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G&T in the Early Years

A periodic bulletin for teachers, from the Gifted & Talented Education Unit at the DfES

Gifted and Talented Education and the Early Years: a Conversation with Christine Pascal

Christine Pascal was interviewed in August 2005 on the subject of Gifted and Talented Education in the Early Years. During the interview, a number of areas were discussed and the account below provides an agreed accurate record of the conversation. While this is not 'guidance' it will be of great interest to both the teachers of young children and other educators. This 'conversation' is the first in a number of bulletins by the Gifted and Talented Education Unit (GTEU) at the DfES. This paper contains some fascinating insights about young children and current government plans to improve their early experiences. The 'conversation' looks broadly at a wide range of themes, some of which will be amplified in later publications.

An Introduction to Christine Pascal

Christine currently holds the Chair of Early Childhood Education at the University of Worcester, where she is Director of the Centre for Research in Early Childhood, located at the St Thomas Early Excellence Centre in Birmingham. She is Co-Director of the Effective Early Learning (EEL) Project and The Accounting Early for Life Long Learning (AcE) Project and was National Evaluator of the Government's Early Excellence Centre Programme. She is a Specialist Adviser to the House of Commons Select Committee and is currently a member of the DfES Early Education Advisory Group. She is a Vice Chair of the British Association of Early Childhood Education (Early Education). She also co-founded the European Early Childhood Education Research Association and works extensively across the UK and Europe in her early childhood research and development work. She is Vice Chair of Birmingham Early Years Development and Childcare Partnership. She has written widely on the subject of quality early childhood education.

Context and Overview

Education in the Early Years is going through a radical period of change. This is partly a result of strong government commitment to eradicate child poverty and seek excellence early. Although the changes were in progress before the publication of the Green Paper 'Every Child Matters', this has certainly added momentum. The Report underlined the need for and set in motion 'joined up' provision for young children from birth, with education, health and the social services working together (and pooling budgets). A second agenda has been to streamline the various EY initiatives (including Sure Start local programmes and the Early

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Excellence Centres) and raises the quality of the offer. By March 2008 there will be 2500 Sure Start Children's Centres with a longer term vision of a Children's Centre for every community by 2010. Children's Centres will be developed from existing Sure Start local programmes, Early Excellence Centres, voluntary and private provision. Children's Centres will offer a range of services to families with babies and children under 5 years old – including integrated early learning and care; health services; family support and advice on employment and training. The development of Children's Centres has been influenced by recent research which shows that disadvantaged children benefit significantly from good quality pre-school experience. There is a requirement for a qualified teacher on the staff of each centre and an expectation that all staff working with children will have at least a level 3 qualification. This is based on the EPPE research, which showed that children in settings with staff who have higher qualifications make more progress. There has been considerable debate about the appropriate mix of skills required for a teaching team in these new centres, which offer both care and learning. Workforce re-modelling is a major agenda in EY over the next few years. Included in this debate, is the possibility of having an EY Professional in the team, rather than having the traditional role of a teacher. There is some resistance to this, but support for the notion of changing roles and the need to raise qualifications and establish a proper career structure. There has been a debate about the age span that constitutes the early years. Currently there are two phases: birth to 3 years and 3-5 years. Some people have called for this to be extended to embrace 6 year olds to aid the continuity to KS1. In addition a Common Assessment Framework will be established. It is very important that provision for the gifted and talented is included in this Framework, otherwise there will not be judgments on quality. The inspection by Ofsted of EY provision (around 5 key outcomes) is likely to both improve and harmonise provision.

Views on Gifts and Talents in the Early Years

It is useful to view all children as competent, rather than incompetent: separating children out is implying some are not. Hence all children have strengths to build on, if possible in an environment where this can be led by the child, as well as the teacher. The Early Years stage is a time where gifts and talents can be transient and difficult to track. The normative range at this age is vast. There are peaks, troughs, stutters and false starts, as the nature of the high ability evolves. There are precocious children or individuals who master skills early or in a special way ('advanced development'). The need for young children to have a strong view of self and have positive relationships with their peers can be problematic if labelling of gifts and talents is too rigid at this age. Practitioners can confuse these elements. For instance, a child may have balance, run well or have exceptional coordination but may not be highly talented. The only unusual thing here is that they have acquired skills early. The clue to gifts and talents in these years may be more to do with *creativity* and the use of

skills to *do something unusual* or *unexpected*. Such a child would have the capacity to do what few children can do at any age. An example of this was a child who was designated as having special educational needs, but who had a particular gift with words and phrases in simple poetry, and is now one of the top advertising people in the country. What we as educators do at this age can have a deeper and more long lasting impact than subsequent years, in that the malleability and architecture of the brain has greatest capacity in this age group. Hence turning off young children, is just as easy as 'turning on'. The natural drive of these young children is towards very broad experiences, rather than tunnelled pathways. Below are critical factors in considering gifted and talented provision in the Early Years.

Some Critical Factors in Early Years Provision

> - It is important to focus on creativity.
> - Gifted and talented children do unusual things.
> - The stakes are high in social and academic development at this stage, when the brain's connections are at their most malleable.
> - It is just as easy to turn children off learning as on.
> - The natural drive is for broad, rather than tunnelled experiences.
> - If the capacity to relate to peers and adults at this age is curtailed, there are long-term implications.
> - Long-term social and emotional literacy is all important.
> - Early Years is on the 'sharp end' of personalization and 'the system should bend to the individual'.
> - There is a danger of too much individualization - sometimes children need to be part of a group, in a collaborative, equitable way.

"Early Years is at the sharp end of personalisation."

Known Research on Gifted and Talented Education

The actual term 'gifted and talented' is little used in the Early Years. Sarah Blakemore has contributed some useful research on brain development that is highly relevant in grounding educational practices on a sound basis in psychology and neuroscience. This is referenced in the House of Commons last inquiry into Early Years.

Colwyn Trevarthan has carried out some useful research on communicative musicality and on the benefits or effects for pre-school education.

Robert Sternberg's 'Triarchic Theory' and Joseph Renzulli's 'Three-ring Conception' of intelligence are good reference points. They both view creativity as central to gifts and talents, with other contributing factors including context, social interaction, task commitment and raw ability. The DfES Foundation Stage website http://www.standards.dfes.gov.uk/primary/foundation_stage/ has some informative case studies and research information.

Identification

Any work on identification should be hand in glove with parents (especially the very young). At this stage, the parents frequently know their children best. Gifted and talented children need to be observed in different contexts, as they will not perform reliably. Most tests fail to catch ability at this age, especially in normal situations.

"Gifted and talented children need to be observed in different contexts, as they will not perform reliably."

There should be a sensitive awareness of cultural differences - while there are claims that assessments are transferable, they are frequently viewed as mono-cultural. Any identification involving testing should not be paper based. Reading and non-verbal tests are important. Generally assessment should be ongoing, rather than carried out at fixed points. In any identification process, it is essential to look at *unexpected responses* from the child. Looking for *persistence, creativity* and *precision* that is on the edge of the child's 'zone of development' is a good indicator.

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Child Development and G&T

Gifted and talented education is not about advanced development. The children could be at a normative or at any stage of development - the fact that in Piagetian terms a child has 'moved on a stage' is not closely linked with their ultimate level of giftedness.

Young children do not really have a notion of subjects and therefore it is useful to identify broad 'areas of learning'. A 'gifted thinker' may not fit to a traditional subject.

" … the fact that in Piagetian terms a child has 'moved on a stage' is not always closely linked to their ultimate level of giftedness."

Broad Areas of Learning: 0 - 3 years

- Healthy
  - Communication
    - Exploratory
      - Creative

Broad Areas of Learning: 3 - 5/6 years

- Communication
  - Creative
    - Physical
      - Literacy
        - Mathematical
          - Personal, Social and Emotional
            - Knowledge, Understanding of World

Observation through Projects

There is a tendency to underestimate young children, as we do not know as much as we should do about their competencies. In many cases we do not know what to look for or cater fully for what we discover. There is now research underway that will help this through a process that will display competencies in all domains from birth. Child development checklists are all right up to a point but they do not pick up the unique creativity that is a hallmark of gifted and talented children.

Patterns of Behaviour

This is displayed through higher levels of engagement and involvement, physical response and often, deep passion in the learning. However, patterns in underachieving gifted and talented children are often very different. Typical responses are seen as *strange* rather than *special* and this sometimes results in 'shutting down' the brain and pushing the gifts underground. Alternatively there may be disruptive behaviours through boredom or frustration.

What Seems to Particularly Stimulate Gifted and Talented Children

The setting up of enriched environments is critical, though it is all too easy to make an environment over-stimulating. A room looking more like a garish fairground may seem enriching but is probably going to be the opposite. Highly colourful carpets, display boards, artefacts and equipment may be beneficial in theory but not practice. Similarly, most gifted and talented children prefer to investigate in depth rather than flit from one superficial task to another.

A critical factor in all this is the role of teachers - are they aware of the dangers of over-stimulation? They have to make delicate decisions about when to step back and allow exploration and when to intervene.

Resources should ideally lend themselves to various types and levels of use. This is very important, particularly when set in

"The level of openness in the resource and environment should be such that the child is able to explore boundaries, allowing uniqueness to emerge. It is in this zone that many gifts and talents emerge."

a classroom where the learning is more integrated than fragmented.

At this age the children will return, often obsessively, to the same resources which become the backdrop for much role play and may be essential building blocks in developing the learning. The amount of pressure from the teaching team can profoundly influence the effectiveness of the experiences.

The level of openness in the resource and environment should be such that the child is able to explore boundaries, allowing uniqueness to emerge. It is in this zone that many gifts and talents emerge. This should be celebrated, particularly the unpredictable and unique. However, young children do need boundaries, but there also needs to be flexibility, so that crossing boundaries is neither a threat nor causes loss of confidence.

Warning Flags: what not to do

- Not too tight a structure

- Experiences not too narrowly constructed

- No filling out templates for 'learning'

- Expectations should not be too preconceived

- Objectives should not be too tight

- Experiences for gifted and talented should be developmentally appropriate

Assessment for Learning

Identification should be more process than product-based. This is particularly the case when looking at creativity, which has an essential link to the gifted and talented child. Creativity is unlikely to emerge unless captured through the process of an activity or experience.

For the very youngest child, assessment should take place in a variety of different 'normal' contexts.

Assessment should be generally observation-based and include the child.

It is in listening to the articulation of the child that gifts and talents emerge.

Planning and Differentiation

It should not be forgotten that the gifted and talented child needs some activities to be 'non-differentiated' to allow them to just join in with the rest of the class. Clearly differentiation is an element of teaching that can be applied to all children. However, given the particular characteristics of the gifted and talented there are certain elements of, for example, interaction, focus and resources that seem to be particularly important. There are high teacher skill requirements for differentiation, as it is structured but fluid, planned for yet open-ended. Once planned, the teacher's role in implementing is critical. For example, the use of reflective questioning can help the child to move forward and gain ownership. It is far easier to do this badly than well. Planning must have some indicative structure but yet an open-ended quality that allows some free reign.

It is of the utmost importance that the teaching of basic techniques should not be neglected. This means that sometimes there just has to be some straight teaching.
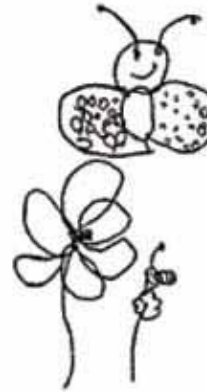
Active Learning Strategies

Giving the child the *capacity* to be active is key. This starts by freeing up the child from total teacher control.

The teacher should become more a partner: active and equal. This encourages ownership of the learning and the fostering of a disposition to learn. That does not mean the teacher should not intervene at all or assert control, but that often stepping back or being more reflective can be much more effective in the long haul.

Also, while it is particularly useful to have plans, resources and fertile environments where the child can initiate the learning, there are many times when the teacher will do that. For example, the use of an effective starting point (eg an event or tactile experience) can engage and be the launching pad for a host of extended personalised pathways. There is a need on the part of the teacher to plan starting points with multiple options and to make judgements about interventions as activities unfold. Getting more of an ethos of a 'studio' or 'workshop' can be effective, where the child has open access to materials. The skill of the adult is to know when to structure and scaffold and when not to.

With active learning typically comes some exciting experiences, realisations and learning to share. A supportive climate where all can take pride in quality work and where the gifted and talented, even at this early age, can share with an 'open heart' rather than feeling ashamed of being special.

The teaching group as a whole should be encouraged to see gifts and talents as a cause for celebration, rather than something strange. This speaks to a positive, rather then negative climate. Hence there should be a sense of 'playful boastfulness' in performance.

> "The skill of the adult is to know when to structure and scaffold and when not to."

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Activity Development: Key Attributes

- Not always the teacher in control
- The teacher following the child 'adding bits in'
- Diversity of resources
- Observing children using resources uniquely
- Sometimes the use of resources will be odd (eg paint in sand tray)
- The teacher is a resource

Key Teacher Skills

- Good at working with families and parents
- Intellectually curious, open to the world
- Good at nurturing emotional literacy
- Tuned into emotions
- Confident, little self-doubt
- Attitudes as much as skills - view each child as competent
- Acute observer - recognises key signals
- Able to see creative possibilities
- High skills in reflective questioning, follow on questions and dialogue
- Inspiring /aspiring

Transitions

All transitions are hard but rapid changes for young children are particularly difficult and often have the effect of disrupting the development of gifts and talents. This can be partly relieved by creating as much continuity as possible (for example the use of vertical/family grouping). The transitions from home to school and from the Foundation Stage to Key Stage 1 are difficult. There have been in the past and currently are plans to create more continuity of experience and approach within the Early Years.

The changes following *Every Child Matters* should help with transitions, particularly in emotional literacy and the offering of joined-up support. It is very important to remember that gifted and talented children need as much support as any other. It is possible that the effects of *Every Child Matters* will be to ease the fragmentation that is often a cause of disrupted development for the gifted and talented child.

"The role of the teacher at the early years stage is in many ways more demanding and multifaceted than at any other phase."

Classroom Management

A key issue for the teacher is how to treat gifted and talented children in relation to the rest of the group. It is important not to lose sight of the rest of the group in personalising the learning.

A flexible layout, offering a possible backdrop for a variety of activities - an 'enabling layout' - is important to management of the classroom.

The teacher's role at the Early Years stage is in many ways more demanding and multifaceted than at any other phase. This is due mainly to the breadth of maturity, developmental stage and teaching role. There is critical responsibility on the teacher to provide a strong foundation for the rest of schooling and, ultimately, work. The ability to move from parent, to resource, to leader is complex.

With gifted and talented children, the differentiation of activity, the delicate points of intervention require sound judgement. The art of asking (and following up) more reflective questions, allowing the child to 'fly', requires advanced teacher skills.

7

Time, Space and Grouping

An approach that is open, flexible, responsive and dynamic is a good starting point. The capacity to change these, balanced with some need for stability, is important. While establishing this balance, it is also critical to have consistent boundaries and constraints.

Different Approaches in Early Years

The best approaches create a harmony between social/emotional and cognitive. There is a range of approaches which support a balanced pedagogy. Examples would be Reggio Amelia, High/Scope, Experiential Education, Te Whariki and also the Foundation Stage and Birth to Three Matters Frameworks. These approaches are not driven by a Skinneristic directive style or by curriculum but use a social-constructivist model of learning. The very best models see experiences in an experiential and integrated way. The role of the teacher is as a *scaffolder and facilitator*. He/she makes the complex judgement of where to insert 'structural bits'. The child will have some choices of self-management and organisation, and reflection on learning.

Acceleration and Enrichment

Enrichment and acceleration is not just for older children. Enrichment can involve other adults who can offer specialist support - how they integrate into the teaching team is critical. The difficulty with acceleration is when this is 'done' to children. If they own it and drive it then it can be positive. There should be opportunities for acceleration (in context and where children can relate to it). Acceleration should not be at the expense of the social and emotional support.

Academic and Emotional Symmetry

These should be hand in hand. There should not just be *symmetry* but also *synergy*. The deployment of staff is now very flexible and dynamic (less so in primary schools). With this in mind, someone has to have a sense of the whole experience, the symmetry and the child's place in that. The effect of this support should be like 'lighting a fire, allowing the children to fly and soar'.

Out-of-Hours/Extended Schools

Children do need some time out - space from school - there is too much programming. However, schools will increasingly be open all the time. If handled well, this side of the learning offers a chance to understand more of the whole child. This time also offers a chance to extend the opportunities for enrichment, connected to the day. On many occasions, it will be out-of-hours where the gifts and talents can emerge and be nurtured in development. This is partly due to the fact that this time has traditionally been seen as more flexible, with choices for the child about what they do and when they do it. Hence, at best, out-of-hours programmes offer a great resource for personalised learning. It is important that this choice is retained in the search for seamless provision. As with daytime provision, it is all-important that there is not a mono-cultural bias. It is also important to remember that SEN children can also be gifted and talented!

"The best approaches create a harmony between social/ emotional and cognitive"

department for
education and skills
creating opportunity, releasing potential, achieving excellence

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Appendix 2

G&T UPDATE

The newsletter for the gifted and talented coordinator

2020 Vision: a clear view of personalised learning

Personalising learning – 'focusing in a more structured way on each child's learning in order to enhance progress, achievement and participation,' – has the potential to 'transform education', says HM chief inspector of schools, Christine Gilbert, in her introduction to *2020 Vision*, the report of the Teaching and Learning in 2020 Review Group.

The review, chaired by Ms Gilbert, was set up in March 2006 by the then secretary of state for education and skills, Ruth Kelly, to provide 'a clear vision of what personalised learning might look like in our schools in 2020'.

Personalised learning (PL) is identified in the report as a 'key educational priority' based on consultation with practitioners and stakeholders, visits to primary and secondary schools and revisiting the existing body of knowledge.

The report acknowledges that 'many elements of personalising learning' set out in it 'will be familiar, since they are at the heart of the very best learning and teaching' while stating that 'for most schools personalising learning is likely to involve making distinctive changes to accelerate improvement and progression'.

E-credits for G&T students: not in 2007

Newspaper reports at the end of December about a scheme whereby 800,000 more able pupils will be given credits to choose enrichment or booster courses have turned out to be premature.

The Daily Telegraph reported that credits to spend on additional courses would be given to children named as gifted and talented in the January Schools Census. The monetary value of these vouchers or credits was not known. News of the proposal was welcomed by some parents but criticised by teaching unions: 'All the other children get left behind,' said Steve Sinnott of the NUT.

The report said that the scheme would be run by CfBT Education Trust, the new managing contractor for G&T education (see pages 3-4 of this issue) and that as much as £65m could be made available for bought-in courses.

However, Tim Dracup, head of the Gifted and Talented Unit at the DfES told *G&T Update* 'Proposals for e-credits for G&T products and services were included in the CfBT Education Trust's bid for the role of managing contractor for G&T education. Contract clarification is under way and any arrangements for e-credits have yet to be agreed. If such a scheme does go ahead, it will need to be piloted carefully on a small scale to establish whether it is viable and effective. There is no prospect of a major scheme being introduced in 2007.'

Special issue on personalised learning

Welcome to the February edition of *G&T Update* . To coincide with the publication of the Gilbert report (see news section, left) the whole issue is devoted to a single theme – personalised learning.

According to the DfES Standards Unit, personalised learning (PL) is an approach to teaching and learning that is focused on 'tailoring education to individual need, interest and aptitude so as to ensure that every pupil achieves and reaches the highest standards possible'. It is not specific to the education of more able students, but it is a real opportunity to focus on how to introduce breadth, depth, pace and challenge to the everyday lessons of your most able pupils in school.

Because of changes announced in the last white paper, some schools have lost their ring-fenced G&T budget, but that has not diminished the importance of G&T education in the eyes of the government. On the contrary, the government's intention is that the amount of money being pumped into G&T through personalised learning budgets will increase substantially.

The Gilbert report has highlighted personalised learning as a 'key educational priority' and is at the heart of the government's desire to drive up standards. In this issue of *G&T Update* we have asked a number of G&T and PL specialists to talk about how this is going to affect your everyday work as a G&T coordinator.

Jane West, editor

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2020 Vision: a clear view of personalised learning
Continued from p1

'So-called soft skills'
The report recommends a re-emphasis on:
● being able to communicate orally at a high level
● reliability, punctuality and perseverance
● knowing how to work with others in a team
● knowing how to evaluate information critically
● taking responsibility for, and being able to manage, one's own learning and developing the habits of effective learning
● knowing how to work independently without close supervision
● being confident and able to investigate problems and find solutions
● being resilient in the face of difficulties
● being creative, inventive, enterprising and entrepreneurial.

However, the report recognises that 'schools cannot be held solely responsible' for closing the achievement gap. Aspirations at parental and community level are acknowledged to be as important as those at school, teacher and pupil level.

The report lists several successful programmes that have supported PL in schools: EiC and the London Challenge (along with Sure Start and extended schools) were singled out for praise by 'creating a climate in which personalisation can take place.'

Changes to teaching methods
Matching high quality teaching to the different and developing abilities of pupils is emphasised, highlighting that this should be 'underpinned by high expectations'.

Recommendations include:
● judicious use of whole-class teaching, as well as one-to-one, paired and group work
● using more open-ended tasks either individually or in groups, based on specific projects or areas of inquiry
● an 'explicit focus' on higher-order thinking skills and learning how to learn
● using group work, including academic peer tutoring, paired and cooperative learning.

Data
'In personalising learning, teachers use their understanding of achievement data and other information about their pupils to benefit particular groups, for example, the gifted and talented, by matching teaching and opportunities for learning more accurately to their needs.'

The report emphasises a number of times that data should be used more widely, more creatively and more effectively in helping teachers and pupils plan and progress their own learning.

Primary and secondary schools
The report recognises that primary and secondary schools face different challenges in personalising learning. As pupils progress through school, they are expected to develop skills that help them to be responsible for their own learning. However, the principles of PL are seen 'in the most effective practice in good primary schools'.

'Personalising learning is relevant equally to primary schools and secondary schools, although it will look quite different as children develop and move through their own "learning journey". Primary and secondary schools face specific challenges in personalising learning, related to their different organisational structures and the age and maturity of their learners.'

Assessment
Assessment for Learning (AfL) is given prime importance: 'it has become a more important and sharper tool… It is not an occasional activity at the end of a unit of work, but a complex, joint activity between teacher and pupil.'

The report recommends that schools should 'identify their own strategies for embedding AfL' but believes that how this is done should be up to the school and within its own local context.

Attention is drawn to successful schools where talking about how pupils learn and meta-cognition are given priority:

'Such "learning conversations" between teachers and pupils, as well as between pupils, enhance pupils' engagement in their learning and their confidence to improve it.'

Teachers are recommended to give summative assessment (end of key stage tests and GCSEs) when pupils are ready, rather than at a fixed age.

'We believe there is a case for increasing further the flexibility of national assessment to enable all pupils to demonstrate their level of achievement when they are ready.' Schools are criticised for not using the available flexibilities 'to the extent they might'.

The report therefore recommends that, 'The Secretary of State should commission a group, involving the QCA and Ofsted together with serving secondary and primary headteachers, to report as a matter of priority on the actions needed to ensure that the National Curriculum and its assessment develop in ways that are supportive of the vision set out in this report. The group should make recommendations by September 2007.'

Particular attention was drawn to producing evidence for the impact of the NC and its assessment on the gifted and talented. The government should also use the opportunity of the 2007 Comprehensive Spending Review to introduce a national and school-level aspirational target.

New model of CPD
The report states that CPD is not always used to best effect and more cross-school, cross-phased, networking and sharing between teachers should take place, rather than relying too heavily on external courses: a 'practice-based' approach to CPD. The report recommends bringing specialists together from more than one school.

At the same time, the report underlines the importance of a 'system-wide strategy to help the teaching profession innovate'. It recognises that some headteachers have promoted a culture of innovation in their schools, but that responsiblity for innovation is scattered across a number of bodies with different remits.It therefore recommends that a working party should be commissioned to draw up an action plan for establishing a better system of innovation in learning and teaching that could be implemented from 2008-09.

The learning guide
The report recommends that a new role, that of 'learning guide' be established in all secondary schools, as well as a similar role being further developed in primary schools. This person (an adult, but not necessarily a teacher) would have: a good overview of a pupil's subjects and progress within these; their learning outside school; agree targets with the pupil; meet each half term, or more frequently, to discuss goals; and act as an advocate for the pupil where necessary.

This role may be taken on by staff from welfare and inclusion teams as well as the G&T coordinator.

2020 Vision can be downloaded from www.teachernet.gov.uk/_doc/10783/6 856_DfES_Teaching_and_Learning.pdf

www.teachingexpertise.com

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Personalised learning: the view from the DfES

G&T education has been a precursor of personalised learning, says **Tim Dracup**, head of the DfES's Gifted and Talented Education Unit

'Personalisation', 'personalised education', 'personalised learning'. These three terms are used interchangeably, often with little clarity. So what exactly is personalisation and why is it so important for G&T education?

For me, 'personalisation' can be applied to any service sector, whereas 'personalised education' applies specifically to the education service or, more typically, a whole school context. 'Personalised learning' is that part of 'personalised education' which relates directly to the business of teaching and learning.

There have been many attempts to define these terms and it will help considerably if the Gilbert Review can give us a single consensus-based starting point for all future work.

My suggested starting point is David Miliband's 2004 statement that personalised education is: 'about tailoring education to ensure that every pupil achieves and reaches the highest standards possible. It is also about personalising the school experience to enable pupils to focus on their learning and involve the community.'

Different models have been produced to explain what this means in practice. The DfES approach has five components and is outlined at www.standards.dfes.gov.uk/personalisedlearning

The 2004 DfES pamphlet *A National Conversation about Personalised Learning* says that these five components 'offer a framework for implementation: a set of tools for schools and teachers to employ contextually so as to respond to the challenges they face. We believe that these are shared principles. But we understand that practices will look different in different schools.'

Meanwhile, over at the SSAT, David Hargreaves has a model based on nine interconnected gateways. There is also material published through NCSL, BECTA and others.

Perhaps not surprisingly, Chapter 4 of the 2005 schools white paper argued that the right place to start is with existing best practice in our schools – and proceeded to set out an agenda for extending that practice to all schools, using the National Primary and Secondary Strategies as the main driver.

There has been a series of funding commitments for personalised education and related priorities totalling well over £1,000m for this financial year and next. But schools' budgets for personalisation depend on decisions about distribution taken at local authority level, and on schools' own decisions about how they will use the allocations they receive.

G&T education: leading the way

G&T education has been a precursor of personalised education, focused on tailoring

Schools' budgets for personalisation depend on decisions about distribution taken at local authority level, and on schools' own decisions about how they will use the allocations they receive

education to meet the needs of one end of the ability spectrum. It fits comfortably within the broad approach – and even as a priority within that approach – because:
- there is significant underachievement within the G&T population
- there are significant achievement gaps for some subsets within that population, particularly those from disadvantaged backgrounds
- the G&T population is a diverse and disparate group, with widely differing needs
- it is harder for schools to tailor education to meet the needs of G&T learners and others who are furthest away from the norm.

The role of the leading teacher

Regular readers of *G&T Update* will know about the reforms we are introducing to secure a coherent national approach to G&T education.
- During 2007, all secondary and primary schools – the latter in groups – will be asked to identify a leading teacher for G&T education.
- All leading teachers will be trained in autumn 2007. The National Strategies will train LA leads and they, in turn, will train leading teachers across their LA. Venues will be decided by the LA leads.
- The SLT of each school will decide how leading teacher responsibility should be reflected in their management structures.
- As part of their training, leading teachers will be expected to produce an improvement plan for G&T education that can be slotted into the improvement plans of the schools they serve.
- Training will be free to schools, but they will need to budget for supply costs and allocate resources to deliver the improvement plan, drawing on the personalisation funding referred to above.
- Training will include: two half-days face-to-face (although LAs can offer more if they wish), plus a set of core e-learning modules. There will also be access to a range of optional e-learning modules.

The new managing contractor for G&T

CfBT Education Trust, as the new managing contractor for G&T education, will work under contract to the DfES. The role of the managing contractor is to:
- manage all existing contracts currently held by the GTEU at DfES with partners delivering services for G&T learners, families and educators, including NAGTY and LGT
- reprocure those services when existing contracts expire and procure new services to fill gaps in the market
- manage a small range of central services
- provide evidence-based policy advice to DfES.

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Where service providers are not under contract to the GTEU at DfES, for example, NACE in respect of the Challenge Award, those providers are unaffected, but the managing contractor will wish to engage with them as potential future providers of contracted services.

G&T services provided through the National Strategies lie outside this arrangement because they are delivered through the separate National Strategies contract that Capita has with the DfES. However, the managing contractor will work closely with Capita to coordinate their respective contributions.

Other changes

Schools are also identifying their top 5% of G&T pupils for membership of the NAGTY student academy and all their G&T pupils in response to a new question on the Schools Census.

This will enable us to draw together schools' G&T registers into a national register, so we can track the progress of different groups and how that changes over time. Schools will receive reports from the register to inform their identification and help them to target their support at those who need it most.

Leading teachers' improvement plans will be based on the national quality standards, which are designed to embody nationally consensus on effective practice in G&T education. The whole school standard, known as the Institutional Quality Standard (IQS), provides the core of this approach.

The IQS synthesises current best practice and a range of existing models including the NACE Challenge Award. We are planning guidance that will help schools decide whether and how to use the Challenge Award to support their improvement plans. The IQS includes all the dimensions of personalised education, so schools achieving the entry level can justifiably claim that they are personalising education for their G&T learners.

We are working on a second standard, the Classroom Quality Standard (CQS) which will focus explicitly on learning contexts. This will include all the dimensions of personalised learning.

Progress has been slower than expected because the project has revealed that we do not yet have national consensus on the pedagogy of G&T education. We have therefore designed the CQS project as a national experiment, designed progressively to establish the consensus position.

We are also working with school improvement partners and Ofsted to ensure that the IQS, and in due course the CQS, is recognised by them and provide the basis for accountability and challenge in G&T education across the system.

Local authority G&T leads will also be monitoring and supporting progress against the improvement plans in their schools. And we anticipate that our new managing contractor and relevant delivery partners will have a performance indicator tied specifically to increasing the number of schools achieving each level of the IQS and CQS.

CfBT and the National Programme for Gifted and Talented Education

Neil McIntosh, chief executive of CfBT Education Trust, said, 'We are delighted to have been awarded the National Programme for Gifted and Talented Education (NPGATE) and welcome the opportunity to work closely with the DfES to deliver an exciting and innovative programme.

'NPGATE is a large-scale project with the potential to enhance the lives of some 800,000 young people in England and provide them with support and stimulation to enable them to realise their potential. We are pleased to be drawing on our considerable experience in this area to encourage a culture which will embed and sustain the importance of gifted and talented education for whole communities.'

Established 40 years ago, CfBT Education Trust is a leading education consultancy and service organisation that exists to provide education for public benefit. As the new managing contractor for the national programme, CfBT's vision is focused on achieving significant, measurable improvement in the attainment, aspiration, motivation and self-esteem of G&T learners, especially those at risk of underachieving, and those from disadvantaged backgrounds.

CfBT's delivery of the programme is designed to consolidate what is working well in the delivery of services to support G&T pupils and also to further develop an innovative marketplace of products, services and choices for young people.

A spokesperson for CfBT when on to say, 'There are gifted and talented young people in every school and in every community. We will develop NPGATE into a programme that can identify every one of those young people, including, but not only, the top 10%, and help provide them with support and stimulation which encourage them to aspire as high as possible.

'We believe that the focus of this initiative must be in the everyday classroom and on the relationship between learners and teachers.

'Initially we will be working on a "transition phase" for the programme that will last until September 2007. During this time we will be working with the existing suppliers and seeking new suppliers. A national G&T champion will be appointed early in 2007, whose role will be to raise awareness of G&T education and maximise the support of key agencies for the programme. We will also be exploring, over the coming year, the possibility of an e-credit system for schools to purchase such services, and will shortly be announcing a number of other activities.

'Our vision is inclusive and focused on learning and teaching. Evidence suggests that schools which focus sharply on what gifted and talented pupils might achieve are likely to be more successful in improving the quality of work and improving standards of achievement of all pupils generally. As "a rising tide lifts all ships", G&T education can raise the aspirations, achievements, motivation and self-esteem of all pupils.'

Final words

Looking to the future, our approach to personalised G&T education will be informed by the report of the Gilbert review, influenced by the outcomes of the comprehensive spending review and enriched by the exciting and innovative proposals put forward by the CfBT Education Trust as our new managing contractor for G&T education.

I hope that this personalised education edition of *G&T Update* will inform and update you – and stimulate you to add to our collective understanding of a personalised approach to G&T education.

If you have any comments or questions about this article, please contact me at tim.dracup@dfes.gsi.gov.uk

Further information

www.standards.dfes.gov.uk/innovation-unit/personalisation/?version=1

www.teachernet.gov.uk/management/newrelationship/personalisedlearning

www.cfbt.com

www.teachingexpertise.com

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Personalised learning and G&T

Ian Warwick, senior director of development at London Gifted & Talented (LGT), explains his vision of personalised learning and describes LGT's personalised programmes

'Nothing is more dangerous than an idea when it is the only one you have.' **Emile Chartier**

Not that I am suggesting for a microsecond that 'personalisation' is the only idea rebounding around DfES offices – it's just that it is becoming ubiquitous (and it in danger of becoming 'all things to all people'.) A whole chapter is devoted to it in the recent schools white paper. Last October the prime minister talked of 'personalised lessons' and both David Miliband and Ruth Kelly have waxed effusively, if not lyrically, about it. Academics have adopted and adapted it by contributing phrases such as 'co-constructed learning' and 'decoupling age/stage progressions'.

The 2020 Vision report
The most recent and detailed workover has been delivered by Christine Gilbert and a working party, in the *2020 Vision* report, where she was given the task of establishing 'a clear vision of what personalised teaching and learning might look like in our schools in 2020'.

It may be a little tunnelled in its vision but I both agree with the majority of her recommendations and her belief that, 'personalisation is a matter of moral purpose and social justice: pupils from the most disadvantaged groups are the least likely to achieve well and participate in higher levels of education or training'.

Most teachers I know went into education for a very simple reason – to make more universal the life chances of the most unfortunate, on the basis of need, not the ability to pay. Our collective job is to ensure that schools are in a position to be able to identify the potential of every child and give them the means to achieve it. We all know that while such potential is clearly not linked to class, the opportunities for it to thrive too often have been. So how will a 'personalisation' strategy help?

Origins of personalisation
The idea of personalisation is not new to education, but originates in business. In the 1980s in America, academics Charles Sable and Michael Piore wrote *The Second Industrial Divide* which argued that the era of mass production would be superceded in advanced economies by the age of 'flexible specialisation'. The radical idea that products previously produced for a mass market would be tuned to personal need, trickled-down as an idea into social norms and public services.

Personalised learning's manifestation in education is the demand for high standards suited to individual need, and more choice in the way our students learn; it is shaping teaching around the

We would love to believe in an ecology of learning in which both the learner and their teachers are the drivers of the educational bandwagon. The reality is that assessments, in the form of innumerable exams and specifications, squat toad-like at the centre

different ways in which children learn. Schools can tailor education to ensure that every pupil achieves the highest standards possible, and educators are challenged to teach in a way that is flexible, equitable and accountable for all.

Issues
Personalisation has been confused with individualisation, where children work individually or are left to their own devices. Gilbert describes personalisation as a 'highly structured and responsive approach'. Much of what has been regarded as personalised provision for gifted and talented students has been of an additional enrichment model, which is bolted on to the curriculum, is high cost and is not transferable into classroom learning. This is a top-up model with a high value-added product for those who can afford it. If we are to move to a genuine model for personalised education for the gifted and talented, then we need to deliver a structured and flexible menu of choices, which can be delivered in sufficient volume to serve as an entitlement model.

Some £930m of earmarked funding is available within the Dedicated Support Grant to support the development of personalisation over the next two years. However, it is clear that G&T education faces serious competition for its share from the 'catch up' agenda.

As teachers, we would love to believe in an ecology of learning in which both the learner and their teachers are the drivers of the educational bandwagon. The reality is that assessments, in the form of innumerable exams and specifications, squat toad-like at the centre.

There are challenges to providing personalised learning in schools, such as questions of conceptualisation, authenticity and realism (both from student and teacher perspectives). Despite these practical and theoretical concerns about personalised learning, it is essential to utilise this important model in teaching. Many students tell us that they find exams get in the way of challenging and innovative ways of learning. Lessons are most interesting when the teacher is not just dictating, but questioning and triggering students to work it out for themselves.

The five components of personalised learning are 'assessment for learning', 'effective teaching and learning', 'curriculum entitlement and choice', 'school as a learning organisation' and 'beyond the classroom'.

Of the five elements it is perhaps assessment for learning that is the most critical tool in developing and personalising learning for the gifted and talented. It is interesting to note from the NCSL

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view of personalisation that pedagogy is considered a part of AfL. This can be understood as the richness and quality of learning relationships within the classroom – between teacher and students and crucially between students themselves. We may identify G&T students as a group, but it is very much through AfL that teacher and student come to a purposeful understanding of the individual's learning needs.

High-challenge learning activities based on content and resources are brought to life through the use of classroom questioning, differentiation, formative feedback and other techniques that result in a personalised experience for the individual.

Educators need to harness personalised learning, and in particular AfL, in order to tailor the curriculum to meet the needs, interests and aspirations of each individual student.

At a very basic level personalisation for G&T students could be about the creation of open-ended learning opportunities, but this very much a short-term solution and tends to lead to a patchwork of one-off experiences. A more systematic approach is required.

Learning beyond the classroom complements and provides for additional flexibility, but it must be whole-class learning on which personalisation is based. To meet demand, flexible specialisation for gifted and talented requires that planning allow for a high degree of customisation not just by the teacher but also by the student, who needs to be an active and informed partner in this process. Secondary schools are increasingly using learning guides or managers to help to ensure that the experience of the individual is rounded – for personalisation to be a reality this is a crucial role. In support of this, extended schooling offers a huge opportunity, but also significant challenges.

LGT and the personalisation agenda

London Gifted & Talented is a centre for expertise in G&T provision and educational technology. We deliver personalised programmes and services that raise the aspirations and attainment of G&T students within all 33 boroughs of London, and which develop the capacity of educators to do the same. We work on the principles that all students are entitled to be stretched and challenged, and that the most effective gifted and talented provision is rooted in good teaching and learning within the classroom.

At LGT we have for many years argued that the learning must be at the heart of the system rather than the system at the heart of the learning. This fundamental reversal would have profound impact on recognising the needs and abilities of the learner. It is the essence of personalisation.

We have devised models for teaching and learning that we have developed and trialled across the capital by working with over a thousand schools. We seek to use the best of new and emerging technologies to deliver rich learning experiences that stretch, challenge and inspire. Smart students demand smart online tools that can excite and empower them to shape and evaluate their own learning within and beyond the classroom.

An example of this provision is our engagement with the e-TASC model. e-TASC is an interactive thinking skills e-tool that supports the TASC (Thinking Actively in a Social Context) methodology created by Belle Wallace . The TASC methodology takes learners through an eight-step guide to thinking and problem solving in a structured and sequential way.

It allows the learner to research, collate, upload and store multimedia content from anywhere on the web and organise and evaluate it in a single 'online portfolio'. They can show connections – graphically and textually – between items selected; and make notes on, explore, analyse and synthesise at any time during the process. It also offers learners the facility to generate their own content and structure their interrogation of it. This promotes learner meta-cognition by inviting reflection and evaluation of their choices. Pupils can use e-TASC independently or work collaboratively with peers. The tool genuinely empowers learners, allowing them to solve complex problems while developing their thinking skills in an online environment

It is a model that also works well for teachers, as it offers the capacity to formatively assess and support student progress, enabling teachers to keep a complete accessible record of students' progress in electronic form. It can be used to plan and deliver lessons tailored to learner needs, as it is a hugely flexible tool that can be used across key stages and curriculum areas. Teachers can use e-TASC to create projects for pupils, and also support and assess their progress by adding diagnostic comments as they progress. Teachers can use e-TASC to prepare and deliver lessons to whole classes or small groups. They can also use e-TASC to develop and share teaching and learning resources with colleagues in their own school and across schools.

London Gifted & Talented is approaching the personalised learning agenda by moving towards tools that facilitate independent understanding, active research and enquiring minds. We are moving away from developing just content to developing transferable skills. My belief is that personalisation could be the most dynamic way in decades to help us to enable all of our students to realise their potential.

Personalised learning sets out to break the link between disadvantage and attainment. Our target learners are more able pupils from all sections of society. They are a demanding and non-homogeneous group. They seek skills that can help them interrogate the big ideas that shape the world around them. They are resourceful and questioning. And far too often they are bored... by us.

At LGT we have for many years argued that the learning must be at the heart of the system rather than the system at the heart of the learning… It is the essence of personalisation

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Practical personalised learning

Brin Best tries to make sense of the government's personalised learning agenda, and suggests practical ways of making it work for your more able students

Schools can rightly claim that they are often buried in new initiatives, parachuted from on high by a government which sometimes seems out of touch with just how busy schools already are. Yet those of us who feel passionate about the need to get the best for our more able youngsters have welcomed the recent emphasis on gifted and talented students. Excellence in Cities, and more specifically the G&T strand, injected hundreds of millions of pounds into the education of our most able students and raised the profile of a student group who had often been neglected in our schools.

Although these high-profile and well funded programmes are coming to an end, the legacy for schools will surely be more long lasting. As further new initiatives and government programmes are unveiled, those responsible for managing provision for more able students will be challenged to consider what the implications are for this student group and how new work can be integrated in a way that is consistent with the vision and values of the school.

One of most potentially far reaching initiatives of late is the personalised learning agenda, and schools are now beginning to reflect on how they can make this work for specific student groups such as more able learners. While some government initiatives genuinely break new ground, others try to emphasise what schools already do well and package this with fresh branding. Personalised learning appears to fall into this latter category; indeed, the government's view is that this is not a new initiative at all and instead is a drive to make 'best practice universal'.

However it is viewed, personalised learning or 'personalisation' as it is often known, has the potential to offer much to schools as they strive to provide the best opportunities for young people to flourish. And it has particular relevance to more able students.

Key aspects of the personalised learning approach

Personalised learning is essentially about tailoring education to individual student need, interest, aptitude or learning preference. The goal is that this will take place within a collaborative learning environment in a way that will allow all students to achieve their potential. The government is at pains to stress that personalisation does not equate to individualised learning, where students work in isolation from others.

Personalised learning links with many core values of schools, including inclusion, differentiation and high aspirations for all. It is, of course, not specific to more able students and has relevance for all learners. One of its chief benefits is that it encourages teachers to recognise the diversity within the more able student cohort. It helps teachers to appreciate that they are not simply one homogeneous group with the same needs and aspirations; rather they are all individual learners with specific needs.

By thinking in this way, staff can be encouraged to see that designing specific programmes and learning experiences for more able students is just one part of a wider, more inclusive personalised learning agenda. This is a timely response to those colleagues who have misguidedly always claimed that the G&T agenda is elitist.

Personalised learning is also in sympathy with the concept of constructivism. This concept, now widely embraced by schools, stresses that effective learning only takes place when we take account of what learners already know and can do. Learners make meaning most readily when they build upon prior learning, rather than being spoon-fed facts and information. Constructivism instead emphasises the importance of individual meaning-making, with different learners making sense in different ways of the same learning experience.

The DfES divides the five components of personalisation between an inner core and the 'elements of personalising the school experience'. The former consists of AfL; effective teaching and learning; and curriculum entitlement and choice; the latter consists of 'organising the school' and 'beyond the classroom'. Perhaps most significant for teachers is the inner core, which concerns classroom practice. Teaching and learning forms an essential component of personalisation, and we must ensure that learning experiences are tailored to the needs of individuals, not 'pitched at the middle'.

Tim Dracup, the DfES lead manager for G&T, stresses that he sees the personalised learning components as the 'supporting architecture' of the DfES Quality Standards for G&T provision.

The government will be encouraging and supporting schools to embrace the principles of personalised learning through a range of existing initiatives and strategies. Indeed, it is clear that for the DfES personalisation goes far deeper than simply a branding exercise. In the words of Tim Dracup it is 'a philosophy designed to impact on all educational activity'.

School leaders will be pleased to hear that their schools are not expected to achieve personalisation on their own. Instead, they are being encouraged to recognise that there are a whole host of partners with whom they should engage in order to get the best for each student. These include: parents/carers; the wider community (businesses

Staff can be encouraged to see that designing specific programmes and learning experiences for more able students is just one part of a wider, more inclusive personalised learning agenda

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and other providers of services locally); the local authority; the DfES; other schools. Through effective partnerships, schools can work towards the shared goals of high quality and equity for all. They should also be able to lighten the load that inevitably stems from personalisation.

Achieving personalised learning in a school context

What practical measures can you take in your school to move things forward?

● Understand that the personalisation agenda covers more than just more able students – it's an opportunity to enhance provision for all in an inclusive way.

● Be clear about what is meant by personalisation (the DfES's five components) – and establish what your school is already doing to address the personalisation agenda through audit/self-evaluation.

● Integrate personalisation with your own school's vision for more able students and recognise the links to related areas – differentiation, inclusion, high expectations for all, DfES quality standards.

● Create an action plan to address personalisation, spanning classroom, schoolwide and community priorities – ensuring there are SMART targets which clarify the funds/resources to be committed to make things happen.

● Blend classroom practice (AfL, T&L, curriculum) and wider school/community approaches, learning from good practice elsewhere, to enhance educational opportunities for more able students.

● Harness the support of key partners to help achieve personalisation in your school – from parents to the LEA.

● Monitor and evaluate progress against clear objectives and be flexible to new opportunities and committed to building effective partnerships to achieve greater success.

Closing remarks

Personalised learning is a banner for tackling a whole host of disparate issues which are already important to you. One of the things that excites me most about personalisation is its potential to unite such key concepts as inclusion, differentiation and high standards for all in a way that can permeate all aspects of a school's work.

If the government truly believes in personalisation, then it must surely also believe that schools should be allowed to develop individual models of provision that are appropriate to local circumstances. If they can allow this to happen, then in personalisation they may have found an issue that can unite schools in a new and exciting way, while gaining the respect of the teaching profession for adopting a more inclusive approach to schools.

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Case study: A light touch

Progress towards personalisation was achieved at this school through a range small-scale initiatives over a two-year period.

Parents' evenings were stopped and a student review day set up for each year group instead, in order for staff to provide more focused feedback for individual students. Individual appointment times were made with each form tutor, who assembled the comments of all teaching staff and fed these back to the student and parents during an intensive 20-minute session.

This new approach also provided the opportunity for personal targets to be reviewed and set. The school's G&T coordinator was available for additional consultations on the day, with some students who had suffered particular challenges being called to interview with their parents. The number of students attending with their parents increased markedly during these review days, with many parents commenting that the new format provided a much more satisfactory way to receive feedback in a relaxed manner, which avoided the scrum-like atmosphere of parents' evenings. Long queues and frustrating delays were avoided.

Work was also carried out in lessons to personalise learning. Several members of staff carried out learning preference questionnaires with students, which they used to tailor their teaching to appeal to the widest range of learners. Close attention was also paid to the results of these questionnaires by the G&T coordinator, who kept records for students in the cohort. End of unit tests in some subjects were restructured from being focused on the content students had learned, to determining the skills and knowledge they had gained, with a view to building on this in future learning. Finally, differentiated tests were introduced in certain subjects to make them more appropriate to the needs of more able students.

Case study: A strategic approach

This school chose to operate at a much more strategic level in order to create a step change in how personalisation was adopted across the school.

Personalisation for more able students was seen as just one facet of a wider mission to improve provision for all students, by tailoring provision to specific needs. The school's G&T coordinator was closely involved at all stages.

Work began with a clarification of what the school wanted to get out of the new work, carried out collaboratively at a staff meeting. This was led by senior leaders, but actively involved staff. This provided the foundation for a whole-school audit of existing work, which gave a baseline upon which future progress could be judged. Each department or team within the school was then asked to devise an action plan that would take the school several steps further to personalised learning within a year. These spanned curriculum innovations, new teaching and learning approaches and better relationships with parents and the wider community.

A personalisation team was set up to monitor progress and provide a means of communicating succ esses back to the whole staff. This group also ensured that personalisation was kept high on people's agendas. A newsletter was set-up and there were regular updates at staff meetings. Senior leaders at the school gave their active support to the work and every member of staff knew that they had a role in helping the school achieve its vision.

This strategic approach, which was rolled out progressively over the course of a year, enabled the school to demonstrate a genuine effort to personalise learning for more able students and other groups.

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Home-school communication

G&T coordinator **Jo Smith** explains how to get the most out of working with parents

Parental communication – the theory

The people management role of G&T coordination is probably one of the most challenging parts of the job. However, if you thought dealing with teachers was hard enough, parental communication can be even more of a minefield.

It can be very tempting for a G&T coordinator to avoid involving parents in school-based decisions about pupils placed on a G&T register. Arguments may be put forward that the school is concentrating on the classroom approach or that publishing a G&T register is not helpful to the school or the pupils' wellbeing. Recently I attended presentations by Professor Charles Desforges from Exeter University at the Leicestershire Extended Service conference and by Doctor Stephen Tommis the director of NAGC at the National G&T Conference. Both argued very cogently that parental communication could be one of the most effective levers for school improvement.

Desforges argued that there are many factors that shaped outcomes in education. Research has identified 60% of these factors: amongst them socio-economic factors, quality of schools, resources and so on. However, the remaining 40% can be best described as the hopes and aspirations of the pupil, which are generally formed through parent and child interactions.

Certainly parents can be seen as co-educators both in and around school and in the home, but also as students themselves studying that most challenging of courses, parenting: informally through family learning and the steep learning curve of experience, and formally through initiatives like the Campaign for Learning (CfL) and specific parent partnership initiatives.

The government recognises the key role that parental involvement has in raising achievement and has sought to support schools and other groups in promoting home-school liaison. The role of the parent governor has been emphasised, a great account is given to parent's views in the inspection process, home-school agreements are an ever-increasing part of school life and parents are now given a increasing amount of regular and well presented information about school.

Desforges quoted Sacker et al (2002) to show that parents and schools affect pupil achievement by different proportions according to the age of the child (see table, right). This would appear to indicate that the effect of the parental role decreases over time as pupils gain independence and are increasingly confident at articulating their own needs and opinions. However, Desforges argued that schools do not create achievement for individuals but instead lift the achievement of everybody in the school or, in the worst case hinder

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In some less affluent areas where schools had worked with parents, those schools outperformed others

the achievement, of the cohort of pupils. What can and does create achievement for individuals is parental involvement.

Considerable research has been conducted on the effect of parents upon pupil achievement and Desforges described conducting a detailed review of educational papers published in English. He identified a collection of about 40 papers that he considered to be examples of best practice. These highlighted four main foci of parent involvement: parenting, communication, volunteering and decision-making. His conclusion was that the most significant impact that parents made was at home through communication and conversation. He stated, 'it's what parents do rather than who they are that counts'.

The role of the G&T coordinator

If conversation between the pupil and parent is one of the greatest levers upon school achievement then how can the G&T coordinator support this process? A starting point can be facilitating strong communications between the parent and child, by first communicating well with the parent. Parents can then have a richer, more purposeful dialogue with their children about their learning and educational progress.

Dr Tommis, the director of the National Association for Gifted Children (NAGC), shared research from America on factors that affect children's success in schools. The research indicated that a more critical factor in pupils' progress than teacher salaries, teacher curriculum participation, the quality of the teacher and pre-school educational experiences, was family background. The research revealed that schools in more affluent districts almost without exception performed at a higher level than those in poorer areas. However, in some less affluent areas where schools had worked with parents, those schools outperformed others. This is in agreement with Desforges' earlier thoughts.

Engaging parents

Desforges talked of the 'impact of parental involvement'. Tommis moves a step further, emphasising that 'engaged' parents are key. What

Changes in parent and school effects on pupils' achievement according to age of child

Achievement at age	Parent effect	School effect
7	0.29	0.5
II	0.27	0.2 I
I6	0.14	0.5 I

Source: Sacker et al (2002) 'Social Inequality in Educational Achievement and Psychological Adjustment throughout Childhood: Magnitude and Mechanisms.' *Social Science and Medicine*, 55: 863-880.

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does this mean in practice?

● Engaged parents initiate involvement in their child's education rather than the school prompting such dialogue.

● Parents see their role as co-educators of their children and do not see it as being left entirely to the teacher.

● Parents provide a wide range of educational experiences for their children outside of school rather than purely relying on the school.

● Parents believe their direct interaction with their child's education impacts not only on their child but also on the school.

● Parents work with the school and the pupil to set appropriate targets against which the pupils' academic success can be measured.

● Teachers are seen by the parents not as an education provider but as a facilitator to their child's education.

This of course suggests that for parents to become engaged with their children's education they need to be able to draw upon a wide range of information. For many parents their sole way of accessing this information is through the school. There will be some proactive parents who will

Schools can potentially manage the many questions that might be raised by parents by informing them that their child has been recognised as 'able' within the school

gather information for themselves and through their own efforts will become engaged with the school. However, if we wish to raise achievement across our G&T children, including our G&T underachievers, these pieces of research indicate we must engage all the parents and communicate carefully with them.

It is very easy in school to immediately say we are communicating with parents. To gain a national picture the NAGC conducted research on parents of G&T pupils that was published in *Neglected Voices? Engaging Parents in the Education of their Gifted Child* (July 2006). Some of the findings are quite surprising:

● 41% of parents knew their child was on the school G&T register

● 8% of parents said they had meetings with the school G&T coordinator

● 55% of G&T coordinators provided IEP but only 6% of parents had seen a copy

● 12% of parents had been offered enrichment resources outside school.

The case of schools specifically informing parents that their child is on the school G&T register is a contentious one and to fully explore, would take an

Case study: Working with parents at Casterton Business and Enterprise College

Casterton Business and Enterprise College (CEBC) is one of three truly comprehensive Rutland secondary schools with 800 pupils on role in Years 7-11. It is in the unusual position of being on several county boundaries and influenced by all: Lincolnshire, Leicestershire and not far away from Cambridgeshire – all with their differing selection procedures, school structures and admissions policies.

For parents, the decision about where to send their Year 7 son or daughter is especially complicated. Within a five-mile radius are: a co-educational selective state grammar school, two local secondary schools, a private school offering 50 assisted places, as well as CBEC – a well regarded, successful specialist comprehensive school. All are viable options for parents of able children.

The choice for parents of G&T pupils is perhaps especially hard, presented with such variety. Attracting parents to CBEC, forging opportunities to communicate the ways in which their able offspring will be well catered for, is something we have worked hard on in recent months. We have looked for practical ways to assure parents that they can feel confident their son or daughter will have all the advantages of curricular and extra-curricular learning that they would have at any other school in the area, and that the high expectations they have of their child are echoed by the school.

Visiting our school
This process begins for us at our annual open evening in early October when prospective parents bring their Year 5 and 6 children to see the school at work.

As well as pupil demonstrations, displays and activities in every curriculum area and the principal's address, we set up a G&T display in the foyer area, staffed by the G&T coordinator. This display features up-to-date photographs and details of some of our G&T pupils, photos of the G&T masterclasses and events that have taken place during the preceding academic year including details of our annual 'Rising Stars of Rutland' pupil conference.

We provide clear definitions of what it means to be labelled gifted or talented and be listed on the school's G&T register and provide details of the school's G&T policy. The display informs parents of our involvement with the National Academy of Gifted and Talented Youth (NAGTY) and provides details on the academy's registration procedure and opportunities.

This year we are working towards an application for the NACE Challenge Award and details of this are also available to parents.

Accompanying the display and the opportunity to discuss their child's ability with the G&T coordinator is an inhouse designed, and professionally published leaflet, detailing G&T provision throughout the school and the chance for parents to make the school aware of their child's talents or giftedness before they join the school by means of a our parent referral form.

Starting at our school
Once pupils are at the school we use a variety of ways to keep parents informed about how pupils' giftedness, talents

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article in itself. However, schools can potentially manage the many questions that might be raised by parents by informing them that their child has been recognised as 'able' within the school.

For parents to fully engage with their child's schooling, whether they be G&T or not, they need information about what the child is studying and then offered practical and workable strategies for how they can help and become co-educators. They need to know how their child is progressing against national criteria and then be involved in the pupil's target setting. If a pupil has specific talents it would be helpful if the school signposted opportunities in the local community where these can developed. This can be done for all children through extended schools and not just for G&T children.

In terms of methods of communication, schools should seek to use a variety of tools on a regular basis. Whichever medium is used ideally it should be a two-way interaction so that parents can take the co-educator's role.

This can include establishing opportunities for parents and school to share information about individual children's progress, multiple intelligences and learning preferences.

One of the biggest barriers to parental engagement is the so called 'pushy parent' syndrome

Pushy parent syndrome
Ironically, one of the biggest barriers to parental engagement is the so called 'pushy parent' syndrome. Some parents can be reluctant to seek information from the school as they are anxious not to be given this label. G&T coordinators can be concerned that the more information they share, some parents will demand even more from them that is not practical to deliver. The reality, however, is that the proportion of pushy parents is relatively small and it is a role of senior leadership teams to protect all teachers from excessive demands from any group of parents.

Further information
NAGC has produced toolkits that schools and parents can use to aid more effective communication. These will fall under the umbrella framework of the Institutional Quality Standards (IQS).
www.nagcbritain.org.uk

or abilities are catered for and developed. The home-school agreement issued in the first half-term includes a calendar of key dates and events. These are publicised and reported on in the termly school newsletter. Again this is a professionally published document sent to all parents as well as governors and school business partners, and details G&T successes amongst other notable events.

The newsletter also provides a forum for inviting parents to celebrate the varied talents of their children at school events, be it sports day, speech day, lower or upper school drama productions and so on.

Pupil tracking
While it is not unusual for all schools to find ways of celebrating individual and whole-school successes, Casterton Business and Enterprise College is also keen to develop practical and sustainable methods of communication with parents about individual G&T pupils, not just in order to celebrate but to challenge, signpost opportunities both within and outside of school to develop bright pupils' positive experience of learning and to identify underachievement as and when it presents itself.

Linked to our pupil tracking system is the identification of able pupils who might not be demonstrating their talents and ability as they could. Learning managers have time in school allocated for contacting parents to discuss with them their child's progress. This is complemented by regular discussions that pupils on our school G&T register have with the G&T coordinator who is freed up from tutor group responsibilities for two 20-minute sessions per week to mentor G&T pupils and complete with them, their own individual learning plan. This IEP is made available to parents as well as being jointly written with the individual pupil and pupils are able to

comment on it in their self-assessment section of their annual school profile.

Extra-curricular family event
This autumn saw our first KS3 G&T family visit when the G&T coordinator, the deputy head and parents and siblings of G&T pupils in Years 7 to 9 visited the National Science Museum to see the Game On exhibition, a hands-on exhibition on the history of the games console. The event was as much a chance for parents to join with the school in celebrating and encouraging their child's natural inquisitiveness for learning and new experiences, but also aimed to forge a relationship between school and home that sees parents acting as G&T mentors of a kind, to their own children.

The valuable collaboration of school, pupil and parent can, we are sure, only serve to provide pupils with the best support and involvement in their development as successful young people. One parent stopped very hesitantly at our recent open evening and worried that other parents would judge her unfavourably because she was publicly suggesting that her daughter was gifted. Another wanted to stop and chat about our G&T provision even though it transpired that her son was most likely to need the additional intervention of our learning support department.

Raising awareness of the nature of G&T provision in schools in general amongst parents seems to be a priority. We hope that at CBEC we are providing parents with information, support and ambition as well as practical and regular ways to assist the development of their children as successful, happy, high-achieving lifelong learners.

Further information
www.cbec.rutland.sch.uk

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Whilst every effort has been made to ensure that the material contained in this newsletter is correct, the publishers cannot be held responsible for any inaccuracies that may occur.

What's on

Bigfoot Theatre

A range of programmes for adults including teambuilding, interpersonal skills, and flexible creative arts.
Young people and children's programmes include healthy living and transition programmes, history, literacy and other curriculum consolidation programmes, after-school and extended school arts clubs using everything from drama and dance to puppetry, a creative alternative to supply and PPA needs, G&T courses, Shakespeare courses, pantomimes, kid's parties, teacher Insets, holiday schools and numerous bespoke projects.
info@bigfoot-theatre.co.uk or call 0870 0114 307.

Challenge in the classroom: Practical strategies for G&T provision

14 February, Cumbria
Keynote speeches and workshops from Barry Hymer, Amanda Naisbett and Tony Hurlin.
Contact: Ruth Buxton, Barrow Excellence Cluster Partnership
ruth.buxton@cumbriacc.gov.uk
01229 894554

NACE annual conference for members: Underachieving, under-represented, understood? Able, gifted and talented learners

9-10 March, London
Topics include: personalisation, pupil voice, lifting underachievement, interdependent learning and extended schools, use of ICT. Plus sessions from schools engaged in action research on combating underachievement
Members £285; non-members £335
info@nace.co.uk

Masterclasses for Years 1-9

10 March, Middlesex
Contact: Janet Cummins 020 7734 0161
www.giftltd.co.uk

Residential weekend course for Years 9-11

23-25 March, Essex
enquiries@giftltd.co.uk
www.giftltd.co.uk
Sponsorship is available to parents where there is financial hardship. Please contact Gabbitas Tomorrow's Achievers (Janet Cummins 0207 734 0161) for more details.

SCHOOL SUBSCRIBERS MAY PHOTOCOPY ANY PART OF THIS NEWSLETTER ONLY FOR USE WITHIN THEIR SCHOOL

Each issue of *G&T Update* provides a list of short courses and events relevant to the needs of G&T coordinators. You can also find listings of key events by signing up to CPD Week, our free weekly e-zine dedicated to the CPD needs of our readers. Simply send an email with CPD Week in the subject line to info@optimuspub.co.uk to sign up for this free service.

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Appendix 3

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YOUNG, GIFTED & TALENTED

CfBT's vision for YG&T is:

All gifted and talented learners in England have the opportunity to reach their full potential and in so doing create benefits for their fellow learners, their places of learning and the wider community.

Young, Gifted & Talented (YG&T) is the new name for the National Programme for Gifted and Talented Education (NPGATE). With a new name comes a new direction, one that celebrates and builds upon best practice, bringing together new approaches, people and opportunities in the provision of services for gifted and talented learners.

Who?
Learners aged 4 – 19 years in (maintained) primary and secondary schools and colleges will use the programme, with the support of Leading Teachers for G&T, other teaching and support staff, regional partnerships across the country, universities and Local Authorities.

What?
A 'one-stop-shop' of G&T services and products, combining a balance of online, face-to-face, everyday classroom and out of hours activities, including support for educators, parents/carers and governors.

When?
September 2007 will see the launch of the first phase of the new programme.

Where?
England, but with access to learners and educators beyond England.

Why?
YG&T is about creating a more consistent, wider-reaching, inclusive programme, benefiting learners, teachers and other colleagues, parents/carers and the greater G&T education community.

Background
Building on the achievements of gifted and talented programming to date, a new learner academy, with a wider reach and additional opportunities, will be formally launched from September 2007.

All members of the new learner academy, including current NAGTY members, and school/college staff, will have access to a vast range of activities, events, products and services, available to choose from in an on-line catalogue.

Programme benefits
- Greater school engagement, with G&T firmly rooted in the classroom
- A 'world class' one-stop communications portal via the website
- A significant increase in motivation, aspirations, self esteem and achievement
- More resources invested in the learner, particularly those from a disadvantaged background

Excellence Hubs
Another aspect of the YG&T programme is regional Excellence Hubs, which will also be providing activities and events for the new Learner Academy.

Nine recently appointed Excellence Hubs fulfil the government's vision for HEI led partnerships supporting G&T education. They will offer a range of outreach provision that best meets the needs of G&T learners, including non-residential summer schools and subject/skills-specific master classes.

May/June 2007
Expressions of Interest and tendering processes for the new YG&T Learner Academy

May, June, July 2007
Consultations and user testing

July 2007
Training for Local Authorities on the role of Leading Teachers, delivered by the National Strategies

August 2007
World Conference for Gifted & Talented Education

September 2007
Young, Gifted & Talented programme, including the new Learner Academy, officially launched

Autumn 2007
Piloting of G&T credits

You can find more information about the Young, Gifted & Talented programme online at www.dcsf.gov.uk/ygt

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department for children, schools and families

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Appendix 4

Mentoring and Coaching CPD Capacity Building Project

National Framework for Mentoring and Coaching

Centre for the Use of Research and Evidence in Education (CUREE).

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Mentoring and Coaching: Core Concepts

Skills for Mentoring and Coaching

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Principles of mentoring and coaching

The DfES recognises that the ways mentoring and coaching are used depend on the context. There is no intention to impose a uniform model. These ten principles, based on evidence from research and consultation, are recommended to inform mentoring and coaching programmes in schools and to help increase the impact of continuing professional development on student learning.

Effective mentoring and coaching involves:

setting challenging and personal goals
identifying goals that build on what learners know and can do already, but could not yet achieve alone, whilst attending to both school and individual priorities

understanding why different approaches work
developing understanding of the theory that underpins new practice so it can be interpreted and adapted for different contexts

acknowledging the benefits to the mentors and coaches
recognising and making use of the professional learning that mentors and coaches gain from the opportunity to mentor or coach

experimenting and observing
creating a learning environment that supports risk-taking and innovation and encourages professional learners to seek out direct evidence from practice

using resources effectively
making and using time and other resources creatively to protect and sustain learning, action and reflection on a day to day basis

a learning conversation
structured professional dialogue, rooted in evidence from the professional learner's practice, which articulates existing beliefs and practices to enable reflection on them

a thoughtful relationship
developing trust, attending respectfully and with sensitivity to the powerful emotions involved in deep professional learning

a learning agreement
establishing confidence about the boundaries of the relationship by agreeing and upholding ground rules that address imbalances in power and accountability

combining support from fellow professional learners and specialists
collaborating with colleagues to sustain commitment to learning and relate new approaches to everyday practice; seeking out specialist expertise to extend skills and knowledge and to model good practice

growing self direction
an evolving process in which the learner takes increasing responsibility for their professional development as skills, knowledge and self awareness increase

Centre for the Use of Research and Evidence in Education (CUREE).

Core concepts

	Mentoring is a structured, sustained process for supporting professional learners through significant career transitions.	Specialist Coaching is a structured, sustained process for enabling the development of a specific aspect of a professional learner's practice.	Collaborative (Co-) Coaching is a structured, sustained process between two or more professional learners to enable them to embed new knowledge and skills from specialist sources in day-to-day practice.
WHY?	**Mentoring for Induction** is used to support professional learners on joining a new school. For Newly Qualified Teachers this will also include induction into the profession as a whole. **Mentoring for Progression** is used to support professional learners to respond to the demands of the new role, to understand the responsibilities it brings and the values it implies. **Mentoring for Challenge** is used to enable professional learners to address significant issues that may inhibit progress.	**Specialist coaching is used** by schools and teachers to: • review and refine established practice • develop and extend teaching and learning repertoire • introduce and experiment with alternative teaching and learning strategies • support the development, across a department or a school, of a culture of openness e.g. mutual support for and critique of professional practice.	**Co-coaching is used** by schools and teachers to support and sustain voluntary, structured partnerships in which each participant relates specialist inputs to day-to-day practice. It supports the development, across a department or a school, of a culture of openness e.g. mutual support for and critique of professional practice. It also provides a good preparation for more specialist coaching skills and roles.
WHO?	**Mentors** are experienced colleagues with knowledge of the requirements of the role. They broker access to a range of increasingly self-directed learning opportunities to support the development of the whole person. Mentors are selected on the basis of appropriate knowledge of the needs and working context of the professional learner. A professional learner is someone tackling a new or particularly challenging stage in her/his professional development who seeks out or is directed towards mentoring.	**Specialist coaches** are fellow professionals with knowledge and expertise relevant to the goals of the professional learner. They enable professional learners to take control of their own learning through non-judgemental questioning and support. The coach might be from the same institution or from elsewhere (e.g. a university). Coaches are usually chosen by professional learners themselves. A professional learner is someone tackling a specific teaching and learning or leadership challenge who seeks out or is offered coaching.	**Co-coaches** are professional learners committed to reciprocal learning and to providing non-judgemental support to each other based on evidence from their own practice. Co-coaches seek out specialist input to inform their coaching. This may be provided by a third party e.g. via a course, consultant, demonstration session or text based resources. Co-coaches each take the role of coach and professional learner, usually alternately. Co-coaching partners are mostly self selecting.
WHAT?	**Mentoring** involves activities which promote and enhance effective transitions between professional roles, including: 1. identifying learning goals and supporting progression 2. developing increasing learners' control over their learning 3. active listening 4. modelling, observing, articulating and discussing practice to raise awareness 5. shared learning experiences e.g. via observation or video 6. providing guidance, feedback and, when necessary, direction 7. review and action planning 8. assessing, appraising and accrediting practice 9. brokering a range of support	**Specialist coaching** involves activities which promote and enhance the development of a specific aspect of teaching and learning or leadership practice, including: 1. support to clarify learning goals 2. reinforcing learners' control over their learning 3. active listening 4. modelling, observing, articulating and discussing practice to raise awareness 5. shared learning experiences e.g. via observation or video 6. shared planning of learning and teaching or leadership, supported by questioning 7. supported review and action planning 8. reflection on and debriefing of shared experiences	**Co-coaching** involves activities which promote and enhance reflective practice including: 1. developing mutual understanding of specific goals 2. sustaining learners' control over their learning 3. active listening 4. observing, articulating and discussing practice to raise awareness 5. shared learning experiences e.g. via observation or video 6. shared planning of learning and teaching or leadership, supported by reciprocal questioning 7. reciprocal action planning 8. shared analysis of learning experiences, evidence, research or alternative examples of practice
WHERE?	**Mentoring usually takes place** in the professional learner's school, in the work place and in quiet spaces that allow confidential reflection. For teachers, especially trainee teachers, it also takes place in other people's classrooms to enable observation for learning.	**Specialist coaching usually takes place** in the professional learner's own work place - and in quiet spaces that allow confidential reflection - in order to facilitate observation of and reflection about her/his own practice and experiments with new approaches.	**Co-coaching takes place** in the professional learners' work place and in quiet spaces that allow confidential reflection. This will usually involve co-coaches observing each other's work and reflecting upon their own and their co-coach's activities.
WHEN?	**Mentoring is useful** to a practitioner, at the beginning of her/his career, at times of significant career change or in response to specific, significant challenges.	**Specialist coaching is useful** to a practitioner, at any stage in her/his career, in developing a deeper and more sophisticated understanding of existing and new approaches.	**Co-coaching is useful** to a practitioner, at any stage in her/his career, following specialist inputs and whenever professional learners are seeking to review and enhance practice.

Centre for the Use of Research and Evidence in Education (CUREE)

Skills for mentoring and coaching - mentors and coaches learn to:

Mentors

1. **relate sensitively to learners** and work through agreed processes to build trust and confidence
2. **model expertise** in practice or through conversation
3. **relate guidance to evidence** from practice and research
4. **broker access to a range of opportunities** to address the different goals of the professional learner
5. **observe, analyse and reflect** upon professional practice and make this explicit
6. **provide information and feedback** that enables learning from mistakes and success
7. **build a learner's control** over their professional learning
8. **use open questions** to raise awareness, explore beliefs, develop plans, understand consequences and explore and commit to solutions
9. **listen actively:**
   - accommodating and valuing silence
   - concentrating on what's actually being said
   - using affirming body language to signal attention
   - replaying what's been said using some of the same words to reinforce, value and reframe thinking
10. **relate practice to assessment** and accreditation frameworks

Specialist coaches

1. **relate sensitively to learners** and work through agreed processes to build trust and confidence
2. **model expertise** in practice or through conversation
3. **facilitate access to research** and evidence to support the development of pedagogic practice
4. **tailor activities in partnership** with the professional learner
5. **observe, analyse and reflect** upon the professional learner's practice and make this explicit
6. **provide information** that enables learning from mistakes and success
7. **facilitate growing independence** in professional learning from the outset
8. **use open questions** to raise awareness, explore beliefs, explore professional learners to arrive at their own plans, understand consequences and develop solutions
9. **listen actively:**
   - accommodating and valuing silence
   - concentrating on what's actually being said
   - using affirming body language to signal attention
   - replaying what's been said using the same words to reinforce, value and develop thinking
10. **establish buffer zones** between coaching and other formal relationships

Co-coaches

1. **relate sensitively to learners** and work through agreed processes to build trust and confidence
2. **draw on specialist resources** to inform learning
3. **draw on evidence** from research and practice to shape development
4. **understand the goals** of the co-coach
5. **observe, analyse and reflect** upon each other's practice, make this explicit and interpret it collaboratively
6. **provide information** that enables learning from mistakes and success
7. **learn reciprocally** with commitment and integrity
8. **use open questions** to raise awareness, reveal beliefs and enable professional learners to reflect upon them
9. **listen actively:**
   - accommodating and valuing silence
   - concentrating on what's actually being said
   - using attentive body language to signal attention
   - replaying what's been said using some of the same words to check meaning and/or value thinking
10. **set aside existing relationships** based on experience, hierarchy, power or friendship

Professional learners develop their ability to:

- **respond proactively to modelled expertise** to acquire and adapt new knowledge
- **respond positively to questions** and suggestions from the mentor
- **take an increasingly active role** in constructing their own learning programme
- **observe, analyse and reflect** upon their own and the mentor's practice and make this explicit
- **think and act honestly** on their developing skills and understanding

- **respond proactively to specialist expertise** to acquire and adapt new knowledge
- **discuss practice and core concepts** professionally with the coach
- **understand their own learning needs** and goals and develop strategies that respond to these through dialogue with their specialist coach
- **observe, analyse and reflect** upon their own and the coach's practice and make this explicit
- **think and act honestly** on their developing skills and understanding

- **seek out specialist expertise** and respond proactively to it to acquire and adapt new knowledge
- **discuss practice and core concepts** in professional dialogue with the co-coach
- **understand their own learning needs** and goals and develop strategies that respond to these through dialogue with their co-coach
- **observe, analyse and reflect** upon their own and the coach's practice and make this explicit
- **think and act honestly** on their developing skills and understanding

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Mentoring & Coaching: a comparison

Specialist Coaching

Mentoring

Co-coaching

Mentoring is a structured process for supporting professional learners through significant career transitions.

Specialist coaching is a structured process for enabling the development of a specific aspect of a professional learner's practice.

Co-coaching is a structured, sustained process between two or more professional learners to enable them to embed new knowledge and skills from specialist sources in day-to-day practice.

Mentoring and Coaching have much in common; activities shade into each other, changing emphasis in response to context and purpose. You can see this if you follow a theme like No.1 'setting learning goals' around the circles.

This diagram has proved useful to colleagues in reflecting on existing practice and deciding on a direction for further development. It's not prescriptive.

Diagram labels:

Mentoring circle:
- 1 identifying learning goals
- supporting progression
- providing guidance, feedback and direction
- 2 assessing, appraising or accrediting practice

Specialist Coaching circle:
- 1 providing support to clarify and refine goals
- 2 reflecting on and debriefing shared experiences

Co-coaching circle:
- 1 understanding each other's learning goals
- 3 planning supported by questions
- 5 experimenting
- 4 drawing on evidence from research and others' practice

Overlap (Mentoring/Specialist Coaching):
- 2 modelling observing and articulating practice
- 5 encouraging experimentation
- 3 shared planning
- 4 highlighting evidence from research & others' practice

Centre overlap:
- establishing confidence in the relationship
- asking good questions
- listening
- 3 reviewing and action planning

Specialist/Co-coaching overlap:
- 4 sharing and analysing evidence from others' practice e.g using observation or video

Appendix 5

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Classroom Quality Standards in Gifted & Talented Education: Layer 1

	Features	Prompts	Evaluation of Practice in relation to providing challenge for all learners			Evaluation of Practice in relation to providing challenge for G&T learners			Evidence to support self-evaluation of practice in relation to G&T learners
			Unsure	Quite well	Very well	Unsure	Quite well	Very well	
1	Conditions for Learning	▪ How well do learning conditions ensure that learners are healthy and safe and enjoy their learning? ▪ How well is learning linked to the working world beyond the classroom allowing learners to make informed connections and decisions for learning. ▪ How well are learners enabled and challenged to demonstrate, use and develop their gifts and talents to make a positive contribution?							
2	Development of Learning	▪ How well is an understanding of how learning develops applied and used to support pupils' learning? ▪ How well are learners enabled to take charge of their learning and become self-regulating?							
3	Knowledge of Subjects and Themes	▪ How well are knowledge and skills of subjects and themes used to stimulate and challenge learners? ▪ How well is learning developed through specific subject knowledge and skills? ▪ How well is the curriculum adapted to address the needs of different learners?							
4	Understanding Learners' Needs	▪ How well are the emotional and social needs of the learner identified and addressed to raise achievement? ▪ How well are barriers to learning identified and removed ▪ How well is learners' progress assessed, monitored and evaluated in order to raise achievement? ▪ How well are the training and learning needs of teachers and classroom assistants identified in order that they meet the needs of learners?							
5	Planning	▪ How well does planning build on learners' prior knowledge and attainment? ▪ How well is planning used to improve outcomes for all learners? ▪ How well is a range of different teaching and learning styles and strategies used in planning activities to ensure extension, enrichment and progression?							
6	Engagement with Learners and Learning	▪ How well are teaching and learning skills and resources deployed to extend, inspire and challenge learners? ▪ How are available organisational structures and settings within the school used to identify potential and raise achievement?							
7	Links Beyond the Classroom	▪ How well are learning, and opportunities for learning, beyond the classroom encouraged, known about, built upon and celebrated? ▪ How well are parents and carers included in supporting and developing their children's learning?							

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Classroom Quality Standards in Gifted & Talented Education: Layer 2

Feature and Prompts	Entry	Developing	Exemplary
1. Conditions for Learning How well do learning conditions ensure that learners are healthy and safe, enjoy their learning?	G&T learners enjoy their education, in a safe and healthy environment which is free from adverse peer pressure. Stimulating and well-organised classrooms support **achievement**. G&T learners show self-discipline and respect for others. **Evidence and Next Steps:**	G&T learners are highly motivated, and feel confident and secure in sharing their experiences with others. They evaluate and influence their own learning, and apply themselves well to achieve good progress. **Evidence and Next Steps:**	G&T learners confidently develop new ideas and ways of working which will help them achieve excellent progress. They are able to direct their own learning and achieve excellent progress free from institutional, social or emotional pressure on their performance. Creative and lateral thinking routinely informs their learning. **Evidence and Next Steps:**
How well is learning linked to the working world beyond the classroom allowing learners to make informed connections and decisions for learning?	Activities and tasks enable G&T learners to link their learning in a relevant way with the practical world outside the classroom. They begin to regularly consider the **economic, ecological** social and moral implications of aspects of life and learning. **Evidence and Next Steps:**	G&T learners are prepared well for adult life. Learning is regularly linked to the world of work. They evaluate the wider implications of aspects of their learning on others and regularly consider the **global** implications of social, political, ethical and moral decision making in their learning. **Evidence and Next Steps:**	G&T learners successfully, apply their learning to study global problems. They contribute productively to projects linked to the **ecological** and **economic** world. They routinely and critically analyse their learning in relation to social, political, ethical and moral matters. **Evidence and Next Steps:**
How well are learners enabled and challenged to demonstrate, use and develop their gifts and talents to make a positive contribution?	G&T learners have extended opportunities to experience a wide and diverse range of activities. They explore, reflect upon and discuss their work. They contribute positively to lessons and to the school community. **Achievement** and commitment in relation to past performance is recognised. **Evidence and Next Steps:**	Opportunities are provided for every G&T learner to develop identified abilities and skills and to discover new areas of talent. The classroom ethos values creativity, and encourages learners to use it to improve **achievement**. **Evidence and Next Steps:**	There is an expectation that every G&T learner will have the highest aspirations for themselves and for the school community. Opportunities ensure G&T learners consistently demonstrate **exceptional achievement**. **Evidence and Next Steps:**
2. Development of Learning How well is an understanding of how learning develops applied and used to support pupils' learning?	Activities and tasks support personalised learning by identifying and providing for each G&T learner's specific ways of learning. There is provision for collaborative working, individual study and teacher-directed problem solving. Teachers and other experts model and demonstrate effective ways to learn. **Evidence and Next Steps:**	G&T learners are encouraged and supported to explore alternative ways of learning, and to develop both team and leadership skills. Regular opportunities are provided to use thinking and problem solving skills, as well as creative and interpretative approaches. **Evidence and Next Steps:**	There is strong understanding of how G&T learners achieve excellent performance and of the range of activities and techniques which contribute to high **attainment**. There is widespread and sustained use of **critical thinking skills** and problem solving together with regular opportunities to lead and influence others. Learners select and make decisions about which strategies to use to improve their achievement. **Evidence and Next Steps:**
How well are learners enabled to take charge of their own learning and become self-regulating?	G&T learners work **independently** and in groups. They develop an understanding of their personal learning preferences, as well as their strengths and weaknesses. They are given regular opportunities to reflect upon and discuss ways to influence and improve their learning. **Evidence and Next Steps:**	There are increased opportunities for learner independence. G&T learners use initiative and **independent** thinking to deviate creatively from planned activity. Established self-review of all aspects of progress in learning informs the setting of personal targets. **Evidence and Next Steps:**	G&T learners follow their own lines of enquiry and critically evaluate their own learning. They contribute to improving their curriculum and to promoting the learning of others. **Evidence and Next Steps:**

3. Knowledge of Subjects and Themes

Question			
3. Knowledge of Subjects and Themes How well are subject knowledge and skills of subjects and themes used to stimulate and challenge Gifted and Talented learners?	G&T learners are motivated by confident, enthusiastic communication of the subject or theme using specialist guidance and support.	G&T learning is underpinned by secure subject knowledge and understanding of the subject or theme which enable challenging learning targets to be set. **Professionals** with more limited subject or theme knowledge and skill receive coaching to sharpen skills and strengthen the pool of expertise.	G&T learners are inspired to apply **intellectual initiative** and **creative interpretation** to subject study. Teachers' engagement with wider professional networks strengthens and extends subject expertise and knowledge of learning themes.
	Evidence and Next Steps:	**Evidence and Next Steps:**	**Evidence and Next Steps:**
How well is learning developed through specific subject knowledge and skills?	G&T learners' subject knowledge and skills are identified, and then enhanced, through linking with other subjects and with experience from their own lives.	G&T learners' proficiency is strengthened by the use of higher order concepts and terminology in reading, researching and talking about the subject.	Clear progressions and connections between subjects are identified and adapted to G&T learners' needs and interests. G&T learners have frequent opportunities to demonstrate expert application of specific skills and knowledge, and this is supported through excellent **coaching.**
	Evidence and Next Steps:	**Evidence and Next Steps:**	**Evidence and Next Steps:**
How well is the curriculum adapted to address the needs of different learners?	Specific needs and interests of G&T learners are identified and built on, skilfully using matched and optimum pupil groupings, comprehensive resources and a wide range of activities.	Comprehensive resources, challenging subject content and **effective** use of **ICT** develop and extend G&T learners' subject skills and knowledge.	G&T learners confidently use subject specific and cross curricular skills in **independent research** which is well supported by resources.
	Evidence and Next Steps:	**Evidence and Next Steps:**	**Evidence and Next Steps:**

4. Understanding Learners' Needs

Question			
4. Understanding Learners' Needs How well are the emotional and social needs of the learner identified and addressed?	Accurate identification of G&T learners is informed through a wide variety of provision experiences. Learners' academic, social and emotional needs are recognised and met in a sensitive way. Underachievement is tackled and **exceptional** ability/talent provided for through **effective** progress tracking and staff consultation.	Identification is made against criteria which aid discovery of **previously unrecognised** or latent ability and talent. Identification is shared with learners and their parents/carers.	Identification and review of G&T learners use **multiple criteria, performance and value-added data.** Provision and its impact are regularly reviewed by professionals working collaboratively.
	Evidence and Next Steps:	**Evidence and Next Steps:**	**Evidence and Next Steps:**
How well are barriers to learning identified and removed?	There is a comprehensive and inclusive response to the needs of each learner and recognition that there may be outstanding aptitude in one area and difficulty in others. Influences on the G&T learner from outside the school are understood and steps taken to minimise negative factors. Cultural differences are recognised and respected.	There is routine identification of dual or multiple exceptionality. There is targeted support to groups under-represented as G&T learners (e.g. **LAC, EAL, BME**).Mentoring G&T learners' supports promotion of positive self worth.	Comprehensive strategies counteract adverse social, organisational and curriculum pressures. **Specialised**, focused support is provided for G&T underachievers and those with **exceptional** ability or talent.
	Evidence and Next Steps:	**Evidence and Next Steps:**	**Evidence and Next Steps:**
How well is Gifted and Talented learners' progress assessed, monitored and evaluated in order to raise achievement?	Assessment and evaluation of performance is learner, as well as teacher led. It is recognised that G&T learners need a different starting point for their work. When learners change schools, classes, settings or teachers there is good recognition of prior learning and good practical use is made of transfer information. Assessment and evaluation outcomes are made known to G&T learners and their parents/ carers.	G&T learners assess the impact of tasks and activities on development of their knowledge and understanding. Potential and actual performance is evaluated in all learning contexts. G&T learners' self-assess, making use of oral and written feedback. Their self-assessment informs planning and setting of challenging future targets.	Classroom practice regularly requires G&T learners to reflect on progress against their targets and to determine the direction of their own learning. Assessment uses **predictive data** (local and national) from other subject areas.
	Evidence and Next Steps:	**Evidence and Next Steps:**	**Evidence and Next Steps:**

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Key question / focus			
How well are the training and learning needs of teachers and classroom assistants identified in order that they can meet the needs of learners?	The CPD needs of adults are met by closely matching training and coaching opportunities to the identified needs of G&T learners, using peer observation, professional consultation & mentoring. All professionals seek opportunities to identify and develop professional knowledge and expertise. **Evidence and Next Steps:**	Professional knowledge and subject expertise are shared in designing coaching and professional development opportunities, including support in induction. Collective groups of staff have a shared understanding of G&T learners' needs. **Evidence and Next Steps:**	Professionals share their knowledge (including from action research) and their analysis of what good G&T practice looks like. This contributes to enhanced provision for G&T learners in a 'community of learning' of teachers, parents/carers & pupils. **Evidence and Next Steps:**
5. Planning How well does planning build on Gifted and Talented learners' prior knowledge and **attainment**?	Past learning experiences and performance of G&T learners are systematically analysed in consultation with learner and parents/carers. Future targets for development are planned to meet identified needs. **Evidence and Next Steps:**	Professional collaboration in the systematic exchange of information and transition data ensures that G&T learners' progression in learning is carefully planned for, particularly whenever a transfer or change of setting takes place. **Evidence and Next Steps:**	Learning targets are planned to G&T learners' stage of learning rather than chronological age. Teachers and other adults routinely share strategies to improve meeting learner needs and well-being. **Evidence and Next Steps:**
How well is planning used to improve outcomes for all learners?	Assessment and evaluation of achievement across all aspects of learning inform future planning and support. Clear objectives for learning determine a balanced range of activities, which are focused on improving outcomes and which reflect individual learners' interests, learning styles and potential. **Evidence and Next Steps:**	Planning for G&T learners assures progressive development of higher order learning skills as well as space and opportunity for private enquiry. There is breadth and variety for learners to reveal previously unrecognised gifts and talents. **Evidence and Next Steps:**	Planning is provisional and flexible to the progress and style of learners. Resources challenge G&T learners to explore new areas, develop new skills, and to cross subject disciplines. **Evidence and Next Steps:**
How well is a range of different teaching and learning styles and strategies used in planning activities to ensure extension, enrichment and progression?	Activities for G&T learners offer increasing complexity and depth, and add breadth through a range of content, tasks and resources. Tasks are qualitatively different rather than merely longer. **Evidence and Next Steps:**	Activities for G&T learners are planned to accelerate in pace, and to expand their understanding of what makes for **effective** learning. There are structured opportunities to experiment and take risks. Lesson plans make reference to personalised tasks for G&T learners. **Evidence and Next Steps:**	Activities are planned to prompt G&T learners to collaborate and innovate. G&T learners are involved in planning and allocating their own tasks based on an evaluation of holistic learning needs. **Evidence and Next Steps:**
6. Engagement with learning and learners How well are teaching and learning skills and resources deployed to extend, inspire and challenge Gifted and Talented learners?	Tasks and activities for G&T learners have clear learning objectives and involve focused discussion and questioning. Teachers and learning assistants deploy a wide repertoire of skills and resources (including **ICT**) to raise G&T achievement. **Evidence and Next Steps:**	Activity and task intentions are clear and regularly reinforced. There is a high level of productive and stimulating interaction between and with G&T learners, including challenging use of language. **A personalised learning approach** uses focused intervention based on an understanding that G&T learners are all different and therefore require a variety of pace, depth and complexity of task. **Evidence and Next Steps:**	Lesson and activity intentions are positively influenced by learners and teaching assistants who are pro-actively involved in planning and lesson delivery. Secure and sustained processes assure the development and sharing of new knowledge about how G&T learners learn. Sustained progress, attainment and achievement for G&T learners are secured above local and national bench marks. **Evidence and Next Steps:**

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How are available organisational structures and settings within the school used to identify potential and raise achievement?	Pupil grouping is informed by ongoing assessment and is planned to provide G&T learners with challenge and support in peer interaction. Groups are structured to enable effective teacher and teaching assistant engagement and collaboration. There are opportunities for G&T learners to develop team and leadership roles. **Evidence and Next Steps:**	Grouping is flexible and creative (e.g. not year group specific) and enables learners to join subject groups which promote optimum learning. **Evidence and Next Steps:**	Grouping is designed around G&T learners' identified needs. Use is made of other learning settings (e.g. other schools or colleges) when these can provide additional opportunities. Group dynamics are well established so that G&T learners quickly organise learning tasks. They elect and support leaders and team members. **Evidence and Next Steps:**
7.Links Beyond the Classroom How well are learning, and opportunities for learning, beyond the classroom encouraged, known about, built upon and celebrated?	G&T learners access homework that extends interests and raises achievement. Those with particular talents or interests are informed about and supported in accessing, specific activities, events or opportunities. A variety of approaches, notably **ICT** are used to help G&T learners extend their learning beyond the classroom. **Evidence and Next Steps:**	Links between in- and out-of-school activities ensure coherent and broadening experience. G&T learners are helped to explore new and wider learning and are informed about regional & national opportunities (e.g. summer schools). Those who would benefit are supported to attend. **Evidence and Next Steps:**	Sustained and secure links are established and maintained with external agencies. These links facilitate an extension of student voice, and support achievement of 'positive contribution' by G&T learners both within the school and wider community. **Evidence and Next Steps:**
How well are parents and carers included and supported in developing their children's learning?	Parents/carers of G&T learners have regular opportunities to discuss the progress and achievement of their children both in and out of school. Ways are suggested in which the home and school may contribute, jointly support and develop learners' progress. **Evidence and Next Steps:**	There is an induction programme for the parents/carers of G&T learners. Links are in place to engage and support hard-to reach parents/ carers. These links ensure that learners do not miss out on opportunities both within and outside school. **Evidence and Next Steps:**	The skills, insights and skills of G&T learners' parents/carers are identified and used creatively within specific learning settings to support their children. Strong links with the school including parental networks, workshops and services are promoted and tailored to achieve optimum levels of support. **Evidence and Next Steps:**

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Classroom Quality Standards in Gifted & Talented Education: Layer 2

Individual Record of Evidence and Next Steps

Instructions for the completion of evidence:

1. At Layer 1. Complete your confidence level evaluation

2. Using Layer 2. Consider your layer 1 evaluation with prompt statements at Layer 2

3. At Layer 2. Chose one (or more) feature(s) at Layer 2. Record the feature(s) on the form (see pages 17–20 of the handbook)

   a. Examine each prompt and accompanying statement at each level remembering that each word has been carefully chosen to determine what provision is required.

   b. Record evidence for each prompt. Say why you feel that provision in your classroom satisfies or does not satisfy the level statement. If you feel that you are providing at Developing or Exemplary level, still complete evidence sections at previous levels

   c. Traffic light each level statement (shade red, amber or green to determine level). Your determination of a level (green) depends on all statements at a particular level being satisfied.

   d. Decide and briefly, record "next steps" i.e. what is required to reach the next level.

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Handbook

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