



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



Gifted and Talented Education

Guidance on preventing underachievement: a focus on exceptionally able pupils

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Introduction

This booklet is one of a series published by the National Strategies to support improved provision for gifted and talented pupils, especially those who are underachieving or are at risk of underachieving. It is intended to complement other National Strategies' gifted and talented support materials, especially the leading teacher course file and handbook, and the e-learning modules.

It aims to further develop teachers' shared knowledge and understanding of the nature of high-quality gifted and talented education, specifically for exceptionally able pupils, by:

- highlighting the main issues to be discussed and addressed, including the prevention of underachievement of pupils with exceptional ability;
- giving guidance, information and references for further study;
- providing brief portraits of real pupils in this category, illustrating their needs and how schools are meeting these.

Who should make use of this guidance?

Whilst intended primarily for senior and middle leaders and leading teachers for gifted and talented, it is a useful resource for all teachers and support staff. It provides suggestions for whole-staff development and governors' meetings. Parents/carers and pupil focus groups could also be engaged in discussion of the issues raised in this booklet.

The table on the next page sets out a range of possibilities. Links with the Institutional Quality Standards (IQS) are indicated. The IQS is a tool to support schools in evaluating their gifted and talented provision and identifying the next steps for improvement. The IQS are available online at: www.ygt.dcsf.gov.uk/libraryresources.aspx?libraryid=12

Who?	For support in
School senior leaders and leading teachers for gifted and talented	Reviewing and refining policy on identification and provision for exceptionally able pupils; introducing improved processes for identification and provision; monitoring and evaluating these; providing relevant staff development opportunities. (IQS 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14)
Subject leaders/coordinators	Discussing and agreeing subject-specific criteria for reviewing provision at subject level; monitoring and evaluating. (IQS 1, 2, 3, 5, 6, 9, 10, 12, 13)
Year leaders and tutors/learning guides/mentors	Providing a holistic view of individual exceptionally able pupils and ensuring support for their learning needs, including those relating to the social and emotional aspects of learning. (IQS 1, 5, 6, 9)
Teachers and support staff	Understanding their key role in identifying exceptionally able pupils; providing appropriate challenge in teaching, and ensuring optimum conditions for learning. (IQS 1, 2, 3, 5, 6, 9)
Pupils	Raising their awareness, leading to: <ul style="list-style-type: none"> ● improved peer- and self-identification; ● greater confidence and a positive self-image for exceptionally able pupils. (IQS 1, 3, 5, 9)
Parents and carers	Developing understanding of their role in identification and support for provision. (IQS 13)
Governors	Deepening understanding of the issues, and their role in supporting the school in improving the education of exceptionally able learners. (IQS 7)
Local authorities	Supporting further development of their gifted and talented policies.

What is meant by 'exceptionally able'?

There is no universally accepted definition, so there is a need for each school to engage all teachers in discussion, leading to consensus and clarity. Following initial agreement on a working definition, discussion and the development of provision need to be ongoing, reflecting the emerging needs of pupils.

This booklet aims to guide schools towards a working definition by suggesting broad definitions and by providing portraits of some real pupils in this category of gifted and talented learners. The portraits are of a few pupils so of course do not provide a complete picture of exceptionally able learners, but they serve as some illustrative examples.

A broad definition which can be used as a starting point is:

Learners who demonstrate or have the potential to demonstrate extremely high levels of ability compared to their peers across the entire population.

This distinguishes exceptionally able learners from other gifted and talented learners in two ways:

- i. by the qualifying adjective, 'extremely';
- ii. by the comparison with peers in all schools as opposed to those within each particular school.

It includes learners who have as yet unrealised potential for exceptional ability.

A quantitative measure which can be used as an indicator is the top 2% nationally for one or more academic and talent areas.

This makes clear that exceptionally able pupils may not necessarily be so across all curriculum areas. The top 2% is a useful guide, but should not be the only criterion applied, as it excludes those of potentially exceptional ability whose performance is depressed by lack of opportunity or inhibiting personal circumstances. Talents may be difficult to measure in this way.

Her Majesty's Inspectors have referred to the exceptionally able as those who are capable of working several years ahead of their contemporaries (HMI report 1993). Again this description is more difficult to apply to the talent areas, but the level descriptors for exceptional performance (beyond level 8) in one or more attainment targets within a National Curriculum subject can provide some guidance on what the achievements of an exceptionally able pupil may look like in, for example, art and design or music.

Any definition of the exceptionally able should be inclusive, flexible and adaptable to meet the needs of pupils known and unknown. The following sections explore how this might be achieved.

Personalisation and the exceptionally able

As for all pupils, exceptionally able learners should experience learning which is tailored to their particular needs. The 2020 Vision Report (page 14) states:

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

For the exceptionally able, 'other information' is the key to effective identification and provision. Within the gifted and talented group there may be only one exceptionally able pupil in a subject or talent area, so personalising learning needs to be at an individual level. An individual learning plan, drawn up and reviewed jointly by pupils, their parents and teachers, can be used to give a clear direction and structure to the provision for each exceptionally able pupil. The focus of this plan should be to identify opportunities when exceptional abilities can be expressed and developed. This would include provision not only from within the school but also from beyond the school, and include ways of ensuring that the social and emotional needs of the exceptionally able pupil are met.

The organisation of this booklet reflects the five components of personalised learning, and through these also links to the IQS for gifted and talented education. The IQS is a second-level tool for self-evaluation, sitting beneath and feeding into the whole-school evaluation. Page 29 of *The IQS User Guide* illustrates the relationship between the IQS and Ofsted's Self Evaluation Form (SEF) which is the summative document intended to record the outcomes of schools' ongoing processes of rigorous self-evaluation. The IQS user guide is available online at: www.ygt.dcsf.gov.uk/libraryresources.aspx?libraryid=12

Section 1: Effective teaching and learning strategies

Recognition of exceptional ability (EA) is closely tied to provision; EA will be demonstrated only when pupils have a range of opportunities to do so in a rich, challenging and supportive school environment. Without this it is likely that the abilities of exceptionally able pupils may be masked. For the very reason that these pupils are exceptional, teachers need to be alert to the exceptional response, the unusual, the unorthodox and the unexpected. The great challenge to teachers is to accommodate different rates of learning and levels of ability, even where pupils are taught in ability groupings.

At school A (secondary) the leading teacher for gifted and talented, supported by a senior leader, asked staff responsible for each subject to identify teaching and learning strategies within lessons which meet the needs of EA pupils.

The strategies identified include:

- setting high-challenge independent research tasks;
- giving pupils website addresses which provide additional study materials and guidance on how to use them;
- providing more challenging coursework assignments;
- giving differentiated success criteria;
- setting creative open-ended tasks;
- incorporating AS level units into GCSE;
- allocating role of coach in games lessons where appropriate;
- using Assessment for Learning strategies;
- higher-order questioning.

The leading teacher collated the responses and shared them at a subject leaders' meeting. The following next steps were agreed.

- Liaise with the leading teacher to agree what constitutes exceptional ability in each of the subjects.
- Consult with EA pupils to evaluate the effectiveness of these strategies.
- Subject areas to provide more detailed responses relating specifically to the EA pupils, again involving EA pupils in this process, and identify strategies to remove potential barriers where exceptional abilities are being masked.
- Good practice which particularly related to EA pupils to be identified and shared.
- Departmental planning to be refined to incorporate the needs of EA pupils.
- Staff development opportunities with specialists, including Higher Education and particularly Excellence Hubs, which focus on the needs of the exceptionally able in the particular subjects.

The six pupils at school A identified as having EA were interviewed as a group. Their exceptional abilities covered a range of subjects and talents: dance; drama; English; MFL; mathematics; and sport.

The interview proved a valuable opportunity for them to share their individual perceptions of exceptional ability. None had been told explicitly by their teachers that they were EA though they had been identified by the school as such. Two of the six had exceptionally well developed oral communication skills, selecting vocabulary with acute precision; one was much less skilled and less confident in speaking than in listening.

The quotations below about teaching and learning are from individuals in this group.

'Challenge is concerned with an expectation of more depth and detail, with variety of tasks and types of response. I would like a range of teachers, not just one per subject, as they have different styles, different views that stimulate you to think more deeply and broadly.'

'I would like to be able to work independently at my level on an open-ended task, though not all the time. Learning is a social activity and I really appreciate working with others. I don't want to be isolated. Sometimes, though, I have to repeat things I already know – that's so frustrating, but I've learned to be patient.'

'I do like to be asked to answer the really key questions and can usually do so. Some questions are so obvious.'

'The worst thing a teacher can do is to ask you to work in silence: it stops you asking questions, exploring ideas with others.'

'My teacher knows about my out-of-school classes, in fact she helped to set them up, but it's sometimes difficult for her to take account in lessons of the level I've reached.'

Questions for consideration

Given that the focus of school A was teaching and learning strategies within lessons for EA pupils, what further strategies could be employed to meet their needs in light of the responses and comments made by the pupils?

Which of these strategies could be applied in the context of your own school?

The social and emotional aspects of learning

As for all pupils, it is crucial that the social and emotional aspects of learning are catered for. Pupils with EA are not a homogeneous group; they have reached varying stages of social and emotional development, some very self-confident and ready communicators, others more reserved and reluctant to display their abilities. Teachers who are skilled in interpersonal communication can sometimes still overlook EA pupils who choose to be 'invisible', especially if they do not display many of the characteristics on an agreed checklist. Assumptions can also be made about how well those who appear more extroverted are coping with pressures. The quotations below are from EA pupils at school A.

'We enjoy a supportive environment at this school; you can take this for granted. I like to be singled out at times, but not too often as it's not fair on others in the class, and it could lead to unpleasant remarks – not that I've experienced that here.'

'When you are asked a question there's a terrific expectation from others that you will always be right, sometimes in subjects that you are not so good at. That puts terrible pressure on you.'

The primary and secondary SEAL materials provide advice and guidance on meeting the social and emotional needs of all learners, including the exceptionally able. These can be found at: www.standards.dcsf.gov.uk/primary/publications/banda/seal

Many schools, both primary and secondary, place great emphasis on the development of employability skills and attitudes such as: being able to communicate orally at a high level; working in a team; working independently without close supervision; reliability, and so on. Exceptionally able pupils need to be able to communicate their special abilities to others, they may need additional opportunities to develop specialist research skills and to make persuasive presentations. The quotations below are from EA pupils at school A.

'I think it's vital to be able to communicate well with other people; it's needed in all jobs and I suppose at university. You usually work in a team and need to be able to get on with other people.'

'You still need to be able to work on your own though, plan what you need to do and get on with it yourself, stick at it until it's done.'

Further questions for consideration

Have all teachers engaged in a professional dialogue about the nature of EA and agreed a range of ways to identify EA pupils?

Do teachers know of and nurture exceptional abilities demonstrated in an out-of-school context?

Are all teachers aware of additional teaching and learning resources which cater for the learning needs of EA pupils? These include: the Young Gifted and Talented (YGT) Learner Academy*, Open University units, Excellence Hubs.

Is there awareness by all teachers that pupils with EAL or apparent difficulties with literacy may have exceptional ability which can be masked, especially in academic subjects, by their relatively low level of attainment in English?

For further information and guidance on this, please visit: www.londongt.org/real

*See Appendix 1: Further information

Peter, a Year 6 pupil at school B (primary) demonstrates EA in English, mathematics and science. In Peter's words, his early primary years were characterised by frustration and low attainment. His view was that this was due to an overemphasis on his dyslexia and a lack of recognition of his exceptional abilities. A theme day which focused on problem-solving activities later highlighted the extent of his exceptional abilities.

Peter reports that his attainment in all areas improved dramatically when the attention switched to his learning strengths. He identifies opportunities within lessons to deploy his extensive vocabulary and utilise his problem-solving abilities as being particularly effective.

Early entry to GCSE in the core subjects was considered by teachers, in consultation with Peter and his parents. This course of action was rejected, however, as the courses did not meet his current needs. Instead, the further development of Peter as a deep learner was felt to be more appropriate.

The Classroom Quality Standards (CQS) www.ygt.dcsf.gov.uk/libraryresources.aspx?libraryid=12 provide an effective tool for teachers to evaluate the overall level of challenge within the classroom and meet the needs of pupils such as Peter. After using Layer 1 (see Appendix 3) of the CQS to evaluate the challenge and provision for all learners, teachers working with Peter and other gifted and talented pupils focused on element 2 (Development of learning) and element 4 (Understanding Learners' Needs) using Layer 2 of the Quality Standards.

Layer 2 of the CQS enabled the teachers to develop comprehensive strategies which meet Peter's needs while at the same time securing his involvement in both the learning and the curriculum planning. Peter has contributed to a really clear view of how he can work with teachers to maximise the effectiveness of teaching and learning opportunities. The CQS provided a basis and a steer for this collaboration. This, together with the use of Excellence and Enjoyment materials, has led to innovative and creative approaches to the everyday curriculum.

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There is a greater emphasis on developing Peter as an autonomous, metacognitive learner with stronger generic learning skills. This is being achieved through an enriched range of resources, challenges and opportunities. These include meeting and working with pupils of similar ability on a regular basis. Each of the schools in the area has identified pupils with exceptional abilities and has provided them with the chance to learn together each week. Pupils thoroughly enjoy these learning opportunities and feel empowered when the teaching and learning strategies deployed on these occasions are utilised in their everyday learning.

Section 2: Enabling curriculum entitlement and choice

All partners in learning need to have opportunities to contribute to discussion about how the flexibility within the National Curriculum can be used to the advantage of exceptionally able pupils.

At school A, EA pupils are invited to become student subject leaders. They attend subject leader and departmental meetings, where they listen to discussions concerning curriculum matters and contribute their own views.

As a result teachers feel better able to plan and are more secure in adapting their teaching to meet the needs of EA pupils. Pupils have been greatly motivated by this experience, which has resulted in very high attainment and improved self-esteem.

At the organisational level: the timetable needs to be flexible enough to allow for a variety of teaching and learning experiences. Pupils with exceptional ability in a talent area such as sport may need a timetable, including a homework timetable, which allows them to integrate specialist classes or training with their school lessons.

At the classroom level: teachers will need to consider how to plan learning so that pupils can pursue their particular interests and abilities. As referred to in the previous section, the CQS is a useful tool when planning to meet the particular interests and abilities of EA pupils.

As a result of using element 5 of the CQS, school C (primary) planned activities which ‘...prompted EA pupils to collaborate and innovate’. The result of this collaboration and innovation was a Shakespeare workshop organised and run by EA pupils for all Year 6 pupils, leading to greater engagement and more active learning across the curriculum.

Many schools accelerate EA pupils through year groups and up the ladder of examinations and qualifications. Acceleration is generally understood to be about moving through the year groups and accessing the next stage of the curriculum. Such an approach can unintentionally narrow the curriculum and place constraints on creativity and innovation. From another perspective, learning can be accelerated by deepening and broadening understanding. By thinking more deeply about the learning and removing barriers to it, EA pupils will be enabled to expand their particular learning strengths in a way that maximises all aspects of their potential.

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Questions for consideration

Is there a clear agreement on what constitutes effective accelerated learning opportunities?

Where there is early examination entry, have the subsequent curriculum and progression across school transfer points been carefully planned to ensure access to a curriculum which is broad, deep and builds upon previous high attainment?

Has high attainment in previous settings or classes been recognised in planning and provision?

Have the social and emotional aspects of learning been taken into account when planning provision for EA pupils?

What consideration has been given to the views of parents and pupils when planning curriculum pathways for EA pupils?

Section 3: Assessment for learning

Although tracking individual pupils' progress is a key element of Assessment for Learning (AFL), more fundamentally the latter is concerned with high-quality pupil–teacher dialogue to ensure each pupil understands and helps to determine where they are in terms of their learning, what the next target is, and what needs to be done to achieve this. It encourages pupils to be active partners with teachers in developing their abilities to the full, to take an appropriate degree of responsibility for their own learning and to become increasingly independent learners. Engaging in dialogue about progress leads to recognition of exceptional ability by both teacher and pupil. The National Strategies' AFL materials provide detailed guidance for engaging in dialogue about progress and all other aspects of Assessment for Learning. A crucial next step is for the teacher to plan teaching strategies and content which are designed to nurture and extend this ability.

The one pupil identified as EA at school D (secondary) was interviewed. He explained that he was more comfortable and confident speaking about his exceptional ability with an adult in a one-to-one situation than in a classroom setting. In the context of the interview he engaged readily in dialogue, considering questions for some time before giving concise responses. He gave his view on the quality of feedback received.

'My maths teacher gives amazing support – good oral feedback – though not much written feedback. I feel this is for me as an individual and he knows that I need work that is more advanced than the rest of the group, even though there are very good people in it – it's top set. I like the constant challenge.'

Questions for consideration about the elements of AFL

Is feedback detailed, specific and expressed in terms suited to the ability of the exceptionally able pupil?

How can teachers ensure an appropriate proportion of higher-order questions are directed at EA pupils and allow sufficient time for exploration and speculative thinking around these questions?

Are EA pupils encouraged to ask questions as well as answering teachers' questions?

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Mary from school E (primary) who has exceptional ability in science, records ongoing questions relating to her work on sticky notes and places them in what she referred to as her progress box. These sticky notes provide the basis for detailed dialogue about progress and all aspects of science in a 'formal' meeting between her, the leading teacher for gifted and talented and her class teacher each month.

In school F (secondary) a Year 8 pupil demonstrating EA in history is required to study and renew an extensive range of complex historical sources. The teacher's planning ensures opportunities for him to develop specialist research skills which enable him to raise questions, hypothesise and weigh evidence. He discusses his questions with the teacher.

Questions for consideration

Are targets set high enough?

Is peer-assessment appropriate for these pupils?

Are EA pupils fully aware of their standard of attainment – likely to be off the 'normal' scale – and the criteria for this?

How can appropriate learning objectives be set in teachers' planning, and how can these be communicated during lessons?

Section 4: School and setting organisation

School leaders are responsible for creating an ethos of high achievement where exceptional ability is celebrated and where no assumptions are made about the likelihood of exceptional ability among the school population. They should be ready to counter any charges of elitism.

Some schools, especially small ones, may have no exceptionally able pupils on their roll at any one time. It is vital, however, that there is a school gifted and talented policy which includes a section on exceptionally able pupils and that all staff understand the need to be vigilant in relation to both newcomers and existing pupils who develop to this level. Pupils can take an active role in the writing and evaluation of policy.

As indicated on page 11, school organisation needs to allow for some flexibility of timetabling to meet the needs of EA pupils, including opportunities for EA pupils to learn together from time to time (e.g. as described on page 10).

Some resources should be allocated specifically to this group of pupils. Many schools invite pupils to be involved in choosing resources for the school library. EA pupils could be asked to suggest books, journals and other media which would suit their particular learning needs. They could also identify specialist equipment to which they would like access. It may be possible for partner schools to share specialist resources.

Most schools have very effective general transfer procedures in place. Partner schools should expect to exchange detailed information about pupils' exceptional abilities, their needs and how these have been met. However, schools should guard against the assumption that pupils transferred without identification evidence do not have EA. The first year of secondary education is especially significant for close scrutiny and identification of pupils' abilities, though this needs to be an ongoing process because the development of exceptional abilities is not continuous; some pupils may demonstrate them early, others may develop and demonstrate them much later.

Questions for consideration

Is there specific reference to EA pupils in the school's gifted and talented policy?

Do teachers and teaching assistants have professional development opportunities which enable them to network and share effective practice across schools?

Section 5: Strong partnerships beyond the school

Classroom teaching of a consistently high standard is the key to developing the full potential of EA pupils. However, in order to ensure that their exceptional needs are met, links with partners beyond the school can provide valuable additional opportunities and experiences to broaden and deepen learning. These are most productive when teachers and pupils can see clear links with classroom learning.

School D encouraged an EA mathematics pupil to take up the UK Mathematics Trust *Maths Challenge and to take advantage of its mentoring scheme. The pupil's response to this is given below.

'In Year 9 I took the Maths Challenge organised by the UK Mathematics Trust. I came out very close to the top in the whole country. This set the seal on my perception of myself as an EA pupil in mathematics. The Trust now gives me access to an academic mentor and enrichment activities which are very challenging. I'm proud to be involved. I'm also interested in making contact with Durham University* which I believe is organising a summer school and other activities.'

School G (secondary) encouraged an exceptionally able pupil (mathematics and business studies) to participate in the Oxford University Ambassadors Programme*. This provides him with opportunities for social development and to develop further the high level of leadership skills he already demonstrates. His own view of this is given below.

'I'm thrilled about this. It's a great opportunity for me. I will be visiting Oxford University over the next four years and making presentations to other pupils at my school about life at university. This will benefit them as well as myself.'

*See Appendix 1: Further information

Question for consideration

How can teachers make explicit for pupils the connections between out-of-school enrichment experiences and their classroom learning?

School F (secondary) used contacts with the local orchestra to enable Eno to demonstrate her, previously undiscovered, exceptional abilities in all aspects of music. Close liaison between the orchestra and the school enabled common approaches to be developed which increased Eno's self-esteem and rate of progress in all aspects of the curriculum.

Parents and carers as partners

Parents and carers can contribute significantly to the identification process by providing information about out-of-school achievement and about the social and emotional needs of their children. Wherever possible, they should always be involved in planning provision.

Some parents and carers may have anxieties about their capacity to support their exceptionally able children. Teachers, tutors and learning guides will be aware of the kind of support individual parents and carers are able to provide. This ranges from general encouragement and advocacy to much more specific help with academic work and active participation in campaigning and support organisations. To tackle any potential barriers to learners, the leading teacher for gifted and talented could provide effective intervention by arranging a session for parents and carers at which they can ask questions, and gain a deeper understanding of the needs and demands placed on those with exceptional ability. School staff can also explain the range of support available to all parties.

Conclusion

The main purposes of this booklet have been to encourage schools to initiate or develop further discussion about gifted and talented pupils with exceptional ability, and to use the guidance given to plan actions which will result in improved outcomes for EA pupils.

Some of the comments below may be of use to stimulate further debate about the nature of these pupils and their learning needs.

At school A all the EA pupils interviewed were asked, 'What are the indicators of exceptional ability in a subject or talent area?'. No-one gave level of achievement as their first response, but focused on personal qualities and dispositions. They recognised that these are possible indicators and not universally present in each EA pupil. Below is a selection of their comments.

'They enjoy learning.'

'I think sometimes achievement is overemphasised at the expense of other aspects; it's more about being passionate about work in the subject, the depth of your enjoyment.'

'Perhaps an inner self-assurance, though you still need affirmation by other people.'

'Self-motivation is very important; you have the drive, personal ambition and persistence needed to succeed at a high level; you may be a perfectionist.'

'Able to think quickly and respond to random, challenging questions.'

'Ability to retain and recall facts.'

'Masters new knowledge quickly, retains readily.'

'I suppose you would be consistently top of the class in that area.'

The National Strategies is working with schools and settings to highlight best practice and to support schools in developing provision and improving outcomes for exceptionally able pupils. If you would like more details of the support, or feel you have good practice which could be shared, please contact:
giftedandtalented@nationalstrategies.co.uk

The final words are those of pupils from schools G and D:

'Teachers enjoy seeing you achieve – it's human nature to tell you how good you are.'

'Potential for exceptional ability may be innate, but needs to be nurtured.'

Appendices

Appendix 1: Further information

Organisations referred to in this booklet (identified in text by an asterisk)

The Learner Academy at: www.ygt.dcsf.gov.uk

The **UK Mathematics Trust** is a charity based at Leeds University. It aims to advance the education of children and young people in mathematics. Maths Challenges are offered at three levels. Additionally, the Mentoring Scheme provides pupils with a monthly set of maths problems which are marked by the pupils' mentors who provide detailed feedback. 'Official' solutions are then provided.

For further information contact: Maths Challenges Office, School of Mathematics, University of Leeds, Leeds LS2 9JT

email: enquiry@ukmt.org.uk

The **Oxford Ambassadors Programme** is a four-year programme, starting in Year 10, designed to attract pupils from the most under-represented groups at university, especially Afro-Caribbean boys and Bangladeshi girls, to apply for entry to Oxford University.

For further information email: access.admin@admin.ox.ac.uk

Durham University is one of the nine regional **Excellence Hubs** managed by CfBT Education Trust and led by Higher Education Institutions. They will provide non-residential summer schools and a range of additional learning opportunities, including master classes, specialist subject activities and online learning.

For further information contact: Ben Pearson, Development Manager

email: excellencehubs@cfbt.com

Other organisations

Youth Sports Trust

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

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National Association for Able Children in Education (NACE)

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

www.nace.co.uk

The National Association for Gifted Children (NAGC)

The main organisation which supports the parents of gifted children, and provides advice and guidance.

www.nagcbritain.org.uk

Mensa

www.mensa.org.uk/mensa/gifted_and_talented_support.html

CHI

The support society for Children of High Intelligence

www.chi-charity.org.uk/

London Gifted and Talented

www.londongt.org

Appendix 2

The following represents an example of how the particular elements of the IQS can be used to identify the needs of the exceptionally able.

E – Strong partnerships beyond the school		
<p>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</p>	<p>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</p>	<p>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)</p>
<p>ii. The school/college shares good practice and has some collaborative provision with other schools, colleges and the wider community</p>	<p>ii. A coherent strategy for networking with other schools, colleges and local community organisations extends and enriches provision</p>	<p>ii. There is strong emphasis on collaborative and innovative working with other schools/colleges which impacts on quality of provision locally, regionally and nationally</p>
<p>Developments in gifted and talented provision clearly communicated to all involved with exceptionally able. School cooperates and promotes the use of specialist partners in the provision of support for the exceptionally able</p>	<p>Sensitivity to issues which may prevent participation in enrichment and extension activities for exceptionally able pupils Exceptionally able are provided with opportunities to contribute to and participate in local and national initiatives such as the Leeds University Maths Challenge, or the Bank of England Economist Programme</p>	<p>Clear collaboration with specialist services for exceptionally able in all curriculum areas All partnerships designed to promote aspiration and achievement All experiences of exceptionally able are fully celebrated All exceptionally able are trained as advocates for their own learning and where appropriate are used to help support and develop the learning of others</p>

Appendix 3

Layer 1 of the CQS can be used to identify the level of challenge for all learners and then be used to focus on the specific needs of the exceptionally able. Which of the prompts are most relevant to the needs of the exceptionally able in your setting?

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	<ul style="list-style-type: none"> 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? 	Unsure	Quite well	Very well	Unsure	Quite well	Very well	
2 Development of Learning	<ul style="list-style-type: none"> 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? 							

	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	
3	Knowledge of Subjects and Themes	<ul style="list-style-type: none"> 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 earners? 							
4	Understanding Learners' Needs	<ul style="list-style-type: none"> 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? 							

	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	
5	Planning	<ul style="list-style-type: none"> ● 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? 	Unsure	Quite well	Very well	Unsure	Quite well	Very well	
6	Engagement with Learners and Learning	<ul style="list-style-type: none"> ● 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? 							

	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
7	Links Beyond the Classroom	<ul style="list-style-type: none"> ● 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? 	Unsure	Quite well	Very well	Unsure	Quite well	Very well	

- 26 The National Strategies
 Gifted and Talented Education
 Guidance on preventing underachievement:
 a focus on exceptionally able pupils

Acknowledgements

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