

DRAFT NATIONAL QUALITY STANDARDS IN GIFTED & TALENTED EDUCATION

Generic Elements	Entry	Developing	Exemplary
A- Effective Teaching and Learning Strategies			
*Identification	I. School/college has: <ul style="list-style-type: none"> • Effective systems to identify gifted and/or talented students in all year groups; • Agreed definition and shared understanding of the meaning of 'gifted and talented' within its own, local and national contexts 	I. Individual students are screened annually against clear criteria at school/college and subject level	I. Multiple criteria and sources of evidence are used to identify gifts and talents, through extensive use of data
	II. A record is kept which meets current DfES requirements.	II. The record is used to identify under-achievement and exceptional achievement and to track/review pupil progress	II. The record is supported by a comprehensive monitoring and reporting system which is regularly shared and contributed to by all staff
	III. The identified gifted and talented cohort broadly reflects the school/college's social and economic composition	III. Identification systems address issues of dual exceptionality (students with specific gifts/talents and special educational needs), gender and ethnicity	III. Identification processes are regularly reviewed and refreshed in the light of pupil performance and value-added data. The gifted & talented cohort is fully representative of the school population
Evidence			
Next steps			
*Standards	I. Levels of attainment & achievement for gifted & talented students are in line with those of similar students in similar schools/colleges	I. Levels of attainment & achievement for gifted & talented students are above those of similar students in similar schools/colleges	I. Levels of attainment and achievement (value-added) for gifted & talented students are well above those of similar students in similar schools/colleges, and indicate sustainability over time
	II. Self evaluation indicates that gifted and talented provision is <i>satisfactory</i>	II. Self evaluation indicates that gifted and talented provision is <i>good</i>	II. Self evaluation indicates that gifted and talented provision is <i>very good or excellent</i>
Evidence			
Next steps			
*Effective provision in the classroom	I The school addresses the different needs of the gifted & talented cohort 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 & talented population (e.g. able underachievers, exceptionally able)	I. The school engages in action research to improve the learning environment, and shares innovative models of effective classroom provision with other schools
	ii. Teaching and learning is differentiated and is 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. Independent learning is integral to in-class provision
	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 & talented pupils
Evidence			
Next steps			

Generic Elements	Entry	Developing	Exemplary
B - Enabling curriculum entitlement and choice			
*Enabling curriculum entitlement and choice	I. Curriculum organisation is flexible, with opportunities for enrichment and increasing subject choice. Pupils are provided with support and guidance in making choices	I. Curriculum offers opportunities and guidance to pupils which enable them to work beyond their age and/or phase, and across curriculum subjects, according to their aptitudes and interests	I. 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
Evidence			
Next steps			
C- Assessment for learning			
*Assessment for learning	I. Processes of data analysis and pupil assessment are employed throughout the school/college to plan learning	I. Routine progress reviews make effective use of prior, predictive & value added attainment data to plan progression of pupil groups	I. Assessment data are effectively used by teachers and across departments to ensure onward and sustained progression of individual students
	II. Focused feedback to students is used to plan for future learning	II. Oral and written feedback helps students to set effective curricular targets	II. Formative assessment and individual target setting combine to maximise and celebrate student achievement
	III. Self and peer assessment, based on clear understanding of criteria, are used to increase students' responsibility for learning	III. Students reflect on their own skill development and are involved in the design of their own targets and tasks	III. Classroom practice regularly requires students to reflect on their own progress against targets, and engage in the direction of their own learning
Evidence			
Next steps			
Transfer and transition	I. Effective processes 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, including parental input, informs targets for students to ensure progress in learning. Particular attention is given to screening newcomers (e.g. EAL, asylum seekers) for inclusion	I. Transfer data are used to inform planning of teaching and learning at subject/aspect and individual pupil level, and to ensure progression according to ability rather than age or phase
Evidence			
Next steps			

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D - School Organisation			
*Leadership	I. A named member of the governing body, Senior Management Team and the Gifted and Talented coordinator have clearly directed responsibilities for motivating and driving gifted & talented provision	I. Responsibility for gifted and talented provision is distributed throughout the school/college (e.g. subject, aspect, phase, pastoral leaders, Higher Level Teaching Assistants, Learning Mentors)	I. Organisational structures and the deployment of staff (e.g. workforce remodelling) are flexible and creative in supporting the delivery of personalised learning
Evidence			
Next steps			
*Policy	I. The gifted and talented policy is integral to the school/college's inclusion agenda, feeds into the single school 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 & is regularly refreshed in the light of innovative national & international practice
Evidence			
Next steps			
School /College ethos and pastoral care	I. The school sets high expectations, recognises achievement and celebrates the successes of all its students	I. The school fosters an environment which promotes effective behaviour for learning, and where it is "cool to achieve"	I. An ethos of ambition and achievement is agreed and shared by the whole school/college community
	II. The school addresses the particular social and emotional needs of gifted and talented students	II. Strategies exist to counteract bullying and any adverse effects of curriculum pressures. Specific support for able underachievers and students 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 students. There are opportunities for students to use their gifts to benefit other students and the wider community
Evidence			
Next steps			
*Staff development	I. Staff have received training in meeting the needs of gifted and talented students	I. The induction programme for new staff addresses gifted and talented issues	I. There is ongoing audit of staff needs and an appropriate range of training and professional development in gifted and talented. CPD provision is informed by action research and collaboration within and beyond the school/college
	II. The Gifted & Talented Coordinator has received appropriate training	II. Subject/aspect and phase leaders have received specific training in meeting the needs of gifted and talented students	II. Priorities for the development of gifted and talented provision are embedded in the CPD entitlement framework for all staff and are monitored through performance management processes
Evidence			
Next steps			

Generic Elements	Entry	Developing	Exemplary
Resources	I. Provision for gifted and talented students 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 improvement	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			
Next steps			
Monitoring and evaluation	I. Subject and phase audits have been completed. Whole school/college targets are set using prior attainment data	I. Performance against targets (including at pupil level) is regularly reviewed	I. Performance against targets is rigorously evaluated against clear criteria. Outcomes inform whole-school/college self-evaluation processes
	II. Elements of provision are planned against clear objectives	II. All elements of gifted and talented provision are planned to clear objectives and are subjected to detailed evaluation	II. Evidence from action research into provision informs development of further experimental and innovative practice, in collaboration with other schools/colleges
Evidence			
Next steps			
E - Strong Partnership Beyond the School			
*Engaging with the community, families and beyond	I. Parents/carers are involved in the identification process and kept informed of developments in gifted & talented provision through the annual school profile	I. Progression of gifted & talented students is enhanced by effective home-school partnerships. There are strategies to engage & support hard-to-reach parents/carers	I. Parents/carers are actively engaged in extending provision. Support for gifted & talented provision is integrated with other children's services (EAL, travellers, refugees, LAC)
	II. The school/college shares good practice and makes 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 working with other schools/colleges to improve practice, and to impact on quality of provision locally, regionally and nationally
Evidence			
Next steps			
Learning beyond the classroom	I. There are opportunities for students to learn and develop beyond the school/college day and site	I. A coherent programme of enrichment and extension activities complements teaching and learning and helps identify students' latent gifts and talents	I. Innovative models of learning beyond the classroom are developed in collaboration with local & national schools/colleges to further enhance teaching & learning
	II. Students participate in dedicated gifted & talented activities (e.g. summer schools) and their participation is recorded	II. Local and national provision helps meet individual students' learning needs e.g. NAGTY membership, accessing outreach, local enrichment programmes	II. Coherent strategies are used to direct and develop individual expert performance via HE links, on-line support, and local/regional/national programmes
Evidence			
Next steps			