

# NATIONAL QUALITY STANDARDS IN GIFTED AND TALENTED EDUCATION

Generic Elements	Entry	Developing	Exemplary
<b>A- Effective teaching and learning strategies</b>			
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. <b>Multiple criteria and sources of evidence</b> are used to identify gifts and talents, including through the use of a broad range of quantitative and qualitative data
	ii. An <b>accurate record</b> of the identified gifted and talented population is kept and updated.	ii. The record is used to identify under-achievement and <b>exceptional achievement</b> (both within and outside the population) and to track/review pupil <b>progress</b>	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 <b>social and economic composition</b> , gender and ethnicity	iii. <b>Identification</b> systems address issues of <b>multiple exceptional</b> (pupils with specific gifts/talents and special educational needs)	iii. <b>Identification</b> 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
<b>Evidence</b>			
<b>Next steps</b>			
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. <b>Independent learning</b> skills are developed.	ii. Teaching and learning are suitably challenging and varied, incorporating the <b>breadth, depth</b> and <b>pace</b> required to progress high achievement. Pupils routinely work independently and self-reliantly
	iii. Opportunities exist to extend learning through <b>new technologies</b>	iii. The use of <b>new technologies</b> across the curriculum is focused on <b>personalised learning</b> needs	iii. The innovative use of <b>new technologies</b> raises the achievement and motivation of gifted and talented pupils
<b>Evidence</b>			
<b>Next steps</b>			

Glossary definition provided for words and phrases shown in bold in the accompanying Quality Standards' User Guide  
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3. Standards	i. Levels of <b>attainment</b> and <b>achievement</b> 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 <b>attainment</b> and <b>achievement</b> 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 <b>attainment</b> and <b>achievement</b> 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		
<b>Evidence</b>			
<b>Next steps</b>			
<b>B - Enabling curriculum entitlement and choice</b>			
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 <b>personalised learning pathways</b> for pupils which maximise individual <b>potential</b> , retain flexibility of future choices, extend well beyond test/examination requirements and result in sustained impact on pupil <b>attainment and achievement</b>
<b>Evidence</b>			
<b>Next steps</b>			
<b>C- Assessment for learning</b>			
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 <b>attainment</b> data to plan for progression in pupils' learning	i. <b>Assessment data</b> 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 <b>progress</b> against targets, and engage in the direction of their own learning
<b>Evidence</b>			
<b>Next steps</b>			

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6. Transfer and transition	i. Shared processes, using agreed criteria, are in place to ensure the productive transfer of information from one setting to another (i.e. from class to class, year to year and school/college to school/college)	i. Transfer information concerning gifted and talented pupils, including parental input, informs targets for pupils to ensure <b>progress</b> 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
<b>Evidence</b>			
<b>Next steps</b>			
<b>D – School/College organisation</b>			
7. Leadership	i. A named member of the governing body, Senior Management Team and the lead professional responsible for Gifted and Talented education have clearly directed responsibilities for motivating and driving gifted and talented provision. The Head teacher actively champions gifted and talented provision	i. <b>Responsibility</b> for gifted and talented provision is <b>distributed</b> , 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 <b>personalised learning</b> . Governors take a lead in celebrating achievements of gifted and talented pupils
<b>Evidence</b>			
<b>Next steps</b>			
8. Policy	i. The gifted and talented policy is integral to the school/college's inclusion agenda and approach to personalised learning, feeds into and from the single school/college improvement plan and is consistent with other policies	i. The policy directs and reflects best practice in the school/college, is regularly reviewed and is clearly linked to other policy documentation	i. The policy includes input from the whole school/college community and is regularly refreshed in the light of innovative national and international practice
<b>Evidence</b>			
<b>Next steps</b>			

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<b>D – School/College organisation</b>			
9. 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
<b>Evidence</b>			
<b>Next steps</b>			
10. 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 <b>ongoing audit of staff needs</b> 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
<b>Evidence</b>			
<b>Next steps</b>			
11. 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
<b>Evidence</b>			
<b>Next steps</b>			

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<b>D – School/College organisation</b>			
12. Monitoring and evaluation	i. <b>Subject and phase audits</b> focus on the quality of teaching and learning for gifted and talented pupils. Whole school/college targets are set using prior <b>attainment</b> 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
<b>Evidence</b>			
<b>Next steps</b>			
<b>E - Strong partnerships beyond the school</b>			
13. 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 <b>identification</b> 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
<b>Evidence</b>			
<b>Next steps</b>			
14. Learning beyond the classroom	i. There are opportunities for pupils to learn beyond the school/college day and site (extended hours and out-of-school activities)	i. A coherent programme of enrichment and extension activities (through extended hours and out of school activities) complements teaching and learning and helps identify pupils' latent gifts and talents	i. Innovative models of learning beyond the classroom are developed in collaboration with local and national schools/colleges to further enhance teaching and learning
	ii. Pupils participate in dedicated gifted and talented activities (e.g. summer schools) and their participation is recorded	ii. Local and national provision helps meet individual pupils' learning needs e.g. NAGTY membership, accessing outreach, local enrichment programmes	ii. Coherent strategies are used to direct and develop individual expert performance via external agencies e.g. HE/FE links, on-line support, and local/regional/national programmes
<b>Evidence</b>			
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