

PURPOSE

The fundamental principles of Focus Learning Trust UK in England are tied to the Children and Families Act 2014 Part 3 and SEND Code of Practice 2014. In Scotland, Northern Ireland and Wales Focus schools apply their relevant laws as agreed by the government, and are to provide equal opportunities for learning and growth to every pupil or student.

Focus Learning Trust's Policy for Meeting the Needs of its Most Able Learners has four specific purposes:

- to enable all learners to develop gifts and talents and, once identified, to nurture those abilities with rich experiences and encouragement
- to be used by senior management in Focus schools when monitoring and evaluating provision and progress of learners and subsequently to inform self-evaluation and school improvement priorities
- to be referred to when formulating a strategy for subject specific and whole school provision for the most able, or potentially most able, learners
- to be taken into account by trustees, as they evaluate provision and progress and set priorities for the allocation of resources.

The Policy should be read alongside the following key documents:

- Effective provision for gifted and talented children in primary education
- Effective provision for gifted and talented children in secondary education.
- OneSchool Standards for Gifted and Talented
(See Policy appendices for links)

This policy is reviewed regularly in SEND Trustees Annual Report and is readily accessible to parents and school staff.

The aims of this Gifted and Talented policy are to meet the educational needs of the most able learners for Primary and Secondary.

SCOPE

This policy applies to all trustees, SENCOs, senior teachers, teachers, teaching assistants and any additional support staff who work with students in the school or in Focus School Support Office.

It is the expectation that the SENCO, teachers and LSAs / TAs will demonstrate best practice in exemplifying what is articulated in this Policy.

The Children and Families Act 2014 Part 3 and SEND Code of Practice 2014, necessitates a commitment to rigour and quality in the provision and evidencing of good to outstanding performance, in line with the procedures and practice outlined in this Policy.

DEFINITIONS

How does Focus Learning Trust understand the phrase 'gifted and talented'?

'Gifted and talented is the term applied to those children who are achieving, or have the potential to achieve, at least substantially beyond the rest of their peer group This does not mean just the infant Mozart or Einstein, but the upper end of the ability range in most classes.' (DfES 2006)

'Gifted' is usually applied to the traditionally academic school subjects, 'talented' to creative and sporting abilities. Some schools could add 'people skills' or 'emotional intelligence' to their definition of talents. There is no universally-agreed definition of learners who generally

would be recognised as 'more able', and the term is used to describe learners who require opportunities for enrichment and extension that go beyond those provided for the general cohort of learners. The term 'more able and talented' includes learners who are more able across subjects within the curriculum as well as those who show talent in one or more specific areas, which could include practical, creative and social fields of human activity. (Estyn, 2013)

Focus schools are encouraged to identify gifted and talented learners by focusing on:

- learners who are working significantly ahead of their peers in any given curriculum area at the moment (this caveat allows for younger children, particularly, to change their area of expertise or interest – whilst at the same time encouraging us to 'keep the door open' to newly emerging learning passions)
- finding the right balance between nurturing recognised abilities and being alert to emerging individual potential
- finding the right balance between the most able in the context of an individual school and the most able nationally.

A note on terms: the phrase 'gifted and talented' can sometimes mislead parents and teachers by suggesting a fixed and proven ability. The label can become an 'albatross' for all concerned. Using the phrases 'most able' and 'at the moment' emphasise the contextual and temporal nature of ability, particularly in the very young. This approach acknowledges that progress and performance are based on social, emotional, motivational and relational factors as much as on proven ability. High performance is not just about the past, it is about the future.

POLICY STATEMENT

Focus Learning Trust is committed to equity and excellence for all learners.

Focus Learning Trust believes that all teaching and learning benefits from the pedagogy of challenge where learners learn to think creatively, critically and independently. By identifying a distinct approach to provision for the most able Focus Learning Trust believes that benefits will accrue to all learners and will secure whole school improvement. Focus Learning Trust sees this taking place within the framework of the Brethren community, personalised learning and *Every Child Matters 2003*.

In order to achieve this, Focus Learning Trust seeks to create and develop a stimulating and innovative learning environment, to continue to widen opportunities and to motivate young people to make the most of their gifts and talents. To this end, Focus Learning Trust strives to move closer to personalised, individually tailored teaching and learning strategies.

Focus Learning Trust recognises that there are underdeveloped gifted and talented learners in every school and every area of the curriculum. Focus Learning Trust acknowledges that such learners need additional experiences to develop, extend and enhance their abilities, and that there is a need to create the appropriate opportunities, support and encouragement if individual expertise is to emerge and be nurtured.

Each Focus school will make its mission statement a reality by ensuring that the school:

- has high expectations of all learners – and recognises that the development of provision for the gifted and talented will improve provision for pupils of all abilities
- works to raise the personal learning aspirations of all learners
- promotes independence, self-reliance, motivation and enterprise in all their learners
- develops strategies and approaches to understand and counter underachievement
- evaluates the effectiveness of provision against the national quality standards for effective gifted and talented education
- identifies a Leading Teacher for G&T education – who will have a voice in whole school provision and support colleagues in developing high quality provision in the classroom.

It is expected that every school keeps a register of its gifted and talented learners and that they complete the G&T section on the School Census. The identification process is cyclical (at least once a year) and, since ability can change over time, learners move off and onto the register when appropriate – but less often as the learner gets older – on the grounds that the

school needs to ensure that distinctive ability is not 'squandered' or ignored as Key Stage 4 approaches.

The Role of Trustees

Trustees have an important role in Focus schools, working in partnership with the Senior Teacher, the Leading Teacher for gifted and talented provision, the school's staff and Focus Central Office to ensure that:

- a school has a culture of achievement
- parents are well informed about the strategy for meeting the needs of gifted and talented learners
- links are established throughout the community
- provision is regularly monitored and evaluated
- sufficient allocation is made from a school's budget for funding, resources and staff training
- the trustee body receives regular reports on provision for, and attainment of gifted and talented learners.

PROCEDURES

How are the most able in Focus Learning Trust schools identified?

There is no single or ideal instrument for identification, but a wide range of qualitative (teacher, parent and peer observation) and quantitative (levels, predicted grades, tracking data) evidence is available to staff.

Focus schools should adopt and combine two ways of approaching the identification process and ask the following:

1. DIP - define – identify – provide

Define: what does an able student look like in a subject area? Which students demonstrate abilities over those of their peers in this curriculum area – or part of this curriculum area? What tells us this? How do we audit for ability? How should we best use national curriculum levels and progress data? How do we use lesson observation, colleague, teaching assistant, parent and peer comment?

Identify: have we worked together in a curriculum area or whole staff group to understand and apply our definitions? How do we record identification? Do we talk to parents and, if so, have we thought about how to involve parents in the process? How often do we have this discussion?

Provide: How does a curriculum area's provision relate to the abilities identified? How has a school ensured that all teachers understand and provide for the needs of most able learners?

2. Provide – identify - provide

What opportunities do we provide to develop gifts and talents - rather than simply find them?

What are the needs of our most able learners and how should a Focus school meet those needs?

Essentially, our most able learners need:

- to be recognised for the high, or potentially high, quality of their work
- opportunities for new learning with different experiences
- to develop confidence in themselves as learners – through an understanding of how they see themselves as learners.
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In particular Focus asks senior leaders, teachers and trustees to monitor, discuss and agree on the following:

1. What systems are in place to recognise and develop high ability?

- Is provision sufficiently tailored to meet individual needs?
- How and when do schools assess provision – ask if it is meeting needs – discuss opportunities for students with emerging or untapped abilities?
- What grouping strategy best serves the most able?
- Is planning and small scale grouping informed by the Graduated Approach three phases model?

- Acceleration should be used with caution. If schools are to use acceleration (early entry, joining an older class) how do schools monitor the social and emotional impact on the student? Have schools explored broadening provision as an alternative to acceleration?
2. What teaching strategies are used?
 - Does short and medium term planning have a focus on the most able?
 - Do all teachers understand how to differentiate through questioning, higher level resources, levels of challenge, pace, choice, rich tasks?
 - How do schools use planning to encourage independent learning?
 - What part does assessment for learning (AfL) play in lessons? Are lesson plans adjusted to reflect individual feedback?
 - How are learning dispositions – organisation, resilience, persistence, interdependence, independence, confidence, and reflectiveness – highlighted and developed through teaching?
 3. How are our most able learners tracked and supported?
 - How and when do schools discuss with individual students the demands placed on them by identifying them as ‘most able’ or ‘gifted and talented’?
 - Do schools ask learners about their learning – and act upon that information?
 - Is learning a dialogue between teacher and learner?
 - Do schools employ Referral and Tracking form effectively?
 4. How do schools enrich and extend the learning experience beyond the classroom?
 - What opportunities exist off timetable to enrich and extend individual learners?
 - How flexible is the timetable?
 - How is the immediate and wider school community contributing to learning?
 - How do schools interact with colleagues from other Focus schools to help professional development?

What are the step by step needs of teachers when starting work on a policy for the most able?

- Whole school and curriculum area discussion of definitions.
- Whole school and curriculum area meetings about teaching strategies for the most able.
- Establishing curriculum area registers and whole school registers – comparing the information they provide.
- Whole school clarification and agreement on the form of words to use to parents about the register – and how to involve them in provision.
- Whole school agreement on how to handle positively entry to, or exit from, the register.
- Looking for opportunities to shadow/ team teach the most able.
- Agreeing a process for altering/developing schemes of learning to cater for the most able.

How do schools know if they are making an impact through this policy?

- schools achieve significant, measurable improvements in the attainment, motivation, aspirations and self-esteem of gifted and talented learners
- schools have improved the identification of, and provision for, children who are underachieving
- schools can show that we promote opportunities for gifted and talented learners to progress more in line with their abilities than with their age
- schools have ensured that every curriculum area can personalise learning at the upper end of the ability range
- schools develop a ‘culture of achievement’ where excellence is encouraged and celebrated
- schools have developed a coherent professional development programme for teachers and other adults working with the more able.

Leading Teachers for Gifted and Talented Provision

- Every Focus school must have a teacher who leads and co-ordinates the provision for gifted and talented education and who:
 - acts as an advocate for the needs of gifted and talented pupils – and has a ‘voice’ in

whole school policy in relation to the most able

- promotes 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
- exemplifies effective practice for gifted and talented learners in their own professional practice, and provides coaching/peer mentor support for colleagues
- initiates strategies which support the professional development of colleagues to improve the school's capacity to personalise learning for gifted and talented learners is up to date with new knowledge.
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CONTEXTUAL INFORMATION about Carshalton Campus relevant to the Gifted and Talented Policy and its implementation in the Campus.

SENCO name: Justyna Zmuda

The Headteacher, Mr Kris Sodhi has designed and runs and oversees several collapsed, and intensive courses for AGT students. These courses are largely designed to meet specific pupil needs and abilities.

ASSOCIATED DOCUMENTS

Appendix 1 The National Strategies gifted and talented resources list, January 2009 and glossary of terms.

This policy is to be read as part of Focus Learning Support (SEND)Policy; Assessment, Marking, Recording, Reporting & Target Setting Policy Secondary; Teaching & Learning Policy; Disability and Discrimination Policy; Equal Opportunities Policy among any other relevant Focus School policies.

Focus Schools Offer, Focus Learning Support Guidelines 2014,

Effective provision for gifted and talented children in primary education, 2008

Effective provision for gifted and talented children in secondary education, 2007

<https://www.education.gov.uk/publications/>

Every Child Matters 2003.

<https://www.education.gov.uk/consultations/downloadableDocs/EveryChildMatters.pdf>

Supplementary guidance: more able and talented learners September 2013

www.estyn.gov.uk

LEGISLATION

Children and Families Act, 2014, <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

'Children and Young People with SEN: an analysis',

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEN](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEN_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

Confidentiality Act, www.lawcentreni.org/data-protection.html

Equality Act 2010, <https://www.gov.uk/definition-of-disability-under-equality-act-2010>

Focus Policy, Procedure & Guidance Manual Index April 2014

Health and Safety Executive (HSE) guidance, www.hse.gov.uk/guidance

SEND Code of Practice 2014,

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEN Code of Practice approved by Parliament 29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEN_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

ISSUED BY

Focus Learning Trust

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At a Trust Meeting on (date): .



GIFTED AND TALENTED RESOURCES

<http://webarchive.nationalarchives.gov.uk/20110809091832/http://www.teachingandlearningresources.org.uk/whole-school/gifted-and-talented>

This is for teachers use only The web links below are a guide only as the National Strategies website has been archived. On this site you will find the most popular content from the National Strategies web area, which has been updated to reflect the latest government policy and improved to make it more accessible.

Resource/ DCSF ref	Web link	Description
Gifted and Talented e-newsletter	http://nationalstrategies.standards.dcsf.gov.uk/search/giftedandtalented/results/nav:49617	Termly newsletter
G&T national discussion group	http://nationalstrategies.standards.dcsf.gov.uk/group/227591	An opportunity for leading teachers to discuss aspects of G&T education, to share interesting and effective practice, ask questions and raise issues.
Leading teacher handbook (Revised 2008) DCSF- 00577-2008	http://nationalstrategies.standards.dcsf.gov.uk/node/150504	This handbook and CD-ROM focuses on developing an understanding of how a leading teacher might work to improve gifted and talented provision and outcomes for pupils.
G&T e-learning modules	http://nationalstrategies.standards.dcsf.gov.uk/node/175114	A suite of e-learning modules for leading teachers and classroom teachers covering aspects of gifted and talented education in schools.
Local Authority Quality Standards	http://nationalstrategies.standards.dcsf.gov.uk/node/97760	Local authority quality standards (LAQS) are intended for use by local authorities in reviewing and developing support for gifted and talented learners within a local area.
Institutional Quality Standards	http://nationalstrategies.standards.dcsf.gov.uk/node/97563?uc=force_uj	The Institutional Quality Standards are designed as a self-evaluation tool for schools and colleges.
Gifted and talented Classroom Quality Standards Guided Resource: a subject focus DCSF 00556-2008	http://nationalstrategies.standards.dcsf.gov.uk/node/170998	This on-line resource, features the generic and subject Classroom Quality Standards self-evaluation tools, together with case studies, guidance and exemplification to support improvement.
Evaluating gifted and talented education: the school improvement partner's role in	http://nationalstrategies.standards.dcsf.gov.uk/node/159954	This document aims to support school improvement partners (SIPs) in the key aspects of their role as these relate to

Resource/ DCSF ref	Web link	Description
engaging the school DCSF 00016-2009		outcomes for gifted and talented pupils and education.
Identifying gifted and talented learners – getting started (revised May 2008) DCSF-00367-2008	http://nationalstrategies.standards.dcsf.gov.uk/node/288011	This is the second edition of core guidance on the identification of gifted and talented learners
Effective provision for gifted and talented children in primary education (Revised May 2008) DCSF-00379-2008	http://nationalstrategies.standards.dcsf.gov.uk/node/288007	Updated guidance on general principles for primary schools on planning and delivering effective provision for gifted and talented learners
Effective provision for gifted and talented children in secondary education DCSF-00830-2007	http://nationalstrategies.standards.dcsf.gov.uk/node/288025	The guidance provides support for all staff in identifying gifted and talented students and providing them with an appropriately personalised education.
Preventing underachievement series: Gifted and talented education –		
Guidance on preventing underachievement: a focus on dual or multiple exceptionalities (DME) DFES-00061-2007	http://nationalstrategies.standards.dcsf.gov.uk/primary/publications/inclusion/pns_gift_talent_dme_0006107	The focus of this guidance is the discussion of underachievement due to dual or multiple exceptionalities
Helping to find and support children with dual or multiple exceptionalities DCSF-00052-2008	http://nationalstrategies.standards.dcsf.gov.uk/node/84819	This booklet provides details on identifying and supporting children who are highly able with sensory impairment, learning problems, conduct issues and/or disabilities.
Guidance on preventing underachievement: a focus on children and young people in care DCSF-00873-2007	http://nationalstrategies.standards.dcsf.gov.uk/node/84939	The focus of this guidance is the prevention of underachievement for children and young people in care (children who are looked after).
Guidance on preventing underachievement: a focus on exceptionally able children DCSF-00066-2008	http://nationalstrategies.standards.dcsf.gov.uk/node/84878	This booklet aims to further develop teachers' shared knowledge and understanding of the nature of high-quality gifted and talented education, specifically for exceptionally able pupils.
Guidance on preventing underachievement: planning a whole school approach DCSF-	http://nationalstrategies.standards.dcsf.gov.uk/node/183104	The final booklet addresses the issues of gifted and talented education for learners who are underachieving, or at risk of underachieving.

Resource/ DCSF ref	Web link	Description
Gifted and talented Black pupils' achievement: Continuing professional development (CPD) module and briefing pack DCSF 00526-2009	http://nationalstrategies.standards.dcsf.gov.uk/node/194811	A CPD module to support schools in improving the identification of gifted and talented Black learners and in exploring ways to stretch these students to raise their achievement.
National Challenge: Raising standards, supporting schools - Gifted and Talented Project Programme		
Introduction and overview DCSF- 00390-2009	http://nationalstrategies.standards.dcsf.gov.uk/node/174546	This is the first in a series of resources to help schools in this National Challenge project to accelerate the progress and enrich the learning of G&T pupils.
User guide and Element 1: Leading and managing improvement for gifted and talented education	http://nationalstrategies.standards.dcsf.gov.uk/node/197352	A booklet to help schools to support leadership and management of improvement for gifted and talented education.
Element 2: Tracking progress of gifted and talented pupils	http://nationalstrategies.standards.dcsf.gov.uk/node/197358?uc=force_uj	A booklet to help schools to track the progress of gifted and talented pupils.
Element 3: Guidance on pedagogy for gifted and talented education	http://nationalstrategies.standards.dcsf.gov.uk/node/197372	A booklet to provide schools with guidance on pedagogy for gifted and talented education.
Excellence for All: A Gifted and Talented approach to whole-school improvement DCSF 01019-2009PDF-EN-02	http://nationalstrategies.standards.dcsf.gov.uk/node/255788	This guidance is based on the premise that good provision for G&T pupils is good provision for all pupils. It includes a toolkit of CPD materials, useful resources and references.
Excellence for All in practice	http://nationalstrategies.standards.dcsf.gov.uk/node/259453	Cameos of school-based practice supporting an Excellence for All approach.
Using a discussion framework to develop learning awareness in gifted and talented pupils	http://nationalstrategies.standards.dcsf.gov.uk/node/238261	A simple and easily adaptable discussion framework to support the improvement of learner self-awareness (metacognition).
Focusing on the question set – an approach to improving pupils' question analysis skills	http://nationalstrategies.standards.dcsf.gov.uk/node/259227	A focus on teaching strategies and pupil activities that develop question analysis skills, but can be transferable to a wide range of other applications and contexts
Pupil learning log	http://nationalstrategies.standards.dcsf.gov.uk/node/242405	A log to enable pupils to reflect regularly on their learning, look for patterns and trends over time, and bring their reflections to bear in any discussions with mentors or tutors.

Resource/ DCSF ref	Web link	Description
Moderating online discussions	http://nationalstrategies.standards.dcsf.gov.uk/node/228539	A short course (30 mins) designed to support those wishing to improve their understanding or skills of moderation in online discussions.
Narrowing the Gap: Know the Gaps		
Narrowing the Gaps: Resources to support the achievement of Black and minority ethnic, disadvantaged and gifted and talented pupils DCSF- 00781-2009	http://nationalstrategies.standards.dcsf.gov.uk/node/227331	An overview of materials currently available to help narrow gaps. Published Sept 2009
Narrowing the Gaps: from data analysis to impact – The golden thread DCSF 00792-2009PDF-EN-01	http://nationalstrategies.standards.dcsf.gov.uk/node/246991	This publication focuses on the effective use of data in primary and secondary schools and settings to focus and drive action to accelerate the progress of underachieving pupils entitled to free school meals (FSM).
Narrowing the Gaps: from data analysis to impact – A practical guide DCSF 00912-2009PDF-EN-07	http://nationalstrategies.standards.dcsf.gov.uk/node/246822	This publication offers data workshops providing staff development materials that can be used to shape whole-school training, dedicated sessions for middle leaders and cross-phase workshops for families of schools.
Know the Gaps	http://nationalstrategies.standards.dcsf.gov.uk/node/254604	A course which aims to develop the use of Raiseonline to analyse and interrogate performance data according to different types of pupil vulnerability and disadvantage.

Glossary and Links for Gifted and Talented	
Word/Phrase	Explanation and link
Acceleration	<p>Acceleration is when a younger learner is moved into a class with older pupils, or when work intended for older pupils is used in a class of younger learners. It may also involve the taking of tests and exams earlier than would usually occur.</p> <p>The practice of 'fast-tracking' pupils into an older age group is rarely used because of considerations of other aspects of a pupil's development, but acceleration is often used selectively, for example for a pupil to work with an older age group for a specific subject or aspect of a subject.</p>
Arts Education	www.creativegeneration.org.uk provides useful guidance on identifying and providing for young people talented in the arts.
Children in Care	<p>Search ref: 00873-2007BKT-EN</p> <p>This is one of a series of booklet dealing with underachievement and able or potentially able young people.</p>
City GATES (City gifted and talented education strand)	A London, Manchester and Black Country Year 10 to Year 13 programme that began in 2008. It focuses on improving the progression of G&T students to university. It develops their capacity as self regulating learners, their self knowledge (using a Needs Analysis process), self belief and aspirations. Student learning is supported by an especially written and delivered Progression Academy and by scholarships. Indications are that City Gates will become National Gates b y 2010.
Cognitive Ability Test (CATs)	Tests which assess reasoning ability
Classroom Quality Standards (CQS)	<p>A progressive set of standards designed to support and further exemplify Element 2 of the Institutional Quality Standards 'Effective Provision in the Classroom'.</p> <p>A developing on-line resource launched in November 2008 containing generic and subject specific guidance.</p> <p>Search for – CQS guided resource</p>
Dual Exceptionality (DE)	Used where learners have a Special Educational Need and a gift or talent.
Define – Identify – Provide (DIP)	<p>A model of providing for gifted and talented which:</p> <p>establishes a definition of a gifted and a talented learner</p> <p>uses this to identify G&T learners who fit, or have the potential to fit, the definition.</p> <p>provides challenging learning opportunities for the identified pupils</p> <p>The caveat with this model is that it excludes those learners who have failed to be identified because the learning opportunities are provided only to a discrete group.</p>

Effective Provision for gifted and talented young people.	<p>Effective Provision for gifted and talented children in Primary Education (Revised May 2008) www.teachernet.gov.uk/publications Search ref: DCSF - 00379-2008</p> <p>Effective Provision for gifted and talented education in secondary education www.teachernet.gov.uk/publications Search ref:DCSF-00830-2007</p>
Enrichment	<p>Enrichment means providing greater breadth of learning when a pupil is encouraged to go beyond the usual limits of a subject or topic. Enrichment activities might involve extra classroom exercises or more open-ended project work.</p>
Exceptional Achievement	<p>Pupils with extraordinary abilities, capable of expert performance, thinking and creativity.</p> <p>www.standards.dcsf.gov.uk/nationalstrategies Search ref: 00066-2008BKT-EN</p>
Extension	<p>Extension means providing greater depth, for example when pupils are given activities that develop higher order thinking skills and work practices. Extension activities help learners to work with greater autonomy and self-discipline.</p>
Gifted	<p>Learners who are capable of excelling in academic subjects such as English, mathematics, science or History to a level significantly ahead of their year group (or with the potential to develop these abilities).</p>
G&T Coordinators	<p>A teacher in each school who is responsible for maintaining the G&T register, coordinating school provision and policy, and brokering activities beyond the classroom.</p>
G&T e-learning modules	<p>An extensive, and growing, collection of e-learning modules to support the Leading Teacher (and classroom teachers) with all aspects of G&T education.</p> <p>www.nationalstrategiescpd.org.uk</p>
'Hidden gifted and talented'	<p>This term refers to those learners whose potential is masked by behavioural, linguistic, cultural, social-economic and gender differences. They may have specific learning difficulties such as dyslexia, be non-attenders or high achievers beyond the school day. Some pupils just choose to hide their potential.</p>
Identification	<p>The process for assessing and targeting gifted and talented pupils. A range of identification tools are available to schools including quantitative measures such as SATs and predictive tests such as FFT, and qualitative tools such as teacher or parent nomination. Identification is not an exact science and schools must remember that the purpose of identifying G&T pupils is to make the best possible provision for them to ensure they reach their true potential.</p> <p>A key booklet on identification is: Identifying gifted and talented learners-getting started (Revised May 2008) Search ref: DCSF-00367-2008</p>

Institutional Quality Standards (IQS)	The DfES's national self-evaluation tool for schools to support the development of G&T. IQS provides a view of developing and exemplary practice, arranged in 14 elements such as achievement, classroom provision, leadership and management. It provides three levels for each element to show progression, and may be used to undertake a full audit, or a light touch survey of one or more aspects of a school's G&T provision.
Leading Teachers	A trained teacher for gifted and talented education who will be the lead professional able to support teaching, learning, CPD and improvement planning using IQS. The leading teacher could be the current G&T coordinator but this is for the school to decide. The Handbook can be downloaded at www.standards.dcsf.gov.uk/nationalstrategies Search code: 00577-2008FLR-EN
Local Authority Quality Standards (LAQS)	A self-evaluation tool to support the development of G&T across a local authority. It is part of the National Quality Standards for G&T which includes IQS for schools and CQS for teachers, and follows a similar format of levels of progression for each facet of practice and policy. See www.standards.dcsf.gov.uk
London Gifted and Talented	Provide a wide range of classroom resources and CPD. (See also the REAL project) www.londongt.org
Middle Years Information System (MidYIS)	Tests which provide a baseline for Value Added measures in secondary schools. www.cemcentre.org
Multiple Exceptionality (ME)	Used where learners have one of more Special Educational Needs and gifts or talents. www.standards.dcsf.gov.uk/nationalstrategies Two booklets: Search ref: 00061-2007BKT-EN Search ref: 00052-2008BKT-EN
National Association of Able Children in Education (NACE)	An independent organisation supporting educational professionals in providing for the most able through conferences and publications. Some schools, primary and secondary use NACE's Challenge Award as a framework to evaluate and develop their G&T work. www.nace.co.uk
National Association for Gifted Children (NAGC)	An independent organisation that supports the parents of able children. It provides personal advice and resources. http://www.nagcbrtain.org.uk
National Challenge Schools and G&T	In April 2009, the National Strategies launched a Gifted and Talented Pilot Programme for National Challenge Schools –

	The National Challenge: Raising Standards, supporting Schools 00390-2009BKT-EN. Download from www.standards.dcsf.gov.uk
National College for School Leadership (NCSL)	Currently (2009) running a pilot Leading From the Middle (LftM) programme focusing on leadership and G&T www.ncsl.org.uk/programmes
Oxford Brooks University	A key provider of courses, qualifications and research opportunities for teachers of the gifted and talented. www.brookes.ac.uk/schools/education/rescon/cpdgifted
Provision in the classroom	A growing number of books available, but try: Meeting the Needs of Your More Able Students in ... All subjects, published by Routledge.
Provide – Identify – Provide (PIP)	A model of providing for gifted and talented which gives all a chance to show their abilities and aptitudes provide the conditions and opportunities for learning in which there are opportunities for all pupils to demonstrate high ability identify: from these opportunities learners who are functioning, or have the potential to function, beyond their year group provide challenging learning opportunities for identified pupils that will further extend their learning.
Star Performance	A programme to maximise attainment at Key Stage 4, Star Performance develops teachers' capacity to managing A* learning. Devised by London G&T it is now being offered as part of the CityGATES project. www.londongt.org
Qualifications and Curriculum Authority (QCA)	Provides information and advice to support schools in the teaching of gifted and talented in the context of the curriculum. Includes case studies together with guidance on subject specific identification. www.nc.uk.net/gt
Sports	www.talentradder.org/
School Improvement Partners (SIPs)	Support for SIPs is published in handbook form available from: www.standards.dcsf.gov.uk/nationalstrategies Search ref: 00016-2009BKT-EN
Talented	Learners who are capable of excelling in areas requiring visio-spatial skills or practical abilities, for example art, music, drama, sport and PE to a level significantly ahead of their year group (or with the potential to develop these abilities).
Underachievement	www.standards.dcsf.gov.uk/nationalstrategies Search ref: Guidance on preventing underachievement See also: Breaking the Link between disadvantage and low attainment: Everyone's Business DCS-00357-2009 and from: www.teachernet.gov.uk/publications
YEar 11 Information System (Yellis)	Tests which provide a baseline for Value Added measures in secondary schools www.cencentre.org

