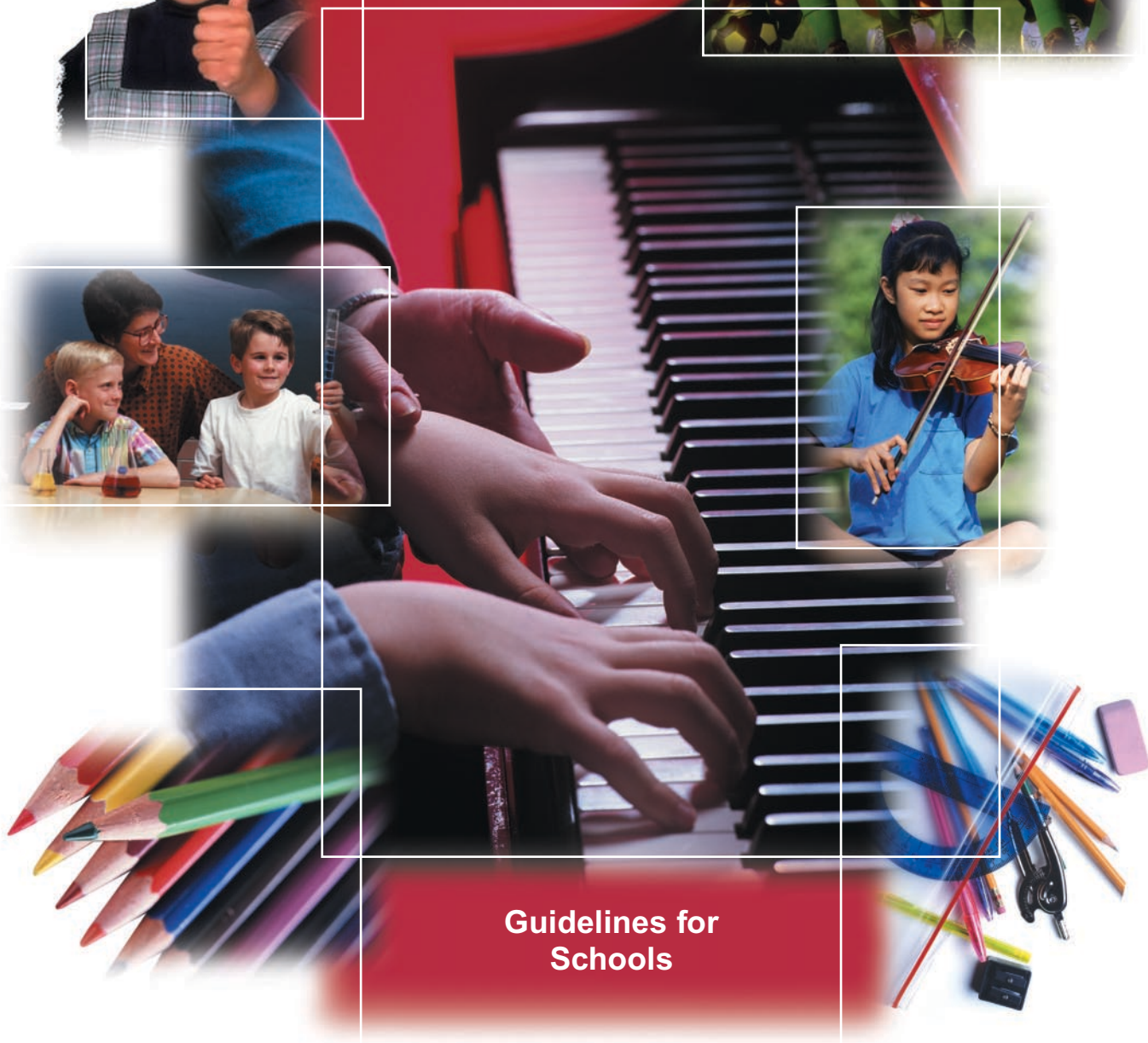
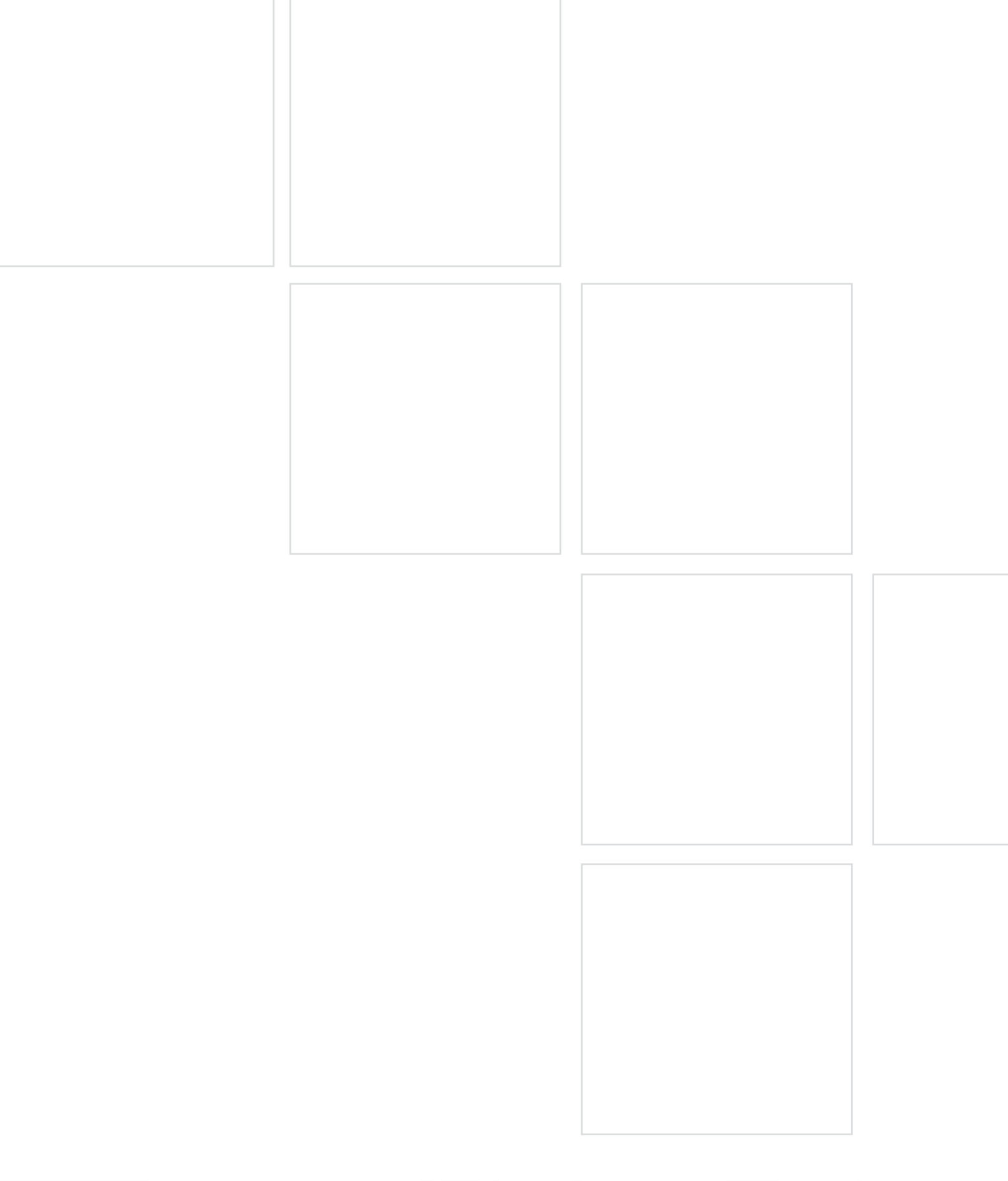


PROVISION FOR ABLE, GIFTED AND TALENTED PUPILS



Guidelines for
Schools



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This guidance has been compiled by the county's Able, Gifted & Talented team.

It gives me great pleasure to introduce these guidelines for meeting the needs of more able, gifted and talented pupils.

There is a national strategy to meet the needs of these youngsters because research shows that, whilst they have often reached satisfactory levels of attainment against national norms, they have not necessarily achieved their true potential.

Lancashire County Council is committed to supporting schools in addressing the needs of these pupils in a thorough and creative way. We hope you will find these guidelines useful as you evaluate your current provision and plan for the future. We are confident that together, schools and the LEA can help these youngsters to gain more from their time at school as they become more effective learners, fully engaged and committed to life-long learning.

The guidelines are intended to help everyone understand the kinds of children we are talking about and their levels of ability, why there is a need to focus on provision for them and how you might go about doing this. The self evaluation and audit documents will help you take stock of your current position, plan areas for development, monitor the progress and evaluate the impact of that development.

We hope that you will find them helpful.



Graham Dunn
Head of School Effectiveness Service
Lancashire Education and Cultural Services Directorate



Which pupils are we talking about?

- pupils in your school.
- up to a third of your intake.
- children who may have ability within one or more areas of the curriculum but not necessarily in all.
- children with a particular ability in art, music, sport or the performing arts (these we describe as “talented”).
- children with the potential to achieve at a higher level than the majority of their peers in the academic subjects (these we describe as “able”)
- children with the potential for exceptional performance representing around 0.5% of the population nationally and capable of PIPs scores >70 or CATs scores >135 (these we describe as “gifted”).

Why focus on provision for able/talented pupils?

- Inclusion - most able/talented pupils are educated in mainstream schools and there is an increasing awareness that many are not achieving their potential.
- National strategy - this has been taking shape since the late 1990's, featuring in the white papers “Excellence in Schools” (1997) and “Schools - Achieving Success” (2001), informed by the Select Committee report “Highly Able Children” (1999) and detailed in the current National Curriculum inclusion requirements. Many national developments are now including a focus on able/talented pupils.
- Inspection findings - locally and nationally OFSTED findings suggest that the needs of able/talented pupils are not always adequately addressed.

What needs to be done?

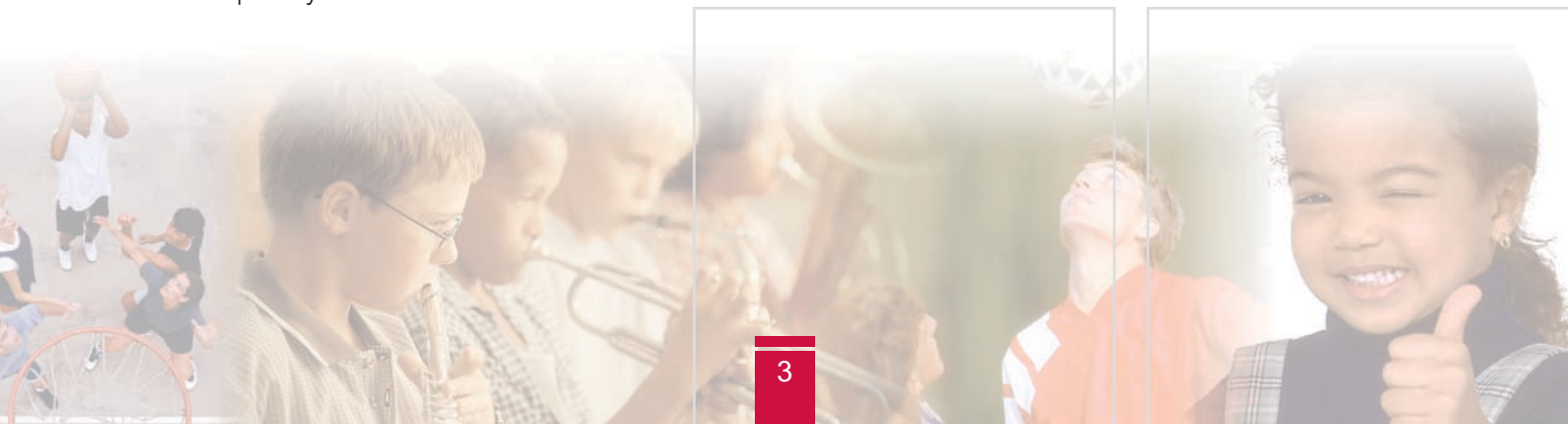
- Identify the able, talented and gifted pupils in school.
- Establish a whole-school policy to drive forward development.
- Consider the Continuing Professional Development needs of staff.
- Identify key roles and responsibilities.
- Ensure that teachers provide challenging activities for all these children.
- Ensure that teachers are equipping these pupils to be effective learners.
- Explore opportunities for broadening learning experiences in class, out of class and out of school.
- Ensure pastoral systems are in place to support individual development.
- Strengthen parental involvement.
- Monitor provision and evaluate its effectiveness in meeting pupil needs. Look at levels of attainment and analyse the results of your able and talented sub-group as you would other gender, ethnic or special needs groups.

What next?

- Use the enclosed self-evaluation framework to identify what is already in place.
- Use the enclosed audit tool to look in more detail at the effectiveness of current provision and to identify areas for development.
- Use the outcomes of the audit and self-evaluation processes, supported by the enclosed list of Key Questions, to agree development priorities.

Where can we find further advice and guidance?

- See the enclosed lists of contacts and resources.



EVALUATING PROVISION FOR ABLE, GIFTED AND TALENTED PUPILS

SCHOOL SELF-EVALUATION

AREA: Able, Gifted & Talented Pupils

FOCUS: SYSTEMS & STRUCTURES

When systems and structures are likely to be most effective:	When systems and structures are likely to have satisfactory >>> less than satisfactory impact:	When systems and structures are likely to be least effective:
<ul style="list-style-type: none"> the school has an A, G & T policy, guidelines for staff members, a co-ordinator, a named governor and a register of its A, G & T pupils. 	<ul style="list-style-type: none"> the school has some of the suggested systems and structures in place, but not all. 	<ul style="list-style-type: none"> the school demonstrates very limited awareness of the needs of A, G & T pupils.
<ul style="list-style-type: none"> the A, G & T pupils are evident as recognised groups with particular needs in all school documentation including the prospectus, planning documents and self-evaluation processes. 	<ul style="list-style-type: none"> the A, G & T pupils are evident as recognised groups in parts of the school documentation but not all. 	<ul style="list-style-type: none"> the A, G & T pupils are not identified by the school.
<ul style="list-style-type: none"> there is an evident commitment to the professional development of all staff in recognising and meeting the needs of A, G & T pupils. 	<ul style="list-style-type: none"> professional development of staff has not been systematic but has relied on the interest of individual staff members. 	<ul style="list-style-type: none"> professional development has not taken place.
<ul style="list-style-type: none"> parents are involved in procedures for identification and target setting and contribute to support and review. 	<ul style="list-style-type: none"> though parents are kept informed they have no active role in developing the programme provided by the school. 	<ul style="list-style-type: none"> information on A, G & T pupils is regarded as confidential to the school. parents are not involved in any decisions regarding provision.

SCHOOL SELF-EVALUATION**AREA: Able, Gifted & Talented Pupils****FOCUS: IDENTIFICATION**

Identification is likely to be most effective when:	When identification is likely to be satisfactory >>> less than satisfactory:	When identification is likely to be least effective:
<ul style="list-style-type: none"> the school uses a wide range of indicators of ability both quantitative (e.g. data) and qualitative (e.g. teacher recommendation) to identify both academically able and talented pupils; the views of pupils and parents are taken into account. 	<ul style="list-style-type: none"> the school relies upon a limited range of indicators (e.g. solely quantitative or qualitative). 	<ul style="list-style-type: none"> identification of pupils is haphazard and partial.
<ul style="list-style-type: none"> the school has effective procedures for the identification of potential A, G & T pupils, including pupils who are currently under-achieving, understanding that pupils may have ability in one or more areas. 	<ul style="list-style-type: none"> there is some attempt to identify underachievement but factors such as poor behaviour, attitude and motivation may lead to pupils being omitted from the identified group. 	<ul style="list-style-type: none"> identification relies exclusively upon the current academic performance of pupils.
<ul style="list-style-type: none"> subject teachers recognise what constitutes high ability in their subject. 	<ul style="list-style-type: none"> subject teachers have some understanding of what constitutes high ability in their subject. 	<ul style="list-style-type: none"> subject teachers have little or no understanding of what constitutes high ability in their subject.
<ul style="list-style-type: none"> the school monitors the socio-economic, ethnic and gender balance of identified groups and regularly reviews composition and progress of individual members. 	<ul style="list-style-type: none"> the composition and progress of the identified groups are reviewed annually or less frequently. 	<ul style="list-style-type: none"> the composition of identified groups is fixed on entry to the school.

SCHOOL SELF-EVALUATION

AREA: Able, Gifted & Talented Pupils

FOCUS: TEACHING & LEARNING

Teaching and learning is likely to be most effective when:	When teaching and learning is likely to be satisfactory >>> less than satisfactory:	When teaching and learning is likely to be least effective:
<ul style="list-style-type: none"> teachers have high expectations of A, G & T pupils, providing clear guidance on where to go next and setting appropriate individualised targets. 	<ul style="list-style-type: none"> teachers are sometimes too easily satisfied with the work of A, G & T pupils. teachers praise A, G & T pupils but do not make clear the next steps. 	<ul style="list-style-type: none"> teachers are content if pupils are working above the class average and keep busy.
<ul style="list-style-type: none"> good relationships between teachers and A, G & T pupils impact positively on learning; A, G & T pupils have access to an appropriate share of the teacher's time. 	<ul style="list-style-type: none"> there is evidence of relationships between some teachers and A, G & T pupils impacting negatively on learning. 	<ul style="list-style-type: none"> teachers have difficulty in establishing positive, productive relationships with their more able pupils.
<ul style="list-style-type: none"> teachers provide appropriately wide-ranging and challenging activities for their A, G & T pupils both in-school and through external providers. 	<ul style="list-style-type: none"> examples of appropriate challenge exist, but this is inconsistent across the school. 	<ul style="list-style-type: none"> teachers prepare tasks to fit the available time and early finishers get more of the same. there is an over-emphasis on written work.

SCHOOL SELF-EVALUATION

AREA: Able, Gifted & Talented Pupils

FOCUS: PASTORAL SUPPORT

Pastoral support is likely to be most effective when:	When pastoral support is likely to be satisfactory >>> less than satisfactory:	When pastoral support is likely to be least effective:
<ul style="list-style-type: none"> A, G & T pupils have access to support in areas identified for further development such as self-esteem, behaviour, social skills or presentational skills. 	<ul style="list-style-type: none"> the school recognises that some A, G & T pupils need access to specific support, but does not always provide this effectively. 	<ul style="list-style-type: none"> pastoral support systems in school are not seen as relevant to the needs of A, G & T pupils.
<ul style="list-style-type: none"> pupils and parents are consulted about pupil strengths, development needs, ambitions and preferred learning styles. 	<ul style="list-style-type: none"> consultation is cursory and sometimes not acted upon. 	<ul style="list-style-type: none"> pupils and/or parents are not consulted.
<ul style="list-style-type: none"> regular opportunities are provided for A, G & T pupils to meet and to work with pupils of similar ability perhaps from other year-groups or from other schools. 	<ul style="list-style-type: none"> occasional opportunities are provided for A, G & T pupils to meet and to work with pupils of similar ability. 	<ul style="list-style-type: none"> there are no planned opportunities for A, G & T pupils to meet and to work with pupils of similar ability.

SCHOOL SELF-EVALUATION**AREA: Able, Gifted & Talented Pupils****FOCUS: STUDY SUPPORT**

Study support is likely to be most effective when:	When study support is likely to be satisfactory >>> less than satisfactory:	When study support is likely to be least effective:
<ul style="list-style-type: none"> • pupils are systematically equipped with skills to make them more effective learners. • many open-ended learning opportunities are provided to use these skills. 	<ul style="list-style-type: none"> • teachers are aware of the importance of developing skills but uncertain of how to facilitate this. • teachers find it hard to find time to teach skills appropriately. 	<ul style="list-style-type: none"> • teachers feel that their emphasis should be on ensuring coverage of curriculum content and increasing knowledge.
<ul style="list-style-type: none"> • the school provides a very good range of opportunities (including after-school and outside school) to enrich, motivate and inspire its A, G & T pupils. 	<ul style="list-style-type: none"> • the school provides a limited range of opportunities which meet the needs of some pupils (e.g. restricted to sport). 	<ul style="list-style-type: none"> • the school fails to provide out of school enrichment activities for pupils.
<ul style="list-style-type: none"> • the school provides access to facilities (such as study centres, homework clubs) outside the normal school day and encourages A, G & T pupils to access opportunities for further study. 	<ul style="list-style-type: none"> • though facilities exist, uptake is patchy as staff do not actively encourage A, G & T pupils and their parents to use them independently. 	<ul style="list-style-type: none"> • no facilities are available out of hours.

School: Person Completing Audit:

Date:

Purpose of the Audit :

The groups of statements contained in this audit take comprehensive account of the good practice we have seen and development priorities identified by DfES. The audit procedure should enable you to identify what you are doing well and to plan your areas for development by selecting the statements which link best to what you wish to achieve.

Using the Audit :

For your school, decide whether each statement describes what is already firmly in place 😊, what is partly in place 😐 or what has not yet been developed/implemented/attempted to any significant degree ☹️ and place a tick in the appropriate column.

Do not be disheartened if smiley faces are few in number now: use the information to inform your own development planning in school.

Space is provided for "Notes". Use this to explain, exemplify or amplify a response for future reference, or to indicate priorities and ideas for future development.

In the following document the word **Able** has been used to replace **Able, Gifted & Talented pupils** in the interest of saving space.

SYSTEMS / STRUCTURES

😊 😐 😞

Notes

1. There is a named co-ordinator for able pupils.				
2. There is a named governor for able pupils.				
3. A whole school policy for able pupils exists.				
4. The policy has been adopted by the Governing Body.				
5. Able provision is mentioned in the school prospectus.				
6. All staff are aware of the able pupil policy, its aims, plans for implementation and their associated roles/responsibilities within it.				
7. If the above elements are not in place, the needs of able pupils are specifically addressed in the School Development/Improvement Plan.				
8. Able pupil issues are regularly included on the agenda of staff and SMT meetings.				

PROFESSIONAL DEVELOPMENT

😊 😐 😞

Notes

9. The co-ordinator has attended some training re: able pupils.				
10. Class teachers are confident in recognising underachievement.				
11. Teachers and curriculum co-ordinators are aware of what constitutes high level responses in their classes and subject areas.				
12. All staff have received training on the education of able pupils.				
13. All governors have received information re: the education of able pupils.				
14. Lesson observations focus in part on differentiation for the more able.				
15. Opportunities exist for staff to share good practice re: able pupils.				
16. Meeting the needs of able pupils is included in the NQT induction programme.				

IDENTIFICATION

😊 😐 😞

Notes

17. Systems exist for the identification of able pupils.				
18. The school has an agreed working definition for “able pupils”.				
19. Each subject area has developed clear criteria for identifying able pupils (perhaps using NC guidelines).				
20. Systems for identification make use of a range of data (quantitative and qualitative).				
21. Parental/self/peer nomination have been used in identification.				
22. Teachers can identify able underachievers in all subject areas.				
23. School has identified a register of able pupils (from 10% to 30%).				
24. All staff are aware which pupils have been identified as able.				
25. Composition of the able cohort is representative of the school's intake (gender, ethnicity, FSM etc.)				
26. The able register/cohort is reviewed regularly.				
27. Pupils identified as able have been informed of this.				
28. Parents/carers of identified children have been informed.				
29. Pupils in the cohort have been involved in identifying personal strengths, development needs and personal learning styles/preferences.				
30. Teachers are aware of pupils' learning styles and identified needs.				
31. Systems exist for the effective transfer of information about able pupils at KS1/KS2 and KS2/KS3 transition.				

PROVISION**Notes**

32. Whole-school curriculum review/development takes account of provision for able pupils.			
33. Study support opportunities exist to enrich & extend able pupils (e.g. visits, ICT access, visitors, homework club etc.).			
34. Pupils are involved in managing their own learning.			
35. Able pupils receive additional support for areas of identified weakness (e.g. spelling, presentation, behaviour).			
36. Guidelines exist to support staff in providing for able pupils.			
37. Appropriate extension activities exist within schemes of work/lesson plans in all subject areas.			
38. All teachers differentiate lessons to extend/challenge able pupils through high quality thinking-skills tasks (as opposed to increased amounts of work at the basic level).			
39. All staff employ appropriate pedagogic approaches to develop pupils' independent learning skills.			
40. Homework is differentiated for able pupils.			
41. Able pupils are actively encouraged to enter local, national and international competitions.			
42. Pupils are alerted to out of school opportunities (e.g. Local Events).			
43. Able pupils have the opportunity to communicate with a variety of groups and individuals.			

PASTORAL SUPPORT**Notes**

44. The Able Pupil Co-ordinator and Support Staff liaise regularly.			
45. The school seeks to provide inspiring role models.			
46. All able pupils have access to support when appropriate and this is discussed with them.			
47. Parents/carers are aware of their child's targets & how to support them.			
48. Able pupils have opportunities to associate with other able individuals from different schools/year groups.			

MONITORING & EVALUATION

😊 😐 😞

Notes

49. Systems exist for evaluating the impact of provision on able pupils.				
50. SMT/Able Pupil Co-ordinator are aware of school targets and monitor progress towards these.				
51. Whole-school analysis (e.g. test performance) considers able pupils as a sub-set.				
52. Individual targets are set for all able pupils.				
53. Individual targets are set with all able pupils.				
54. Systems exist for the tracking of able pupils.				
55. Pupils maintain learning logs/ journals.				
56. Regular review discussions take place with able pupils.				
57. Portfolios of outstanding work exist within each subject area.				
58. Pupils' work is sampled on a regular basis.				
59. Co-ordinator monitors levels of participation and attendance of able pupils in study-support activities.				
60. Pupils are invited to contribute to the evaluation of provision and plan for future action.				
61. Pupils regularly evaluate their learning.				
62. Pupils formally evaluate study support/ extension /enrichment activities.				
63. Able pupils complete an annual attitudinal survey.				
64. An audit is maintained to ensure variety of provision across the curriculum.				
65. Co-ordinator regularly monitors classroom provision for able pupils.				

School: Person Completing Audit:

Date:

Purpose of the Audit :

The groups of statements contained in this audit take account of the good practice and development priorities identified by DfES and the Nord-Anglia and Ofsted evaluations of the EiC pilot year.
The completed audit should enable the identification of good practice across the school.

Using the Audit :

For your school, decide whether each statement describes what is already firmly in place 😊, what is partly in place 😐 or what has not yet been developed/implemented/attempted to any significant degree ☹️ and place a tick in the appropriate column.
Do not be disheartened if smiley faces are few in number now: use the information to inform your own development planning in school.
Space is provided for "Notes". Use this to explain, exemplify or amplify a response for future reference, or to indicate priorities and ideas for future development.

In the following document the word **Able** has been used to replace **Able, Gifted & Talented pupils** in the interest of saving space.

ROLES & RESPONSIBILITIES

😊 😐 😞 Notes

1. There is a named Co-ordinator for able pupils.			
2. Co-ordinator has management experience.			
3. Co-ordinator has a named link on/is a member of the school's SMT.			
4. Co-ordinator meets on a regular basis with SMT.			
5. Co-ordinator manages a school budget for able pupils.			
6. Each subject area has a link teacher responsible for able pupils.			
7. Subject link teacher meets regularly with School Co-ordinator.			
8. Departments meet regularly to develop materials/approaches for able pupils i.e. standing item on agenda.			
9. All subject departments take responsibility for provision within their departments including development of subject policies.			
10. Pastoral staff (e.g. Tutors, Heads of Year) have identified roles in monitoring and supporting able pupils.			

PROFESSIONAL DEVELOPMENT

😊 😐 😞 Notes

11. Co-ordinator has attended some training re: able pupils.			
12. Subject teachers are confident in the identification of able pupils.			
13. Teachers are aware of what constitutes high level responses in their subject area (e.g. the features of level 7, level 8/exceptional performance or grade A*/A performance).			
14. All staff have received training on the education of able pupils.			
15. All governors have received information re: the education of able pupils.			
16. Lesson observations focus in part on differentiation for the more able.			
17. Opportunities exist for staff from different subject areas to share good practice re: able pupils.			
18. Meeting the needs of able pupils is included in the NQT induction programme.			

SYSTEMS / STRUCTURES

😊 😐 😞

Notes

19. Co-ordinator receives timetabled time associated with the role.				
20. Co-ordinator receives appropriate clerical support.				
21. A whole school policy for able pupils exists.				
22. Policy has been adopted by the Governing Body.				
23. Able provision is mentioned in the school prospectus.				
24. All staff are aware of the able pupil policy, its aims and their associated roles/responsibilities.				
25. Meeting the needs of able pupils is specifically addressed in the School Development/Improvement Plan.				
26. An associated Action Plan is in place to support the implementation of the able pupil policy.				
27. Able pupil issues are regularly included on the agenda of staff, pastoral and subject meetings.				
28. The school works in co-operation with other schools (same phase and cross-phase) to provide opportunities for able pupils.				
29. Links have been established with Further Education.				
30. Links have been established with Higher Education.				
31. Links have been established with Business/Employers.				

IDENTIFICATION

😊 😐 😞

Notes

32. Systems exist for the identification of able pupils.				
33. School has an agreed working definition for identifying able pupils.				
34. Each subject area has developed clear criteria for identifying able pupils (perhaps using NC guidelines).				
35. Systems for identification make use of a range of data (quantitative and qualitative).				
36. Parental/self/peer nomination have been used in identification.				
37. Systems can identify able underachievers in all subject areas.				
38. School has identified a register of able pupils (from 10% to 30%).				
39. All staff are aware which pupils have been identified as able.				
40. Composition of the able cohort is representative of the school's intake (gender, ethnicity, FSM etc.)				
41. The able register/cohort is reviewed regularly.				
42. Pupils identified as able have been informed of this.				
43. Parents/carers of identified children have been informed.				
44. Pupils in the cohort have been involved in identifying personal strengths, development needs and personal learning styles/preferences.				
45. Teachers are aware of pupils' learning styles and identified needs.				
46. Systems exist for the effective transfer of information about able pupils at KS2/KS3/KS4/KS5/HE transition.				

PROVISION



Notes

47. Whole-school curriculum review/development takes account of provision for able pupils.			
48. Acceleration/fast tracking is available for able pupils.			
49. New courses introduced for able pupils.			
50. Whole-school study support opportunities to enrich & extend able pupils (e.g. visits, ICT access, visiting speakers, homework club).			
51. Opportunities for pupils to be involved in managing own learning.			
52. Able pupils receive additional support for areas of identified weakness (e.g. spelling, presentation, behaviour)			
53. Guidelines exist to support staff in providing for able pupils.			
54. Appropriate extension activities exist within schemes of work/lesson plans in all subject areas.			
55. All subject teachers differentiate lessons to extend/challenge able pupils.			
56. All staff employ appropriate pedagogic approaches to develop pupils' independent learning skills.			
57. Differentiated homework is set in all subjects.			
58. Opportunity exists to participate in Summer Schools for able pupils.			
59. Able pupils actively encouraged to enter local, national and international competitions.			
60. Pupils alerted to out of school opportunities (e.g. Local Events).			
61. Able pupils have the opportunity to communicate with a variety of groups and individuals.			

PASTORAL SUPPORT

😊 😐 😞

Notes

62. Able Pupil Co-ordinator and Pastoral Co-ordinator liaise regularly.				
63. The school seeks to provide inspiring role models.				
64. All able pupils have the opportunity to work with a supporting adult.				
65. Parents/carers are aware of their child's targets and how to support them.				
66. Able pupils receive appropriate guidance related to subject options, FE/HE and careers.				
67. Able pupils have opportunities to associate with other able individuals from different schools/year groups.				

MONITORING & EVALUATION

😊 😐 😞

Notes

68. Systems exist for evaluating the impact of provision on able pupils.				
69. SMT/Able Pupil Co-ordinator are aware of school targets and monitor progress towards these.				
70. Whole school analysis (e.g. exam/test performance) considers able pupils as a sub-set.				
71. Use of the able pupil budget is monitored and evaluated for effectiveness.				
72. Individual targets are set for all able pupils.				
73. Individual targets are set with all able pupils.				
74. Systems exist for the tracking of able pupils.				
75. Pupils maintain learning logs/ journals.				
76. Regular review discussions take place with able pupils.				
77. 'Early warning' systems exist (e.g. if pupils miss deadlines or alter attendance patterns.)				
78. Portfolios of outstanding work exist within each department.				

MONITORING & EVALUATION (continued)

😊 😐 😞

Notes

79. Pupils' work is sampled on a regular basis.				
80. Co-ordinator monitors levels of participation and attendance of able pupils in study-support activities.				
81. Co-ordinator monitors number of pupils expressing interest in Further Education/Higher Education.				
82. Pupils are invited to contribute to the evaluation of provision and plan for future action.				
83. Pupils regularly evaluate lessons.				
84. Pupils formally evaluate study support/ extension /enrichment activities.				
85. Able pupils complete an annual attitudinal survey.				
86. An audit is maintained to ensure variety of provision across the curriculum.				
87. Co-ordinator regularly monitors classroom provision for able pupils.				

Audit based on a model developed by Amanda Naisbett, Able Pupil Co-ordinator for Redcar & Cleveland LEA

Rationale

- (a) What prompted the need for a policy? (e.g. self-review, national emphasis, OFSTED feedback)
- (b) How does the policy link to your school's aims and values? (equality of entitlement and access)
- (c) Does the policy link to, reflect or extend aspects of other policies? (e.g. equal opportunities, teaching & learning)

Definition

- (a) What terms will you use and how do you define them? (e.g. gifted, able, talented)
- (b) Will you include only curriculum subjects in your definition, or involve other measures of ability and intelligence? (e.g. inter-personal, problem-solving, learning styles)
- (c) Do you recognise "specific ability" in just one or two areas, alongside "general ability" across a range?
- (d) Are you focusing on a proportion of your intake to ensure targeted support? (e.g. up to 10%, up to 30%)

Aims: Identification

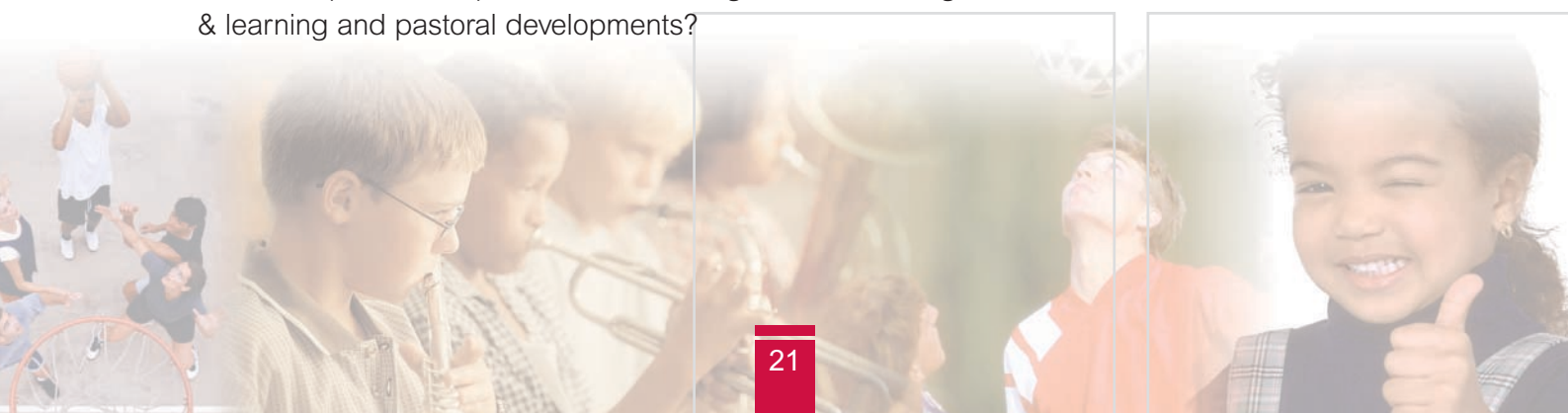
- (a) What range of evidence will you use in order to identify able and talented pupils?
- (b) How will your strategy allow the identification of underachieving able pupils?
- (c) If you intend to establish a register of able pupils:
Who will compile and maintain the register?
What information will the register contain?
Who needs access to the information and how will it be disseminated?
- (d) How will you set about identifying individual pupils' areas of strength and developmental needs?
- (e) How can this information be used to inform the development and provision of teaching & learning and pastoral developments?

Aims: Provision

- (a) How can information about individual pupils' strengths and needs be used in planning a suitably challenging and stimulating curriculum?
- (b) What generic whole-school teaching and learning developments might be necessary?
- (c) What flexibility might be needed within the school curriculum, timetable and pupil grouping arrangements?
- (d) What support will curriculum teams need in developing subject-specific activities and resources?
- (e) How can existing provision be enhanced, e.g. through study support, mentoring & extra-curricular activities?
- (f) Does the facility exist to pool resources and expertise with local schools and colleges?

Aims: Professional Development

- (a) What support do colleagues need in recognising able pupils?
- (b) Is any development needed to improve the reliability of assessment, particularly associated with high-level response?
- (c) How familiar are staff with current pedagogical developments? (e.g. thinking skills, accelerated learning)
- (d) How confident are subject teachers in providing appropriate challenge for able pupils through effective differentiation, acceleration, extension and enrichment activities?
- (e) What ICT resource is available and are teachers confident in its use?
- (f) How can the focus on able pupils be incorporated into school systems for internal monitoring and performance management?



Aims: Involving Parents

- (a) What role will parents play in the identification of ability?
- (b) What role will parents play in decision making about curricular provision for pupils?
- (c) What activities/information might be provided to raise parental awareness/aspirations?
- (d) How can parents be assisted to support pupils outside school?
- (e) Do opportunities exist for parents to become mentors, providers of study support etc.?

Aims: Pastoral Support

- (a) What opportunities exist for able pupils to work alongside others of similar ability?
- (b) Might some able pupils benefit from the support of a mentor?
- (c) How will pupils and parents be made aware that the pupils' abilities have been recognised?
- (d) How can parents and school work together to ensure an appropriate balance of challenge and support which best meets the needs of the able pupil?
- (e) Do the schools' rewards systems recognise high level achievement alongside effort and progress?

Aims: Roles and Responsibilities

- (a) What key tasks need to be undertaken to successfully implement the policy?
- (b) Who can/will be responsible for leading, co-ordinating and carrying out the key tasks?
- (c) Are there any implications for professional development?
- (d) What roles will pupils and parents have?
- (e) What will be the resource needs?

Conclusion

- (a) What impact do you hope your policy will have? (refer back to your rationale and aims)
- (b) How will you monitor policy implementation, building upon existing systems and structures?
- (c) What evidence will you draw upon to indicate success?
(e.g. high-level attainment, early-entry, self-esteem)



“Able, gifted & talented pupils” refers to up to a third of your school intake. It includes children who may have ability within one or more areas of the curriculum but not necessarily in all. Talented pupils are those with a particular ability in art, music, sport or the performing arts. Able children have the potential to achieve at a higher level than the majority of their peers in the academic subjects, whilst those with the potential for exceptional performance (representing around 0.5% of the population nationally and capable of PIPs scores >70 or CATs scores >135) are described as “gifted”.

As those of you familiar with the National Strategy for Gifted & Talented pupils will be aware, there has been a change of emphasis within provision for these pupils. The so-called “modernising of the comprehensive principle” lays emphasis on all pupils achieving their potential rather than fixing a certain level which the majority of pupils are expected to reach. The inclusion agenda has these pupils clearly identified as a significant group with particular needs.

These changes obviously have implications for us as we plan provision for our able, gifted and talented pupils. There may have been an emphasis previously to concentrate on the pupils who were just below the expected level for their age, with less concern about those who were likely to achieve it fairly easily. The progress of these able, gifted and talented pupils is now under closer scrutiny: there is some evidence that OFSTED are willing to use their “underachieving” category more readily where able pupils are attaining quite highly but are capable of more. It is important to recognise that, for the most able pupils, we ought to expect more than simply achieving the highest expected level of attainment by the end of the Key Stage.

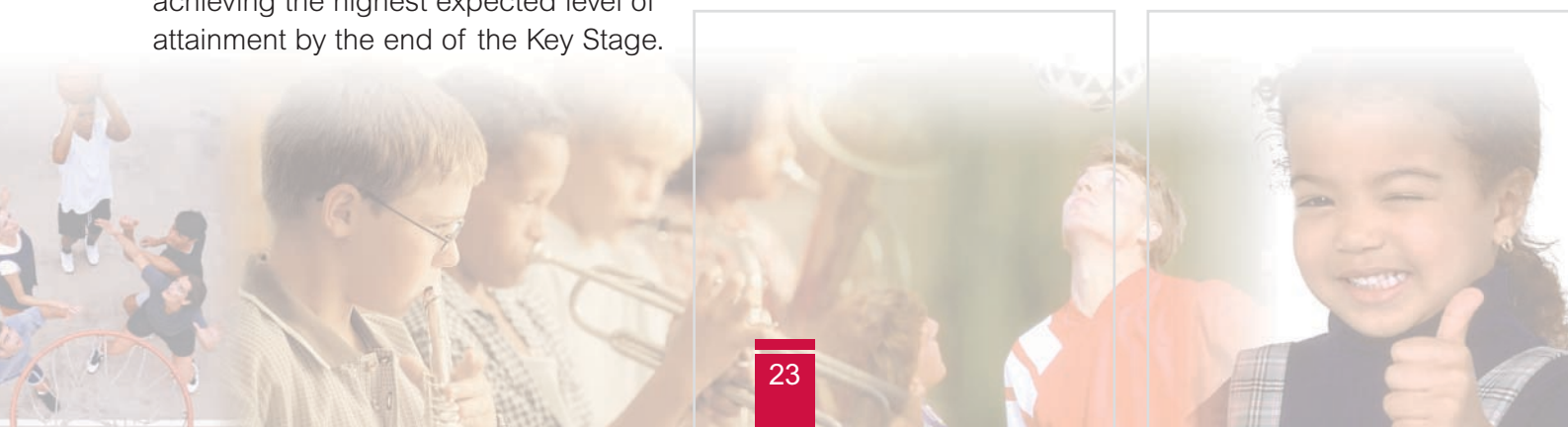
Below, we have listed some examples of targets you might set for your more able pupils in each Key Stage. You will note that a number of these examples relate to attainment at high levels in external examinations. Others suggest early examination entry, which might be appropriate in some subject areas for individual pupils or small groups. Please also note the other, broader targets relating to involvement in enrichment activities. Targets such as these are important, since they reflect the principle that high quality provision for able, gifted and talented pupils is about more than achieving the greatest number of the highest levels of attainment in the shortest time: it is about providing an enriching education which equips pupils with the skills and experiences necessary to support lifelong learning.

Examples of Whole-School Targets

The following suggestions are intended to help you set targets which more appropriately challenge your most able pupils and against which you might monitor their progress.

In Key Stage 1, as well as the percentage of pupils achieving level 3 by the end of the Key Stage, you might also consider targets such as:

- the number of pupils able to plan and successfully carry out a problem-solving activity;
- the number of pupils able to give reasoned explanations for a given answer or solution;
- the number of able pupils participating in enrichment activities (e.g. class newspaper, e-mail links with other schools).



In **Key Stage 2**, as well as the percentage of pupils achieving level 5 by the end of the Key Stage, you might also consider targets such as:

- the percentage achieving level 6 in Y6 (teacher assessed using QCA optional assessment materials¹);
- the number of pupils successfully entered for World Class Tests²;
- the number of able pupils participating in enrichment activities (e.g. chess club, school newspaper, student council).

In **Key Stage 3**, as well as the percentage of pupils achieving level 7 by the end of the Key Stage, you might also consider targets such as:

- the percentage achieving level 6 or 7 in Y8 (early-entry);
- the percentage achieving level 8 in Y9 (teacher assessed using QCA optional assessment materials¹);
- the number of able pupils participating in enrichment activities (e.g. science club, school concert);
- the number of pupils successfully entered for World Class Tests²;
- the number of pupils registered with the National Academy for G&T Youth.³

In **Key Stage 4**, as well as the percentage of pupils achieving 5+A*-C by the end of Y11, you might also consider targets such as:

- the percentage achieving 3+A/A* in Y11;
- the percentage of pupils achieving 1+A/A* in maths in Y10 (early-entry);
- the number of pupils following Advanced courses of study in KS4;
- the number of pupils accessing alternative GCSE courses (e.g. Statistics, Latin);
- the number of able pupils participating in enrichment activities (e.g. ICT club, mentoring younger pupils, school council);
- the number of pupils registered with the National Academy for G&T Youth³.

Note: whilst some able pupils in your school may be achieving the higher levels relatively easily, there may be some individuals whose current achievement does not reflect their potential. Targets for these individuals may focus on removing identified barriers to learning as well as identifying the specific levels which they should attain.

¹ QCA Materials for Able Pupils

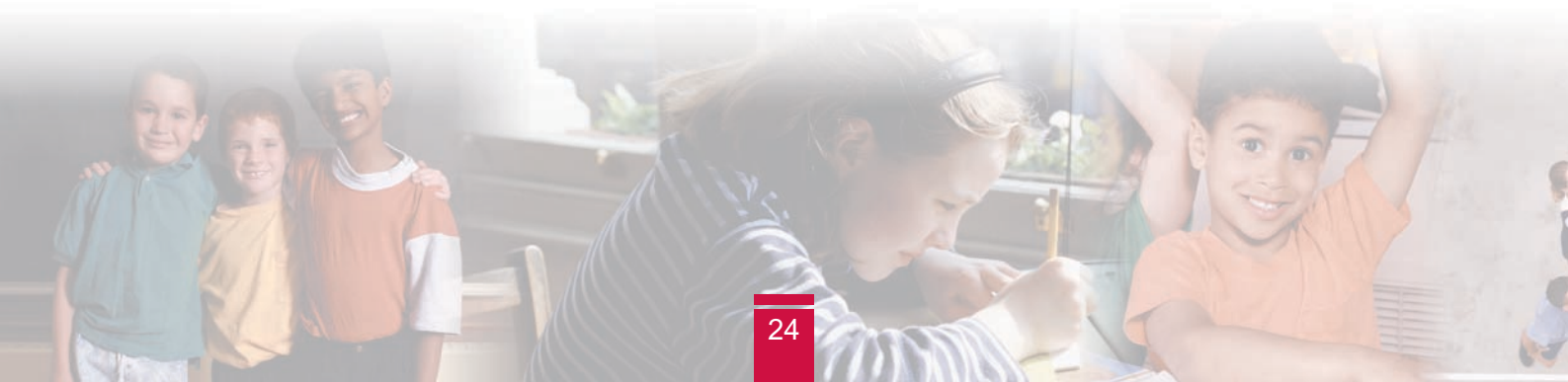
² World class tests

³ Academy for Gifted and Talented Youth

http://www.qca.org.uk/ca/tests/above_level.asp

<http://www.worldclassarena.org/>

<http://www.warwick.ac.uk/gifted>



Rationale

As our Mission Statement says, at Any School we believe that all pupils are entitled to receive the support and challenge necessary to help them to develop their full potential. The needs of able, gifted and talented pupils are acknowledged as part of our overall inclusion policy. We recognise the importance of identifying a wide range of abilities and talents, and of providing opportunities to nurture them. In addition we are committed to developing pupils' social and emotional skills as essential elements in the development of the whole person.

Definition

At Any School we use the general term "most able" to refer to pupils who demonstrate or have the potential to work at a level above their peers. This may be in one or more areas.

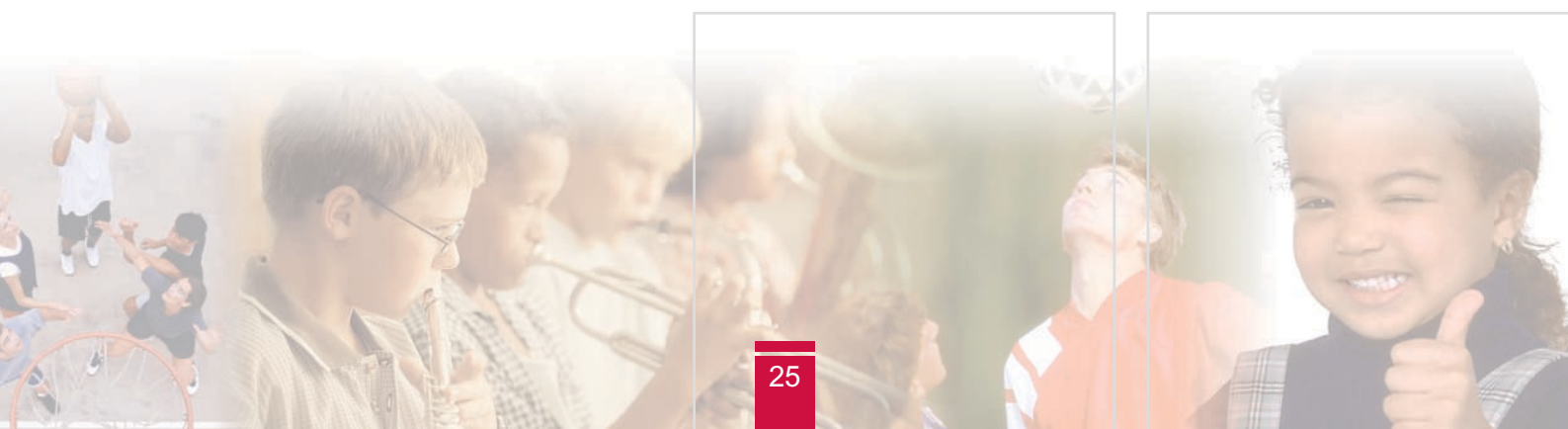
Specifically, "able" pupils are those who have ability in academic subjects e.g. history. "Talented" pupils will have ability in the areas of music, art or sport. Although others may use the term more generally, we identify "gifted" pupils as those who demonstrate exceptional ability in one or more areas, and represent 0.5% of the national population.

Aims

- To use a broad range of qualitative and quantitative data to identify our most able pupils.
- To recognise those pupils who may have potential but currently underachieve.
- To ensure that all staff receive appropriate support and training in identifying and providing for our most able pupils.
- To provide support and challenge in the classroom, within an ethos of high expectations.
- To ensure that where necessary individuals receive academic or pastoral support to overcome identified barriers to learning.
- To build on existing systems of monitoring and evaluation to track the progress of these pupils.
- To work with parents to help pupils achieve their potential and to be ambitious.
- To provide a range of additional opportunities to develop the experiences of our most able.

Conclusion

The success of the policy will impact on the school's ethos. At Any School we want our pupils to believe it is "cool to be clever" and to strive to achieve their full potential. We want our staff to feel confident in offering appropriate levels of challenge for our most able. We will measure success by both academic performance and an increase in the confidence and independence of our learners.



The headteacher became aware of the national strategy for able, gifted & talented pupils through documentation received from the DfES and awareness raising by the LEA. She discussed it within the senior management team and it was agreed it should be an item on the agenda of the next governors' curriculum meeting. At that meeting, the senior management team and the governors together used the county's self-evaluation tool to assess in general terms how effectively the school was meeting the needs of its more able and talented pupils.

The discussion centred around six main areas:-

- Systems & structures - the school had no policy, co-ordinator or governor with responsibility for these pupils and there was obviously a need for all of these as a starting point.
- The school's self-evaluation procedures were now quite detailed and sophisticated in analysing standards achieved by the different gender groups, the SEN pupils, the EAL pupils and the FSM pupils but were less effective at analysing the results of the more able.
- Though standards achieved by the school overall were high it could not be said with certainty that all pupils were achieving their potential. There was therefore a need to explore potential underachievement.
- The teachers effectively provided differentiated work for their pupils but there was perhaps a need to look at the quality of the tasks provided for the more able pupils.
- Though pupils worked hard at the tasks given to them, there was perhaps a need to look at equipping them to become more effective and independent learners and to engage them more in discussions about their own learning.

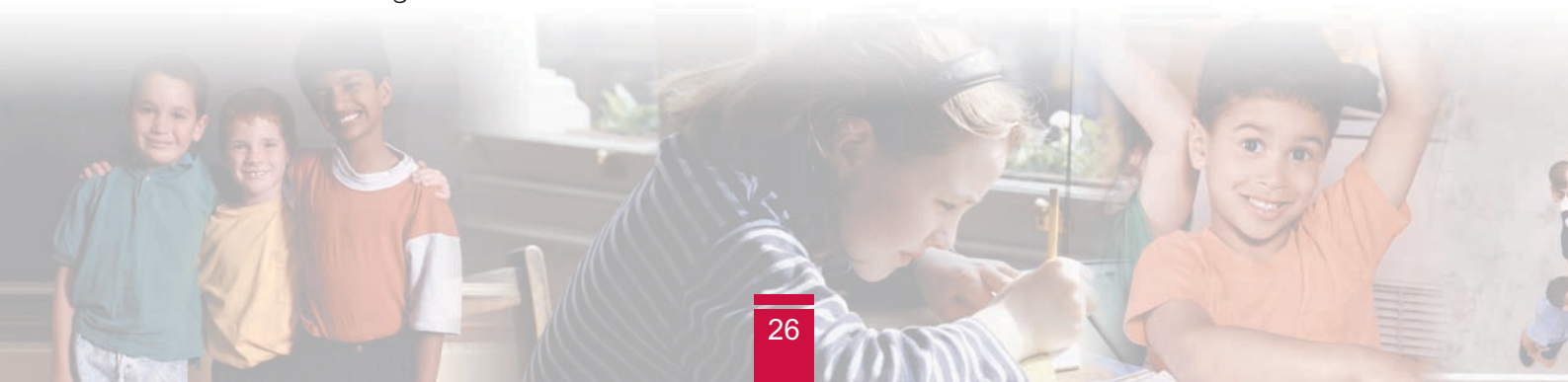
- Recent emphasis on literacy and numeracy had been effective but had possibly narrowed the curriculum to some extent and there was a need to look at what the school did to promote excellence in music, art, sport and drama.

It was agreed that the committee recommend to the full governing body that a co-ordinator for these pupils needed to be appointed and that a governor be appointed to oversee the development of provision. The co-ordinator could then explore the above issues in more detail and feed the areas for development into the school improvement plan.

The co-ordinator was duly appointed and she started her new role by using the county's audit document to look in detail at the provision within the school. From this a number of areas for development were identified and discussed with the school's senior management team. Those areas were included in the school improvement plan and funding for resources and staff development was attached.

At the end of the year the co-ordinator took stock of progress so far by returning to the primary audit document. Good progress had been made in many areas but areas for further development included:-

- The need for further staff training on devising problem solving and investigative tasks.
- The need for co-ordinators to consider provision for A, G & T pupils more systematically within their own subject area.
- The need to ensure that all staff understood the issue of underachievement as some seemed content with their pupils reaching reasonable levels of attainment.



This case study follows the progress made by a High School during its first year with a specific focus on improving provision for AGT pupils. The case study draws the best elements from successful developments within several Lancashire schools in an attempt to describe one practical approach.

AUTUMN TERM

The school appoints an Able Pupil Co-ordinator to lead developments in this area. Since the school hopes to have a positive impact on whole-school ethos and to improve provision across all subject areas, the decision is made for the co-ordinator to be a member of Senior Leadership Team. This colleague is aware of other key developments within the School Improvement Plan, can influence the professional development programme and works closely with Subject and Pastoral Leaders.

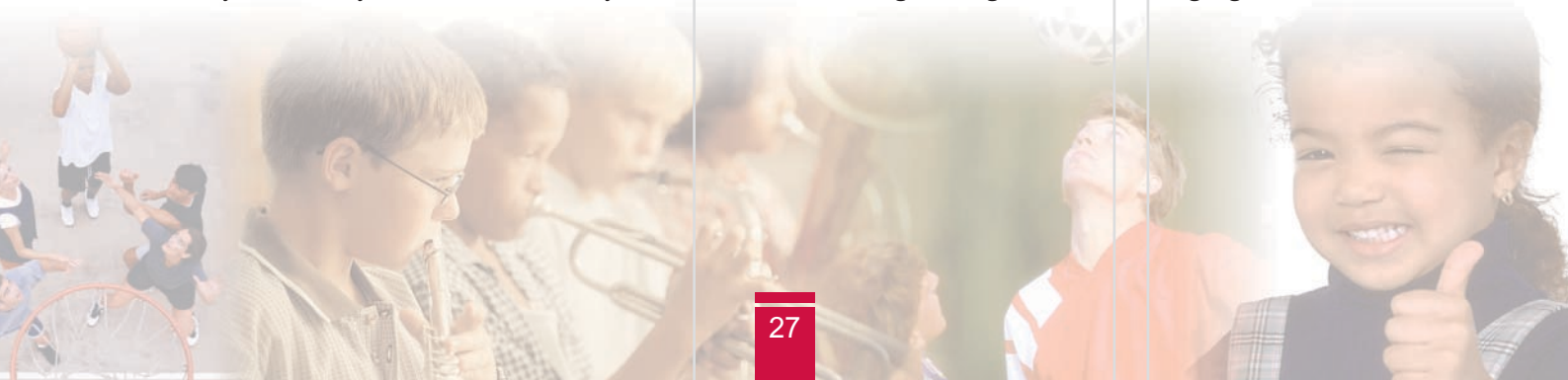
The co-ordinator sets about determining the school's starting point. The school's most recent OFSTED report is searched for comments regarding differentiation for the most able. Recent attainment data is analysed, including the LEA GCSE multi-level analysis, pupil attitudinal questionnaire responses, the school's CAT profile and high-level pupil attainment in KS3 and KS4 examinations. A brief audit of provision is completed by Subject and Pastoral Leaders. The co-ordinator holds small group discussions with able pupils in different year groups and spends a day following the timetable of one able Y8 pupil.

Alongside this, the co-ordinator embarks on a period of research, training and awareness-raising in order to establish an understanding of current good practice locally, nationally and internationally.

In the run-up to the Christmas break, a long-term action plan is established. This sets out in general terms the main stages in development needed over the next three years. It also suggests some broad outcomes which the school is seeking to bring about, including improvements in teacher and pupil skills, confidence and engagement alongside raised attainment. Possible links with other areas of school development are highlighted: for example, developing learning and teaching through the national Key Stage 3 Strategy. The action plan is initially shared with SLT and governors.

SPRING TERM

Early in the term, awareness of all staff is raised through whole-school INSET. This clarifies the national context, sets out the school's current position and communicates the long-term vision, action plan and desired outcomes. Teachers are provided with opportunities to discuss the characteristics of able pupils within their own subject areas and offered some generic approaches to provision. The session allows time for subject teams to consider their own schemes of work and requires each team to identify one pilot project, where an alternative approach will be taken in an attempt to better meet the needs of the more able. A small amount of development budget has been set aside to allow teams to bid for resources, including time, to support their projects. The INSET is well received, the majority of staff welcoming a change in emphasis to the more able and engaged by the focus on teaching and learning. One teacher expresses concern about elitism: he is persuaded to accept that the school's emphasis is, in fact, one of equality of opportunity with all pupils having the right to a challenging education.



A “Teaching and Learning” working group exists, with representation from all subject areas. They agree to extend their remit to include the delivery of the AGT action plan. The working group leads the production of whole-school AGT policy. Members of the working group are supported to attend subject-specific INSET for able pupils and encouraged to research current pedagogical developments. They also monitor and evaluate the small-scale projects undertaken within their own teams. Group members share their findings in order to stimulate discussion of practical approaches within school: this in turn informs the continuing action research programme across subject teams throughout the remainder of the school year.

During this term the co-ordinator establishes a whole-school register of able pupils. A central list is drawn up of the most able 10% in each year group by analysing data such as KS2 and KS3 SAT levels/scores and NFER CAT scores. The register is checked to identify any individuals with high level attainment who may qualify for the National Academy of Gifted & Talented Youth. A specific attempt is made to highlight able pupils who are currently underachieving. INSET discussions about the characteristics of able pupils within each curriculum area are formalised into checklists which can be used to identify potential high achievers across all subjects. The central register is circulated and teams are encouraged to add individuals to the list who demonstrate a particular flair for their subject, up to a further 5% of each year group. The school register now contains a central group of pupils with ability across the curriculum, in addition to individuals identified with ability in one or more subject areas.

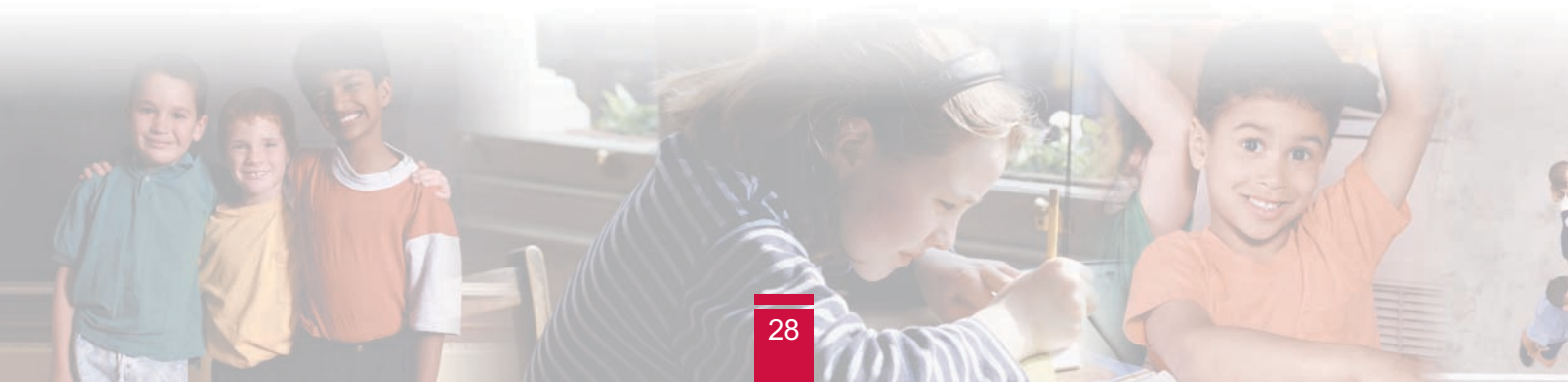
Provision for and progress of these pupils is then monitored by the co-ordinator, with the support of the working group, Subject and Pastoral Leaders, classroom teachers and pupils themselves.

SUMMER TERM

Identified pupils are called together and informed of the initiative and the reason for their inclusion in it. Pupils are asked to complete a self-review profile, writing about their particular strengths, preferences, needs and dislikes. They also complete and score an audit of preferred learning styles.

Parents of identified pupils are contacted by letter to indicate that the school is aware of their child's potential and is embarking upon a trial programme of activities to better meet their needs. A Parents' Information Evening is arranged to explain the aims of the programme and to offer advice in supporting pupils. Attendance is almost 100%, far in excess of expectations. Parents are positive and welcoming of the initiative.

Members of the working group, Pastoral Leaders and other interested staff arrange to act as mentors. They meet with pupils to discuss their self-review responses and to agree a small number of meaningful personal targets. Pupils are provided with a journal in which to record their own targets, to log any activities aimed at their areas of ability and to monitor and evaluate their progress. The pupil journal forms the focus for future mentor meetings. Those pupils identified as underachieving significantly work with one of the school's Learning Mentors to try to identify and overcome barriers to their achievement.



Members of the working group provide a formal report to indicate the outcomes of the project work during the course of the year. In particular, they are asked to highlight any successful strategies or approaches worthy of repeating or developing further, possibly at whole-school level. A more detailed AGT audit is completed by all subject teams: this is just one part of a larger audit of learning and teaching which has developed from the Key Stage 3 Strategy. Outcomes of the audit and working group evaluations are used to inform whole-school and departmental planning for the coming year.

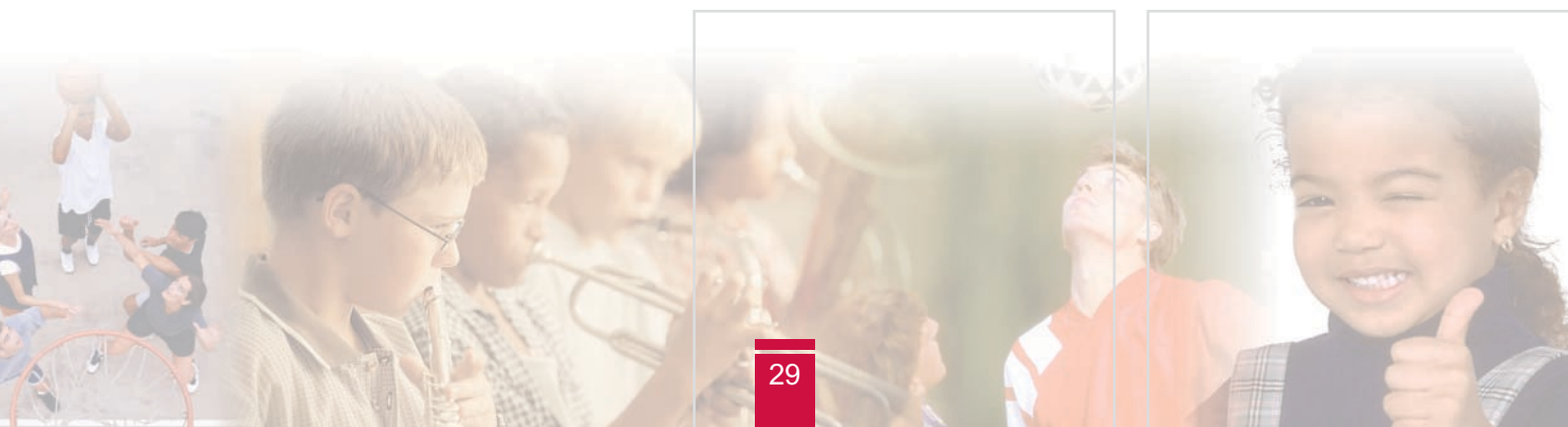
YEAR TWO

The plan for the second year seeks to:

- refine identification and pupil-tracking processes, including closer liaison with KS2 teachers at transition to highlight those pupils whose abilities are already recognised and provided for and to involve pupils and parents in identification;
- continue to develop action-research projects across all subject areas to trial and further develop new approaches;
- include the routine focus on able pupils as a sub-group throughout school self-evaluation systems, including analysis of examination results, departmental reports to governors and lesson observations;
- formally share best practice across the school and evaluate the impact of activities to inform whole-school training and implementation.

YEAR THREE

In the third year, the school hopes to embed best practice within schemes of work and school systems: setting aside significant time through the INSET programme and meetings programme for teams to focus on curriculum and resource development.



<http://www.lancsngfl.ac.uk/projects/able/index.php>

LGfL LGfL home | 9 Sep 2003 | Search: **GO!**

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Able, Gifted & Talented

Trail : Able, Gifted & Talented

- News
- Courses
- Learning Styles Questionnaire
- Information for Parents
- Pupils
- Contact
- Websites

Able, gifted and talented

Who are we talking about?

Why focus on able pupils?

Where do we start?

How do we meet pupil needs?

Where can I find help?

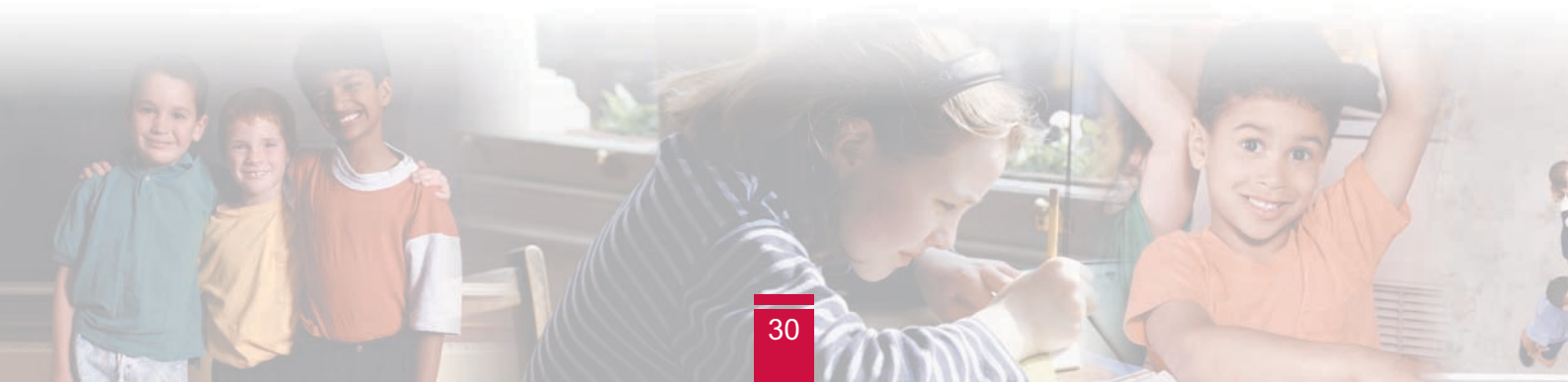
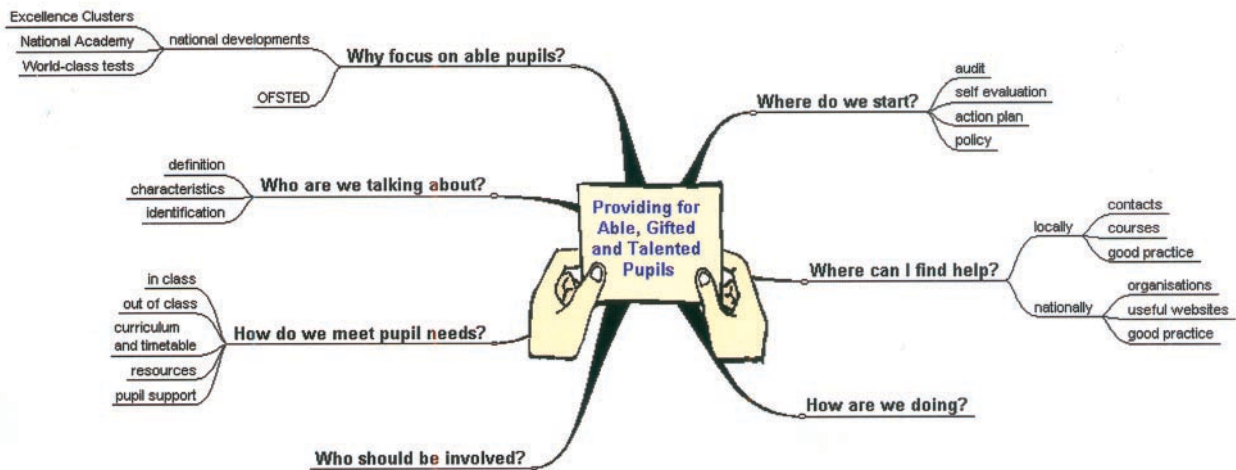
Who should be involved?

How are we doing?

Meeting the needs of Able, Gifted and Talented Pupils in Lancashire Schools

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Useful Starting Points

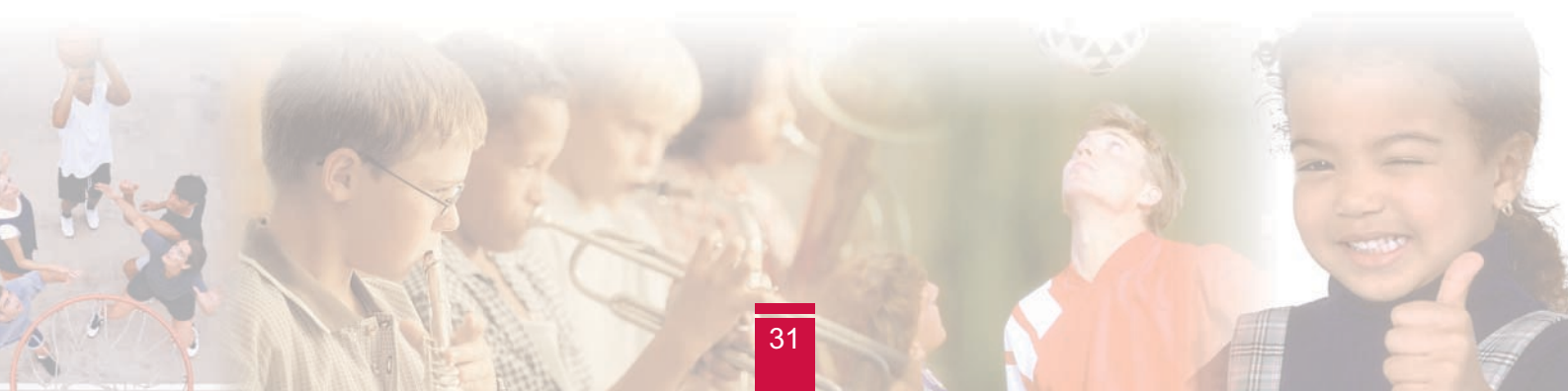
QCA Guidance on Teaching G&T Pupils - <http://www.nc.uk.net/gt/>
Xcalibre: subject-specific resources for able pupils - <http://www.xcalibre.ac.uk/>
Excellence in Cities - <http://www.standards.dfes.gov.uk/excellence/policies/GiftedandTalented>
Oxford Brookes (National A&T Training) - <http://fcis.brookes.ac.uk/FS1.html>

Organisations

Academy for Gifted and Talented Youth - <http://www.warwick.ac.uk/gifted>
BECTA - <http://www.becta.org.uk/inclusion/sen/resources/able.html>
GIFT - <http://www.giftltd.co.uk/>
MENSA - <http://www.mensa.org.uk/mensa/index.html>
NACE - <http://www.nace.co.uk/>
National Association for Gifted Children - <http://www.nagcbrtain.org.uk/>
Tomorrow's Achievers - <http://www.masterclasses.co.uk/>
21st Century Learning Initiative - <http://www.21learn.org/>

Resources

Institute of Youth Sport - <http://www.youthsporttrust.org/>
BBC Schools Online - <http://www.bbc.co.uk/schools/>
Cognitive Acceleration Through Science Education - <http://www.case-network.org/>
The Education of Gifted & Talented Students in Western Australia
<http://www.eddept.wa.edu.au/gifttal/index.htm>
"Hoagiesgifted" educational resources - <http://www.hoagiesgifted.com/>
KS3 Strategy: Teaching Able Pupils - http://www.standards.dfes.gov.uk/keystage3/publications/?template=down&pub_id=2044&strand=generic
National Curriculum online - <http://www.nc.uk.net/home>
National Literacy Trust - <http://www.literacytrust.org.uk/Database/able.html>
Nrich (Mathematics) - <http://www.nrich.maths.org.uk/>
Philosophy for Children - <http://www.sapere.net/>
QCA Materials for Able Pupils - http://www.qca.org.uk/ca/tests/above_level.asp
Robert Fisher (Thinking Skills) - [http://www.brunel.ac.uk/faculty/ed/robert fisher/](http://www.brunel.ac.uk/faculty/ed/robert%20fisher/)
Teaching Ideas for Primary Teachers - <http://www.teachingideas.co.uk/>
Teaching Thinking - <http://www.teachthinking.com/>
World class tests - <http://www.worldclassarena.org/>



Publications/Guidance

DfES Study Support site

<http://www.standards.dfes.gov.uk/studysupport/>

Education and Employment Select Committee Report: Highly Able Children (1999)

<http://www.parliament.the-stationery-office.co.uk/pa/cm199899/cmselect/cmeduemp/22/2202.htm>

Educational inequality: mapping race, class and gender (2000)

<http://www.ofsted.gov.uk/publications/docs/447.pdf>

“Excellence Across Sectors” (Estelle Morris’ Speech 2002)

<http://www.dfes.gov.uk/speeches/media/documents/excellenceacrosssectors.doc>

Flexibility and the national curriculum

http://www.nc.uk.net/gt/general/04_flexibility.htm

Guidance on inspecting educational inclusion

<http://www.ofsted.gov.uk/publications/docs/459.pdf>

Language for Learning (2000)

http://www.qca.org.uk/pdf.asp?ca/5-14/language_for_learning.pdf

National curriculum values and aims

http://www.nc.uk.net/aims_values.html

National Evaluations of A&T Strand

<http://www.standards.dfes.gov.uk/excellence/policies/GiftedAndTalented/?seclist=2245>

NC inclusion statement

<http://www.nc.uk.net/inclusion.html>

National Talent Framework for Sport

<http://www.intuitivemedia.com/talentladder/>

OFSTED guidance for inspecting EiC Schools

<http://www.ofsted.gov.uk/publications/docs/1031.pdf>

OFSTED Reviews of Research “Educating the Very Able”

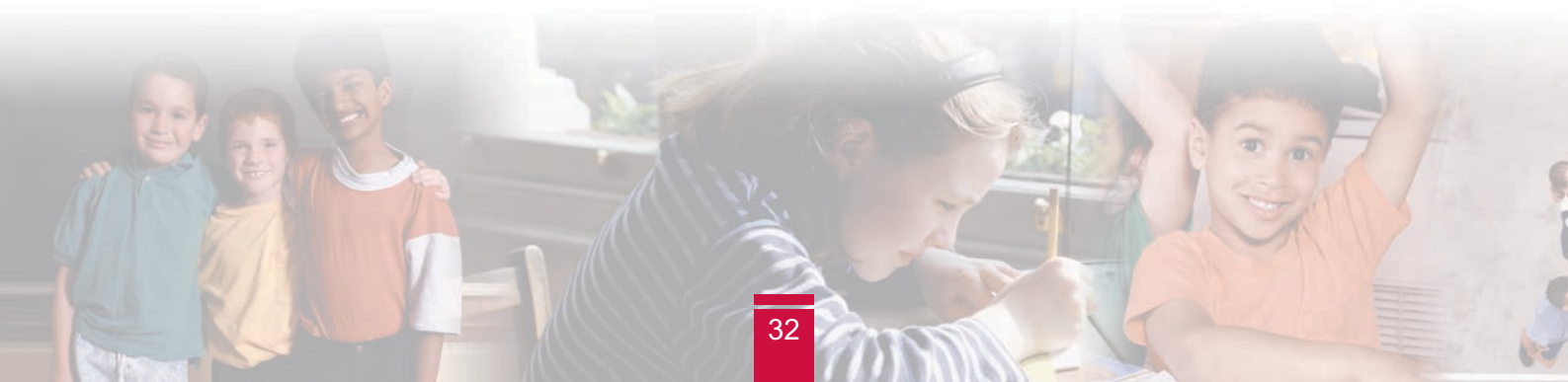
<http://www.official-documents.co.uk/document/ofsted/veryable/able.htm>

Report on teachers’ perception of formative assessment

<http://www.qca.org.uk/pdf.asp?ca/5-14/afl/annneesom.pdf>

Section 96 (approved qualifications)

<http://www.dfee.gov.uk/section96/>



General

The Challenge of the Able Child	David George	David Fulton
Able Children in Ordinary Schools	Deborah Eyre	David Fulton
Curriculum Provision for the Gifted and Talented in the Secondary School	Deborah Eyre & Hilary Lowe	NACE/Fulton
Curriculum Provision for the Gifted & Talented in the Primary School	Deborah Eyre & Lynne McClure (ed)	NACE/Fulton
Closing the Learning Gap	Mike Hughes	Network Ed Press
Accelerated Learning in the Classroom	Alistair Smith	Network Ed Press

Resources

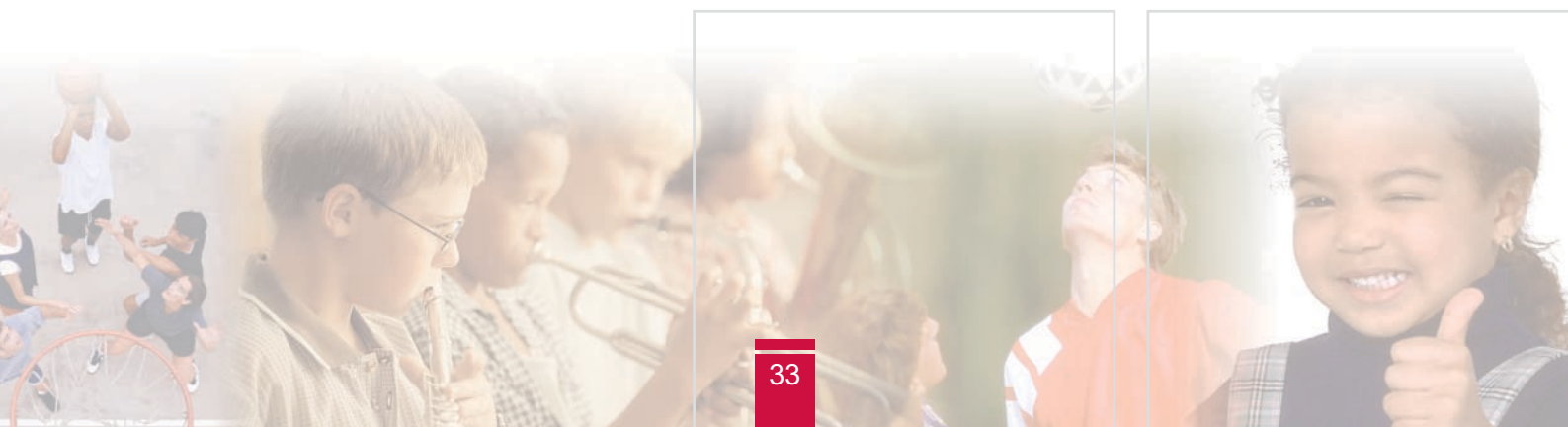
Effective Provision for Able and Talented Children	Barry Teare	Network Ed Press
Effective Resources for Able and Talented Children	Barry Teare	Network Ed Press
The ALPS Approach: Resource Book	Alistair Smith & Nicola Call	Network Ed Press
The ALPS Approach	Alistair Smith & Nicola Call	Network Ed Press

Thinking Skills

Teaching Thinking	Robert Fisher	Cassell
Teaching Children to Think	Robert Fisher	Stanley Thorne
Teaching Thinking Skills Across the Primary Curriculum	Belle Wallace	NACE/Fulton
Thinking Through Primary Teaching	Steve Higgins	Network Ed Press

Thinking/Philosophical Discussion

First Stories for Thinking	Robert Fisher	Nash Pollock
Stories for Thinking	Robert Fisher	Nash Pollock
Poems for Thinking	Robert Fisher	Nash Pollock
Games for Thinking	Robert Fisher	Nash Pollock



Lancashire LEA's Able, Gifted & Talented team is available to offer advice, consultancy and support on individual children and the continuing professional development of staff.

The team members are:-

Janet Gaskell - Teacher Adviser for Able, Gifted & Talented Pupils based at the Lancashire Professional Development Service building in Chorley - tel. 01257 516100

Paul Dyson-Knight - Strand Co-ordinator for the Gifted & Talented Strand within the Excellence Clusters and member of the secondary advisory team based at County Hall - tel. 01772 531658

Chris Webster - Team Leader and member of the Primary North Advisory Team based at the White Cross Education Centre in Lancaster - tel. 01524 585857

