Gifted & Talented Educational Provision in Ealing

A Document to Stimulate Discussion
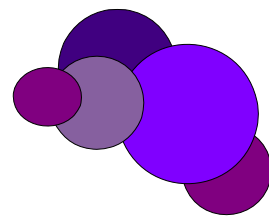
Ealing
www.ealing.gov.uk

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Gifted and Talented Educational Provision In Ealing.

A document to stimulate discussion around strategy and practice in your school

Line of Enquiry:

How can we work together across phases to improve the attainment and progress at the top end whilst also enriching all children's learning experience and raising aspirations?

In 2010 a working party was formed of volunteers from across Ealing schools. The working party all had an interest in G&T provision, and shared a feeling that children and colleagues across our borough would benefit from a strategic approach to improve Ealing's G&T provision.

This document follows a line of enquiry (above).

The document is divided into two sections;

- The first section acts as a THINK PIECE for G&T provision at your school. It sets the scene for G&T provision in Ealing by outlining the *Stimulus* behind the question we asked ourselves, followed by a *Summary of current theory and approaches*, accompanied by some prompt questions to support thought and discussion.

- The second section aims to SUPPORT THE WRITING OF YOUR G&T STRATEGY. It outlines the *Guidance and Recommendations* from the working party and *Practical Applications* of this guidance through a range of examples from Ealing schools.

A note about terminology

This document uses the terms 'gifted' and 'talented' interchangeably and without distinction (apart from where the distinction made by others is discussed in the summary on page 7 and 8).

The term 'children' is used to refer to all our learners from early-years, primary, secondary and post-16 institutions.

Most institutions have a named 'G&T member of staff', these staff are referred to in this document as the 'Lead Teacher for G&T' in order to incorporate their roles in coordinating provision and also in leading G&T through networking, showcasing practice and coaching others.

Data used in this document is largely taken from the time of publication. Where possible, this is 2010 data, however, where incomplete records are available for 2010, 2009 data has been used.

Stimulus for this body of work

Attainment: Our borough-wide data indicates that more of our children are meeting and exceeding national indices at all phases[1], and leaving education with good qualifications[2]. This reflects a huge amount of work at every stage; teaching and non-teaching staff have put thought, time and energy into helping to improve children's attainment at thresholds for Primary and Secondary education (Level 3/4 borderlines or C/D borderlines).

Despite these improvements at the middle, our progress in Ealing at the *higher* levels of attainment has remained static. Comparatively few children in Ealing attain the highest grades and levels[3]. In fact, when ranked against all other London boroughs, Ealing rarely leaves the bottom 50% at all phases (in terms of the numbers of children at the highest attainment levels)[4]. Of those students who do attain the top levels, only around half make the levels of progress expected[5], while the rest drift back to attain average levels. In 2006 the Ealing

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[1] In 2010 Ealing's Average points score across all primaries for English and Maths is 27.6 (27 equates to a level 4, 33 equates to level 5), so the average student is a solid level 4. The national average is 27.5.

[2] In 2010 58.1% of students at the end of KS4 gain 5A*-C including English and Maths, this is 7% above the 2009 national average (national average for 2010 not available at the time of writing).

[3] We take 'highest levels' to mean those with level 3+ at key stage 1, level 5+ at Key stage 2, Level 7+ at key stage 3 and 3-5 A* grades+ at key stage 4.

[4] See Appendix A for a more detailed summary of Ealing's position ranked against other London boroughs by 2009 data.

[5] For example; of the 601 students in Ealing who gained a level 5 in English at KS2, only 45.6% went on to achieve an A or an A* in their English GCSE, at the end of Key Stage 4, see Appendix A.

average percentage of students attaining A* and A grades was 21%, in 2010 it was 24%, just a 3% improvement, despite our 5 A*-Cs (incl Eng & Maths) measure moving up by almost 10% from 49% to 58.1%. At key stage 2 the percentage of students attaining level 5s in English and Maths has remained stable for 5 years[6]; compared to other London boroughs this ranks us as 24th out of 32 for English and 18th out of 32 for Maths[7].

G&T Rationale: A recent survey[8] of teachers' views about G&T at a Primary and Secondary School in Ealing unearthed a wide range of definitions and beliefs about G&T, and varied rationale behind G&T provision, and lack of consensus. Frequently G&T registers in Ealing schools do not capture a representative sample of the school population in terms of ethnicities, deprivation level, gender, EAL and SEN[9], and staff often report that they do not feel confident about recognising G&T learners, especially those who are underachieving[10]. Many definitions of G&T refer to 'potential to develop gifts and talents', though Ofsted (2005) has found that those on G&T lists are students who already have gifts and talents that they are able to demonstrate.

This body of work was undertaken by a working party of teachers from Primary and Secondary schools, and Local Authority Advisors to address the issues discussed above. The document first discusses G&T research and practice issues and poses questions for readers in order to elicit discussion and debate within schools to create a common rationale for G&T across Ealing. The second section lists the recommendations of this working party.

Attitudes to learning: Within Ealing (at the time of writing) a number of projects are being undertaken with a 'learning to learn' agenda; the *Primary Leadership Framework pilot*, the *Secondary and Post-16 Professional Learning Communities*, and, in addition, there are also 50 or so Primary and Secondary classroom teachers who are each under-taking action research within their own schools as part of the *Lead Research Practitioners programme*. A common thread in all Ealing-wide initiatives and this document is the belief[11] that we can all learn to be better at learning.

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[6] Between 2006 and 2010 the % of students gaining level 5s has fluctuated slightly up and down between 27(at the lowest) and 34(at the highest)%, for Maths the range is 33-36% over the last 5 years.

[7] At the time of writing 2009 data was used to make this comparison, as 2010 data was not yet complete.

[8] At North primary at a Staff Meeting on Monday, 12th July, 2010, and at a Curriculum Development Group at Drayton Manor High School also in June 2010.

[9] Analysis of the make up of the G&T cohorts across Ealing show that there is generally an overrepresentation of students who are not EAL, not SEN, not FSM, from the least deprived backgrounds and who are white and British. Females are also slightly more prevalent on G&T registers.

[10] Based on requests for CPD G&T support from the Local Authority.

[11] Well supported by Dweck's research – see *Mindset* (2006)
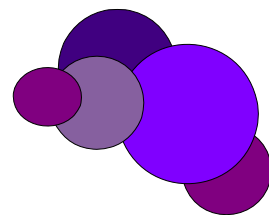
This document principally seeks to address the dual issues of (1) the low numbers of our children attaining / making good progress at the top end of attainment, and (2) how teachers can do this confidently, through *enriching* learning experiences rather than spoon-feeding. The document is intended as a tool to support school leadership as well as new and existing teachers and non-teaching school staff. The document also recognises the importance of holding two concepts in tension within G&T strategies and provision. The first is that (1) we need to improve provision for the children who are already achieving high grades, who are recognisably able but who may be socially isolated or not stimulated enough by current provision, the second (2) is to improve provision for the rest of the student population – many of whom have potential for excellence, but have a poverty of experience, or other barriers to overcome.
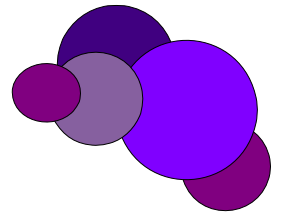
Section 1

Summary of current thinking to provide stimulus for discussion.

Summary of current theory and approaches to improving top end attainment and progress through enriching learning experience

The G&T agenda is designed to focus attention and to direct action towards raising top-end attainment **and** equally to enriching and broadening children's learning experiences. This section summarises the complex issues surrounding G&T practices.

A range of philosophical convictions, definitions and practices make up the current picture in Ealing.

Rationale for G&T: The rationale for G&T provision is commonly reported as either 'development of the person in order to promote individual well being', or / and 'development of the person for social advancement', including economic advancement. The 2004 Leitch Review of Skills reported that the UK ranked 17th out of 30 comparative OECD[12] members-countries in terms of our skill profiles[13]. Ensuring that learners leave education with high levels of skills; including initiative, leadership and creativity as well as broad and specific knowledge is critical in order for the UK to remain competitive within the global economy. These arguments are frequently used to support specific G&T provision.

> **1. What reasoning is currently used at your institution to argue for G&T provision?**
>
> **2. Is there resistance to G&T provision?**

Statutory requirement: The only statutory requirement in terms of G&T provision nationally (at the time of writing) is that Primary and Secondary schools include, in their termly census, the names of students who are on their G&T register. This data must include information on children's gender, age, ethnicity and socioeconomic status. There is no stipulation about the number of children who should be on this register. In Ealing, most institutions employ definitions and procedures to identify G&T students, and several keep their own 'internal G&T registers' which often have a longer, more detailed registers of students.

National Publications: There are many supportive guidance documents which carve out a range of practices that schools *might* adopt in order to self evaluate and improve G&T provision. There are a range of 'quality standards' tools published by the Department of Education; classroom quality standards for individual teachers to self-assess against, institutional quality standards, for a teacher with a whole-school perspective, and LA quality standards to give a borough-wide perspective on provision (see appendix B).

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[12] The Organisation for Economic Co-operation and Development undertakes independent comparisons between countries on economic, social and environmental change.

[13] International qualification profile ranked by OECD, using PISA: See Leitch report (2006), page 10: (1) Czech Republic, (2) USA, (3) Norway, (4) Switzerland, (5) Slovak Republic, (6) Canada, (7) Japan, (8) Germany, (9) Sweden (10) Denmark, (11) Austria, (12) Finland, (13), New Zealand, (14) Hungary, (15) Korea, (16) Neatherlands, **(17) UK**, (18) France, (19) Australia, (20) Belgium, (21) Ireland, (22) Luxembourg, (23) Iceland, (24) Greece, (25) Poland, (26) Italy, (27) Spain, (28) Turkey, (29) Portugal, (30) Mexico.
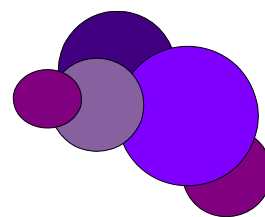
In 2009 the education trust CFBT published 'Developing a Gifted and talented Strategy: lessons from the UK experience' to support schools in developing their G&T strategy. Some schools have found this a useful guidance document.

Many of the DfE documents were produced under the project name of 'Excellence in Cities' (EiC). EiC was a central government initiative with a broad remit to improve attainment in cities. G&T was one of the four strands of EiC (the others being; the introduction of learning mentors, CLCs and Education Action Zones). EiC documentation used a definition of G&T that has been used widely since. The EiC definition was that 5-10% of children in all schools were the G&T cohort, no matter who the intake was. This definition moved away from the use of national indicators for measuring G&T and gave schools encouragement to recognise and make provision to challenge their top-level learners, whether or not they were nationally attaining the highest levels. There has always been a political dimension to G&T provision, and allegations of elitism have sometimes hampered provision. The EiC programme attempted to answer elitist arguments by encouraging all schools to have G&T lists of 5-10% of their students; which were representative of their populations in terms of ethnicity, deprivation, EAL and a host of other factors which had previously meant they were unlikely to appear on G&T registers.

The Government's current advice on developing a whole-school approach to G&T is that schools should draw up a policy with a rationale and aims, come to an agreed definition, establish an identification procedure, establish a strategy for provision; which includes consideration of organisational issues including transfer and transition, and finally develop resources and methods for monitoring- self-evaluating.

Definitions: A range of definitions are used within Ealing to identify G&T students. Many schools have adopted the EiC definition; that highest achieving 5-10% students are the gifted and talented cohort. Data used to identify the 5-10% is sometimes the prior attainment, and sometimes teacher assessed grades, predictions or actual grades in internal or externally assessed tests.

> **3. How representative of the whole school population is your schools G&T register likely to be if the top 5-10% is taken as your identification measure?**
>
> **4. How might this measure be adapted to ensure that able underachievers are also identified?**
>
> **5. What factors other than ability are likely to affect prior attainment?**
>
> **6. What issues might there be in waiting until hard data is collected on children before providing bespoke G&T provision to those deemed to need it?**
>
> **7. How reliable and up-to-date is the data used in your school?**
> - **Is data collected on non-academic gifts and talents?**
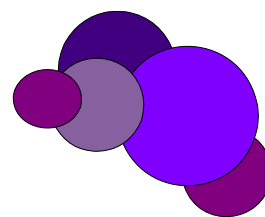
Excellence in Cities publications (and documents such as the DfE *Gifted and Talented course file* for Lead teachers and *G&T lead teacher's handbook*) make a distinction between the definitions of 'gifts' and 'talents' dependent on *where* the student is demonstrating (or potentially able to demonstrate) ability. Displays of ability or potential in academic subjects are deemed demonstrations of 'giftedness', whereas performance in sport, music, art and other creative subjects is defined as 'talent'. This distinction of abilities in academic/intellectual pursuits and practical/expressive activities is also present in many school definitions in Ealing. In a survey of teachers at an Ealing primary school where these distinctions between gifts and talents were made, teachers commonly expressed a supplementary view that 'gifts are innate'; something one is born with; a natural aptitude, whereas 'talents are learnt', practiced and developed. Gardner (2000) argues that there is no research basis for such a distinction. However Attfield (2009) argues that the distinction can remind us to attend to non-academic aptitude and is therefore practically useful.

The distinction is not universal in DfE publications. In *"Finding and exploring young children's fascinations"* publication (DfE 2010) the definition of G&T children as those "……with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)" (p3) and does not distinguish between gifts and talents.

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8. What are the arguments in your institution for making a distinction between gifts and talents?

9. Might 'talents' – abilities in sport, music, art, drama be less likely to receive recognition and attention if there is no distinct category within G&T to describe them?

10. Can special abilities in academic areas ('gifts') also be learnt?

11. How might these definitions be adapted to ensure that able underachievers are not overlooked?

There are teachers in Ealing who feel strongly that new terminology is needed in order to avoid historical 'nature / nurture' debates that are sometimes entrenched in our definitions of 'G&T' and frequently based on anecdote rather than research.   Several schools now use the term 'more able', this is done in order to escape the notion that 'giftedness' is something 'bestowed' upon certain children, and simply appears in them, already 'fully developed'.

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12. What kind of assumptions or stereotypes about G&T might there be at your institution?

13. Would a new kind of terminology challenge such assumptions?

14. What message would you want to be conveyed by the terminology if it was changed?
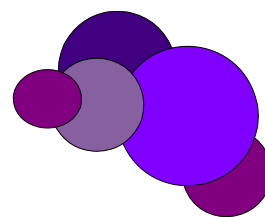
Joseph Renzulli is an American academic who has written on G&T identification and provision. He has developed a 'three-ringed conception of Giftedness' which has influenced many schools' definitions. Renzulli's Venn diagram labels each of three circles; "Above-Average Ability", "Creativity" and "Task Commitment". At the point where these three circles all overlap (i.e. when all 3 qualities are present) there is the potential for giftedness. This has influenced the recognition of the importance and value of creativity.

> **15. How might these qualities be reliably recognised and identified by teachers?**
>
> **16. How might this definition be adapted to ensure that able underachievers are identified?**
>
> **17. Could these qualities be cultivated through effort?**
>
> **18. How representative of the whole school's population would a G&T register be if based on this definition?**
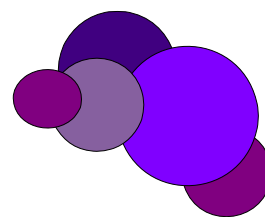
Some academics in the field of G&T (Hymer 2009) argue that the term 'Gifted and talented' should be applied only to the educational provision, rather than to the students, since people can *be* 'G&T' at very specific things, at times of day, with some teachers, in certain moods, but not in others. Such a fluctuating state therefore should not receive such a rigid definition. The students, who benefit from G&T education of one type, may be different to those who would benefit from a different programme. Hymer proposes the following definition for giftedness; "*a preparedness to invest time, energy and resources into an area of learning".*

> **19. Is it possible to avoid using any kind of fixed term to describe children who are showing flair and interest in an area of learning? Is it desirable to avoid such labels?**
>
> **20. How might the 'preparedness' definitions be adapted to ensure that able (possibly disenfranchised) underachievers (those not currently demonstrating 'preparedness') are not overlooked?**
>
> **21. Are there potential problems with using a definition of giftedness which emphasises effort ('investing energy and resources') and does not require a relative measurement against other children, and therefore has the potential to include all children?**

Carol Dweck's research has grown to be highly influential in the US and UK, particularly across Ealing and in the field of G&T. Her research uncovers the often-underestimated role of effort and mindset in learning. In Dweck's research, when children were told they had a fixed natural aptitude for something, they actually *reduced* their effort – believing instead that their 'gifts' should carry them. The belief that their ability was fixed also led to a belief that expending effort undermined their ability; 'if I have to work hard I must not be as smart as I thought'. This led such children to avoid situations that were likely to stretch and challenge them for fear of failure. "When we put positive labels – "gifted," "talented," "brilliant" – on people…we don't mean to rob them of their zest for challenge and their recipes for success. But that's the danger."(Dweck 2006, p74)

Dweck argues that a "growth mindset" reflects the belief that we are active agents in the learning process with the ability to affect change, but learning may be limited by a "fixed mindset" where capacity for learning is perceived as static and unalterable regardless of the effort we put in.

She found that learners of any age who believe that abilities can be cultivated and developed through effort and persistence, would demonstrate G&T qualities of:

- actively seeking out new challenges
- welcoming opportunities for intellectual development
- embracing problems and develop creative solutions
- welcoming opportunities for collaborative learning

"Most people believe that the gift is the ability itself. Yet what feeds it is constant, endless curiosity and challenge seeking. " (p63 Dweck 2006).

Dweck argues that giftedness is largely the product of a "growth mindset"; an outlook which her research has demonstrated can both be taught and cultivated in children and adults, and then used to accelerate learning in areas of their interest.

"Just because some people can do something with little or no training, it doesn't mean that others can't do it (and sometimes do it even better) with training." (Dweck 2006, p70).

This argument is similarly made by Malcolm Gladwell (2008) where he describes to '10,000 hour rule' of becoming a genius. He argues that genius takes 10,000 hours of hard work to create.

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22. Can a gift ever be truly realised if the "growth mindset" is absent?

23. Can a gift be cultivated through effort, hard work and application without 'natural' aptitude? – the 10,000 hour rule (Considering the number of experiences children have had already, even before they arrive at school might we be mistaking the results of practice for 'natural ability'?)
- **Conversely if a child has never had experience of something – can they ever show it?**

24. Do you have the opportunity in your institution to get to know children well enough to know their mindsets in relation to learning?

25. What kinds of barriers might there be that prevent some children developing the 4 approaches that Dweck defines as gifted?

26. How does Dweck's view of giftedness attend to able underachievers?

27. What classroom and whole-school practices would you use to encourage this mindset to develop and to grow gifts?
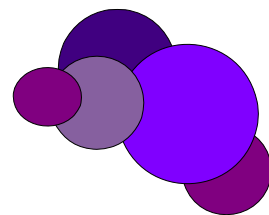
Many definitions of G&T contain a reference to 'potential' to develop gifts and talents, though research indicates that children identified as G&T tend to be those who already have demonstrable ability (Ofsted 2005). Underachievers or those who have had no opportunity to experience something in which they may be gifted and talented are disproportionately: from deprived backgrounds, members of ethnic minority groups, have special educational needs, or are learning English as an additional language to their home language. As such, these children are far less likely to appear on schools' G&T registers due to their poverty of experience.

> **28. What does potential look like? And what might obscure our ability as teachers to recognise it?**

Practices for identification: Whatever definition is used, and even where no explicit definition is used, Ealing schools generally have practices and procedures for identifying students for differentiated G&T provision.

Methods of identification may include the use of national tests, teacher, parental and student nomination, checklists, pupil progress/ whole school tracking systems, aggregation across whole school teacher nominations, cognitive assessment tests, teacher observation/interviews and others. All have advantages, but also limitations because of the narrow picture painted by any single method. Hence many Ealing schools use a range of measures.

Where checklists are used as the main method to support teacher identification, they have often grown out of school insets or working party discussion around recognising gifts and talents. Some are linked to the 'assessment criteria', whilst others detail 'G&T behaviours' to try to recognise able underachievers.

Checklists driven by Assessment Criteria
Checklists driven by Assessment Criteria for the highest levels and grades, or developed out of AfL tools such as Assessing Pupil Progress (or in-house versions for non-core subjects) take assessment as their starting point. It stands to reason that systems of identifying G&T children that are integrated into whole-school grading and tracking systems are more likely to be applied coherently, than 'add-on' practices for identifying G&T children. But it may also be the case that school systems can be entrenched in looking at attainment only, and may miss able underachievers.

Checklists driven by Observations of G&T Behaviour
Checklists driven by Observations of G&T Behaviour take students' existing behaviour as the starting point. G&T students may well be underachieving, possibly because of disaffection through boredom and lack of challenge, or because of an additional learning need which is acting as a barrier, as a result of home issues or other. By listing behaviours, this type of checklist focus on the child and what they are currently doing (rather than what the assessment criteria lists that they ought to be doing), such a tactic *can* help to unearth able underachievers
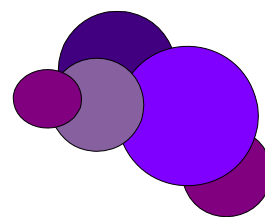
(see The 'starry night pen portrait[14] as an example of this tool in practice). Sometimes however, a child's gifts and talents may also be totally unrealised because of a poverty of prior experience.
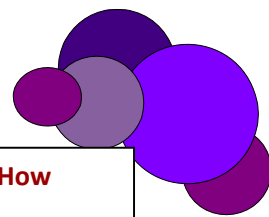
Freeman (1998) lists the following characteristics of high ability learners,

He or she *may*

- Be a good reader
- Be very articulate or verbally fluent for his/her age
- Give quick verbal responses (which can be cheeky)
- Have a wide general knowledge
- Learn quickly
- Be interested in topics which one might associate with an older child
- Communicate well with adults – other better than his/her peer group
- Have a range of interests, some of which are almost obsessions
- Show unusual and original responses to problem – solving activities
- Prefer verbal to written activities
- Be logical
- Be self-taught in his/her own interest areas
- Have an ability to work things out in his/her head very quickly
- Have a good memory that he/she can access easily
- Be artistic
- Be musical
- Excel at sport
- Have strong view and opinions
- Be very sensitive and aware
- Focus on his/her own interests rather than on what is being taught
- Be socially adept
- Appear arrogant or socially inept
- Be easily bored by what he/she perceives as routine tasks
- Show a strong sense of purpose or leadership
- Not necessarily appear to be well behaved or well liked by others.

(from Attfield 2009, see also www.joanfreeman.com)

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[14] See www.ncca.ie/uploadedfiles/publications/starry_night.pdf , this features in *Finding and exploring young children's fascinations*. DFE 2010., and is probably most appropriate for Early years or Primary school settings.
http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00107-2010&

It is worth reviewing all our identification methods with Hart and Risley's seminal research in mind. Hart and Risley (1995) conducted a longitudinal study into children's exposure to language in the home. The children between, aged 7months and 36months, were observed for one hour every month. They were from a range of socioeconomic and ethnic backgrounds, were male and female and were born into different positions in the family (first, second, third born child). Children's exposure to language varied greatly; with some parents talking to their child for 40mins of every hour, and others for only 15mins of every hour. Some children heard over 2000 different words in an hour, and some only 616 words each hour. Hart and Risley looked at the accumulative impact of the variation in exposure to language at home. They concluded that a child of professional parents would hear around 45 million words by the time they start school age 4, this is over 30million words more than the 13million words that children in the most deprived families.

The '30million word-gap' between the most and least privileged children presents an enormous challenge to schools who are attempting to recognise children's potential gifts and talents rather than only those which are already developed and demonstrated as a result of social privilege.

It is therefore important to give all children as many opportunities as possible, especially those with a poverty of experience. Provision that is enriching for all children and exposes them to new areas of potential interest therefore informs identification. Identification and provision are part of a cycle and are interdependent.

Leadership

Most Primary and Secondary schools have a named Lead Teacher for G&T; this person is frequently either the Headteacher or a Senior Leader within the school. Where Lead teachers are not part of Senior Leadership they often work closely with Senior Leaders on whole-school G&T provision. It is common in Secondary schools for a vertical team (senior leader, plus middle leader, plus classroom teacher – sometimes representing different departments) to have responsibility for leading G&T at their school. The two key aspects to this role are

developing and modelling effective classroom provision for G&T children, and *evaluating and planning for improved outcomes* for G&T children. The Government recommends the following features of the Lead Teacher's role;

- Auditing current provision, planning and reviewing (for example ensuring G&T development targets appear on the school development plan, and reviewing the previous year's)
- Leadership and management of provision
- Enhancing own knowledge, skills and understanding
- Professional development of colleagues, and awareness raising, including support and monitoring of current practice.
- Liaison to broaden the curriculum – including contacts outside of the school
- Sharing information within the school and beyond e.g. - with feeder schools

> **36. How is the responsibility for overseeing G&T provision organised at your school?**
>
> **37. How might it be more effective?**

Provision:

Provision is both the result of, and the precursor to defining and identifying G&T learners. Because of this provision is part of a cycle, rather than an end point. Provision starts with good quality teaching[15] and also involves wider learning opportunities outside of the classroom *and* systems and structures across the whole school (and even across or between schools). These three elements to provision work together to build rich learning environments in which to 'grow' gifts and talents, and improve attainment and progress as a consequence.

Provision within the classroom

Good quality teaching within the classroom is the cornerstone of G&T provision. Personalised learning is described as 'focussing teaching and learning on the aptitudes and interests of pupils'[16] for which 'knowing your learners well' is essential. Differentiation is typically used by teachers to personalise children's learning, this can involve choice, self direction / autonomy (so that special interest subjects can be investigated and cultivated), varying the task (perhaps in terms of level of ambiguity and uncertainty the task requires them to cope with), resources (vocabulary, use of facts or values and opinions), extension activities, method of assessment (verbal, written), pace, amount of support given / level of independence or initiative required, groupings and level of dialogue. Teachers design effective differentiation strategies on the basis of knowing where children's conceptual understanding resides currently and what they are ready for - their 'next stage' or 'Zone of Proximal Development' (Vygotski 1978).

Grouping might involve groups of students working at similar levels of comprehension. However students might also be grouped in terms of shared interest, preferred learning style, social grouping and mixed ability. Self and teacher-allocation of roles can also personalise students learning experience.

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[15] the term 'Quality First Teaching' is often used to mean good quality teaching. See G&T Update "What do we mean by Quality first teaching?' http://www.gifted-talented-update.com/node/5760

[16] David Miliband, (2004) at the London Personalisation Conference, published 2006, p24.
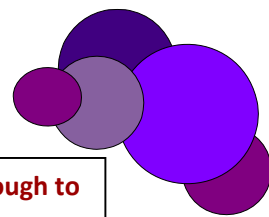
> **38. Do teachers at your school have the opportunity to know their learners well enough to effectively differentiate their learning experiences?**
>
> **39. Are you/your colleagues confident about employing a range of differentiation techniques in their classrooms?**
>
> **40. Is there good quality teaching and learning practice across the school?**

Provision through wider learning

Many Ealing schools have active clubs or enrichment days, some of which may deepen curriculum topics, others provide broader subject base; such as astronomy, jewellery making, kickboxing, chess or additional languages. Visiting speakers, or out of school trips may also deepen or broader children's learning experiences. Special interest projects might be offered, perhaps chosen by children, to develop not just knowledge and understanding but also leadership, team work, task management skills, etc…

A growing number of schools use mentoring and coaching by both adults and trained older students to support learners in developing self-reflection, future aspirations and self-management.

> **41. Do wider learning experiences appeal to all students? Are you tracking which students attend which extracurricular activities?**
>
> **42. How many wider learning experiences are voluntary and how might learners who do not usually volunteer be encouraged?**
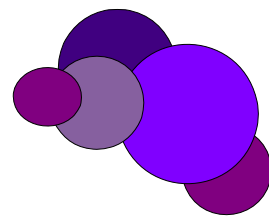>
> **43. How can parents/carers support school's extracurricular offer?**

Provision through systems and structures

In Ealing's Early Years Providers and Primary schools, termly pupil-progress meetings typically provide the forum where teacher and learner (and sometimes, parent/carer too) can review progress on an individual basis and set challenging targets together. In Secondary schools pupil progress meetings tend to occur once a year. The effectiveness of this system partly depends on how well teachers know their learners' interests and strengths, the quality of communication about all children (not just those children who are easiest to notice), across different teachers/subject areas, the ability of the learner to accurately self-reflect in a positive and constructive way and then, critically the ability of both the teacher and learner to action the plans/targets discussed.

Secondary schools, and Primary schools where a child has more than one teacher (or a teacher and a support teacher), may have structures designed to compliment pupil-progress conversations. Meeting time can be designated to discussing all children (including those whose attainment is average and who are *not* being disruptive) in each year group, across curriculum subjects in order to pool knowledge (and perspectives) on each child's response to provision and recognise how provision may need to adapt to better meet his or her needs.

A small number of Ealing schools have, or are investigating, acceleration programmes as part of their curriculum offer. This 'stage not age' style provision sometimes enables children to work with peers who have a close conceptual understanding even if this means they are some years older, and sometimes involves small cohorts who move more swiftly through material and move into higher level work. Those school who are considering

using acceleration must consider possible costs in children's emotional and social development, particularly at Early years and Primary level, as well as potential additional teacher training implications. There may also be value in creating partnerships with other schools to support acceleration (e.g. Primary-Secondary partnerships in which resources and expertise is shared).

Setting is commonly used in Primary and Secondary schools, and has mostly taken over from streaming (which allowed less fluidity of movement of children between groups). In order to ensure that children can change between groups common timetabling and topic coverage are often built into the structure. Setting is often allocated as a result of prior attainment data or performance in tests.

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44. What supportive systems and structures would help pupil-progress conversations to be really effective?

45. Are there enough opportunities in your school for conversations to happen between teachers about the needs of specific learners?

46. In what areas might an accelerated learning programme benefit your G&T learners?

47. Can setting be used successfully without placing a ceiling on children's attainment?

48. What structures need to be in place to ensure fluid movement between groups is supported, without disrupting learning?

49. What information should underpin the decision behind a child going into one set rather than another?

50. How might you ensure that poor attainment caused by behaviour or motivation (which may be the result of a lack of challenge) doesn't keep children back in a lower set?

Several schools in Ealing have systems to support the use of parental communication when students are identified as G&T. Some use communication to inform parents of their child's status as G&T. Other schools also use it to outline both in-class activities, and wider learning opportunities available, or suggest home-based activities to develop the child's gifts and talents. Some schools deliberately avoid using the descriptor 'gifted and talented' to avoid negative consequences of labelling (and to reflect a transitory nature of their G&T 'list').

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51. What are the benefits of involving parents and other stakeholders in identification and development of gifts and talents?

52. What potential hazards might there be with parental communication and how might these be anticipated and avoided?
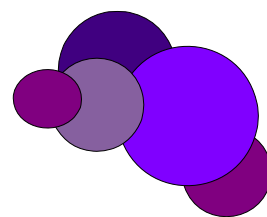
Some schools have considered their adult learning structures, and whether the gifts and talents of their teachers are being cultivated and developed through the CPD programme and through leadership opportunities throughout the school.

> **53. Are your school's adult learning approaches consistent with your approaches to children's learning?**
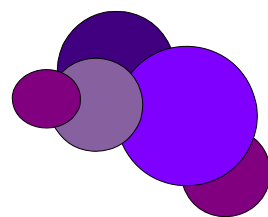
Section 2

Guidance and recommendations from the
Working Party

1. Guidance and recommendations

These are the recommendations of the working party. This guidance is intended to support our colleagues teaching in the Borough of Ealing. These are not statutory requirements. They are designed to draw us closer as a borough in our G&T pedagogy, and facilitate collaboration. They are designed to support Ealing schools in designing their own G&T policies and guidance.

2. Guidance on purpose of G&T education:

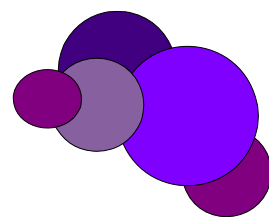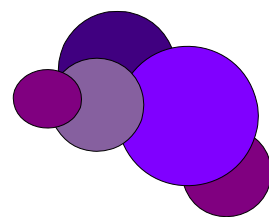**2.1 We believe** that G&T educational strategy should have the dual purposes of increasing the numbers of our children attaining and progressing at the highest levels and grades, and also of enriching all children's learning experiences and raising their aspirations. This is done first and foremost through good quality teaching ('Quality First Teaching').

2.2 **We believe** that Ealing has a rich mix of gifted and talented children, far more have this capacity than currently realised. We can only prepare for the uncertain future ahead (both economically and environmentally) if we support the development of children's gifts and talents today.

2.3 We believe that we should create challenging and rich learning experiences in which to develop these skills. We should continually reflect on how we track and identify learners who need differentiated provision, and through working in this way we will improve the learning experience of all children.

3. Recommendations on G&T definitions:

We recommend that any definitions for G&T be written with the following aims:

3.1   To support teachers to recognise able underachievers (including those at a 30million word-gap disadvantage) as well as children already demonstrating their gifts and talents.

3.2   To challenge stereotypes, to ensure that the gifts of children from deprived backgrounds, those with SEN, EAL, FSM, male and females are recognised and encouraged.

3.3   To promote continual reflection and be ready to revise the definition as the theory becomes informed by practice.

3.4   To be informed by (and to inform) the provision offered, to identify which children will most benefit from the challenge of particular projects and approaches, rather than encouraging a static list.

3.5   To recognise the importance of effort and application in growing and developing abilities, however advanced they are.

3.6   To discourage the belief that potential can be 'known' (it can only be guessed or estimated at best), or that there are ceilings on children's ability; "How can we know where effort and time will take someone?" (p28, Dweck,2006)

3.7   To use the terms 'gifted and talented' without making a distinction between these two terms, so that all schools across the borough have a common vocabulary in this area.

4. Ealing's definition:

Though individual institutions will have their own definitions, bespoke for their intake and provision, the Ealing definition, below has been designed to enable a shared common understanding.
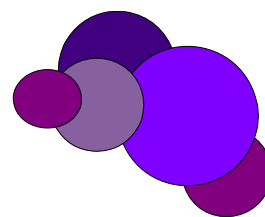
Ability is malleable and fluid. Children develop at different paces so their potential to achieve highly may not be immediately recognised.

G&T students are those who are recognised by their teachers (using a range of information and other people's views) as most likely to benefit from further challenge to develop their skills and knowledge, because they stand out from their peers in both obvious and subtle ways in their approach and response to good quality learning environments and good quality teaching.

5. Recommendations for Identification:

We recommend…

5.1.   That good quality teaching is the bedrock of the process of identification as it forms the context in which gifts and talents can be cultivated and recognised.

5.2.   That identification is informed by a range of sources; including student voice and AfL strategies.

5.3.   That ultimately decisions about whether children are added to registers for particular interventions lie with teachers who know the child personally (rather than be led solely by data or set criteria) who will use their professional judgement and knowledge of the child on the range of information available (and seek the views of others).

5.4.   That identification should take the form of regular conversations, involving the sharing of information across year groups, departments, teaching and non-teaching staff so that there is a chance to pool knowledge about each child.

5.5.   That any G&T registers are 'live documents' and serve as indication of children currently receiving in-class enrichment devised by their teachers or participating in wider learning programme. So that lists do not serve only as status documents which give static labels to children.

5.6. That any registers drawn up are regularly reflected upon for their how well they represent their population; in terms of gender, ethnicity and deprivation. An unrepresentative list should be cause for further reflection and for action; such as insets to challenge assumptions, changing systems, additional outreach to disadvantaged families etc…
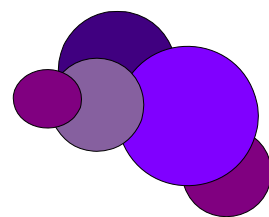
6. Recommendations for Leadership:

We recommend that…

6.1. Schools have a named G&T Lead Teacher who has access to the senior leadership of the school.

6.2. Targets for improving G&T provision appear on the school development plan.

7. Recommendations for Provision: There is an impressive range of practice already happening across Ealing, which reflects the different communities and contexts of our schools. This document does not seek to homogenise G&T provision, far from it, since diversity is the measure of health in natural and human ecosystems. Schools with different intakes will naturally design their own solutions to their challenges. The following recommendations relate to preparation and evaluation in order to develop a common *approach* towards provision.

We recommend that…

7.1. Good quality teaching is the cornerstone of G&T provision.

7.2. Any G&T provision should have a sound rationale and aim behind it.

7.3. Children have the opportunity to make decisions about their provision.

7.4. Effectiveness of G&T provision is evaluated and informs future provision.

7.5. G&T provision is a whole school issue and all teachers have responsibility towards it.

7.6. Challenge is a feature of provision in all classroom practice.

7.7. There are wider learning opportunities available for G&T children.

7.8. Schools consider whether the approach to adult learning behaviour is consistent to whole school learning aims.

7.9. Schools develop systems and structures, which support personalised learning.

7.10. Schools look upon one another as resources, and consider collaborations.

Putting it into practice

Here are examples of the guidance points above IN PRACTICE.

3. Recommendations on G&T definitions:	
3.4 Definitions should aim to be informed by (and to inform) the provision offered, to identify which children will most benefit from the challenge of particular projects and approaches, rather than encouraging a static list.	See Example 1 (below) Featherstone High School Revising the policy on identifying G&T learners.

5. Recommendations for Identification:	
5.6 Any lists drawn up are regularly reflected upon for their how well they represent their population; in terms of gender, ethnicity and deprivation. An unrepresentative list should be cause for further reflection and for action; such as insets to challenge assumptions, changing systems, additional outreach to disadvantaged families etc…	See Example 2 (below) Drayton manor High School Reviewing definitions of G&T

6. Recommendations for Leadership:
We are currently looking for practice that exemplifies the working party's recommendations.

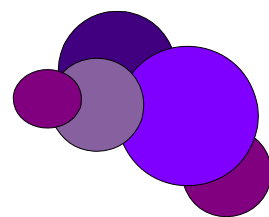| 7. Recommendations for Provision:	
7.1 Good quality teaching is the cornerstone of G&T provision	See Example 3 (below) Dormers Wells High School Teaching to develop Gifts and talents
7.3 Children have the opportunity to make decisions about their provision	See Example 4 (below) Fielding Primary School School Council Day
7.4 Effectiveness of G&T provision is evaluated and informs future provision	See Example 5 (below) Northolt High School Identifying and describing Best Practice in the classroom
7.6 Challenge is a feature of provision in all classroom practice.	See Example 6 (below) Cardinal Wiseman High School Personal Checklists.
7.9 Schools develop systems and structures, which support personalised learning.	See Example 7 (below) North Primary School Challenge for all
7.10 Schools look upon one another as resources, and consider collaborations.	See Example 8 (below) Acton High School The Great Debate

Definitions should aim to be informed by (and to inform) the provision offered, to identify which children will most benefit from the challenge of particular projects and approaches, rather than encouraging a static list.

School:	Featherstone High School
G&T lead:	Amy Maclean
Practice:	Revising the policy on identifying G&T learners
Contact for further info:	amaclean@featherstonehigh.ealing.sch.uk
Date at time of writing:	July 2011

Guidance / Recommendation(s) that this practice exemplifies:

This practice exemplifies the Recommendation for writing a G&T definition, 3.4 above, that definitions "should aim to be informed by (and to inform) the provision offered, to identify which children will most benefit from the challenge of particular projects and approaches, rather than encouraging a static list."

This practice also exemplifies many other recommendations, part of the stimulus for the project was the need to support teachers to recognise underachieving G&T students (3.1), and to promote continual reflection (3.3) via the working party.

Description of practice:

The senior leader and lead G&T teacher requested support from the local authority in the form of a consultant who would support a revision of the current G&T approach; starting with the definition tools.

A working party was established to review data on who our G&T learners were currently, and reflect on the current policy and practices. This guidance document was used as a though-piece to provoke debates about the purpose of the definition tools.

A new policy was created and launched with the middle leadership initially. The policy was then revised and the working party re-launched with representatives from all departments and with a timeline to introduce the new policy. Below is an extract from the policy:

"**Purpose**: A register is collected in order to identify the students who will benefit the most from stretch, enrichment and extension both inside and outside of the classroom."

Procedure for adding students
Departments produce their own list of 'features' of G&T learners to help them to identify students.
Features could include
- *high attainment in test/piece of work (data)*
- *participation in extra curricular activities (e.g. science club)*
- *may appear bored or disengaged in tasks they perceive as easy*
- *verbal answers may be more developed or express creative/innovative thinking*
- *may be more intuitive or emotionally aware*

Procedure for informing parents

Letters home will not use the term 'G and T'.

Letters home will explain the provision and the reason for this provision. This will include suggestions for additional support that parents can provide their children at home and a self assessment for students to respond to.

Near the end of the summer term students will be asked to self assess again"

Reflections on practice:

The decision to work with a working party of teachers without specialist knowledge in the area of G&T was a decision which slowed down the process of re-writing a school policy but in the process it skilled-up the teachers involved. The project has led to a range of good quality reflective conversations amongst middle leaders and the working party now represents all departments and is sustainable.

The new policy addressed a range of concerns that teachers had: that a G&T register was elitist, that the list had list it's purpose. The new policy outlines a clear vision of G&T provision that allows any student to be allocate to the list on their teacher's professional judgement and is purposeful in recognising students for the purpose of improving the provision they receive.
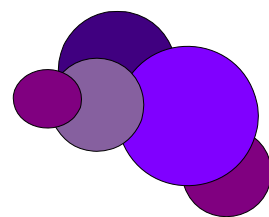
Any lists drawn up are reflected upon for their how well they represent their population; in terms of gender, ethnicity and deprivation. An unrepresentative list should be cause for further reflection and for action; such as insets to challenge assumptions, changing systems, additional outreach to disadvantaged families etc…

School:	Drayton Manor High School
G&T lead:	Natasha Raheem
Practice:	Reviewing definitions of G&T
Contact for further info:	nra@draytonmanor.ealing.sch.uk
Date at time of writing:	July 2010

Guidance / Recommendation(s) that this practice exemplifies:

This practice exemplifies the Recommendation for identification, 5.6 above, "That any lists drawn up are reflected upon for their how well they represent their population; in terms of gender, ethnicity and deprivation. An unrepresentative list should be cause for further reflection and for action; such as insets to challenge assumptions, changing systems, additional outreach to disadvantaged families etc…

The records of Gifted and Talented pupils should strive to be inclusive. Drayton Manor High School is committed to ensuring the register is representative of the school population and various interventions are taking place to ensure that this is the case.

Description of practice:

On-going CPD takes place to enable staff to have the opportunity to discuss Gifted and Talented provision, in particularly Gifted and Talented identification. Staff are updated on national issues regarding Gifted and Talented identification and are aware that Gifted and Talented registers do not always end up being representative of a school's specific context. For example we examine why pupils who are: FSM, EAL, ethnic minorities may not appear on the Gifted and Talented register. Staff are also updated on current literature which highlights the complexities of defining Gifted and Talented and identifying pupils.

In order to highlight the importance of Gifted and Talented provision at Drayton Manor High School, staff were asked to consider the government definition of Gifted and Talented and adapt and/or create a new definition that they felt best suited the needs of pupils at our school. Staff offered these contributions regarding Gifted and Talented definition:

- Pupils who have an insight into a subject
- Pupils who demonstrate flair and originality
- Pupils who are more able than others e.g. when collaborating with others within a group
- Pupils who excel or have the potential to excel in one or more areas of the curriculum. (This would take into account the learning habits of pupils and focus on the learning process rather than the content process)
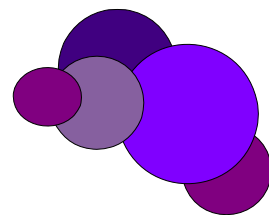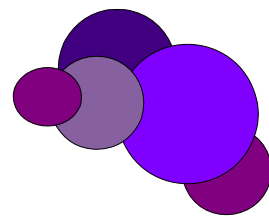
- Advanced learners/practitioners (the use of the word 'learners' suggests that there is an on-going learning process)

Staff strive to create an inclusive learning community, alternative names for Gifted and Talented were suggested for example: 'Reaching your Potential' and 'Challenge for All'

Reflections on practice:

Staff enjoy further discussing the issues surrounding G&T provision and are passionate about ensuring that G&T provision is inclusive. As the Gifted and Talented Co-ordinator, it is extremely valuable to consult staff to ensure that the Gifted and Talented policy is successful in the classroom and that it meets the needs of all our students. This is made possible through continuous CPD and information sharing.

At Drayton Manor High School, the G&T definition and identification process will continue to be revised. Furthermore, following dialogue with staff, we will expand the G&T nomination process so that they take place twice a year rather than once. Although the G&T register will continue to be updated twice every academic year, there is less emphasis on the register being at the core of G&T provision. The register will continue to be used in consultation with Heads of Year, Heads of Department and Faculties and classroom teachers to ensure that the pupils who take part in enrichment activities are the pupils who will benefit most from them. Staff are keen to further develop teaching and learning for more able pupils and by doing so improve teaching and learning for all students. On-going dialogue will ensure G&T provision continue to strive to meet the needs of our students.

Good Quality teaching is the cornerstone of G&T provision

School:	Dormers Wells High School
G&T lead:	Justin Guntrip
Practice:	Teaching to develop Gifts and talents
Contact for further info:	JGuntrip@dormers-wells.ealing.sch.uk
Date at time of writing:	September 2010

Guidance / Recommendation(s) that this practice exemplifies:

This practice exemplifies the recommendation for provision, that "7.1 Good quality teaching is the cornerstone of G&T provision."
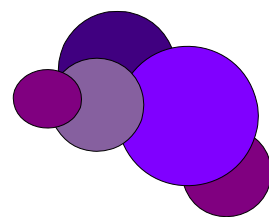
Description of practice:

English lessons for the top set at Dormers Wells involve a range of features designed to support students to develop gift and talents. Some features are;

- Activities where students needed to draw on one another's memories as a group.

- Opportunities to make predictions

- Analysis tools; capitalising from learning across the curriculum; using graphical data to represent process (in this case the building of tension in a narrative then to plot stories – whether in Eastenders or Sherlock Holmes' 'the speckled band')

- 'Taboo' – to develop understanding of keywords (partner has to guess the word, you can describe it but not use the word itself or derivatives)

- Lateral-thinking problem solving. (There are lots of examples of such problems in "The Teachers' version" of 'The Curious incident of the dog in the night time').

- Opportunities to study 'lateral thinking' problems and then create own.

- Giving students options for difficulty, and labelling them "normal", "challenge" and "difficult" tasks. Getting students to choose which task (secret ballot) before they know what the task is – gain high numbers of students selecting challenge or difficult versions.

Reflections on practice:

These strategies are designed to be fun and challenging, students respond with engagement and glee, especially when there are opportunities for them to develop their creative ideas into disciplined innovations. These methods have been shared amongst all Secondary G&T Lead teachers.

Children have the opportunity to make decisions about their provision.

School:	Fielding Primary
Practice:	School Council Day
G&T lead:	Aisling Mckeever
Contact for further info:	aisling@fielding.ealing.sch.uk
Date at time of writing:	December 2010

Guidance / Recommendation(s) that this practice exemplifies:

This practice exemplifies the Recommendation for Provision, 7.3 above, that 'Children have the opportunity to make decisions about their provision'. We wanted to personalise our G&T provision through using Pupil Voice and giving the children some autonomy in decision-making both at the planning stage and during the School Council day itself.

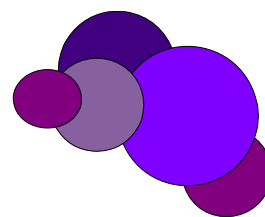Description of practice: School Council Day

The School Council Day was organised as part of our 'Pupil Voice' work with the whole school. The School Council took a lead in consulting other pupils, gathering opinions and assisting in the organisation of a day of activities for the whole school. Their role in planning gave opportunities for G&T pupils to develop and demonstrate leadership and organisation skills, and to follow their special area of interest.

Pupils worked for part of the day on an activity in which they had great interest, skill or talent. These pupils explained the activities to other children and demonstrated what could be done. This proved particularly powerful with the science, puzzles and construction. These activities were planned to be open ended and had strong investigative features.

The day involved most pupils (Yr 2-6) in school, working together on activities that they had chosen from the School Council's menu of options. Each pupil had the choice of 4 options out of a possible 7. The Assistant Head, with responsibility for the school council took on the mammoth job of timetabling these activities for over 500 children. Each child was given a sticker with the 4 activities for the day listed. Groups moved to the next activity at set times. The options were:

- Science experiments
- Construction
- Chillax (a chill-out, relaxation activity)
- Drama
- Art
- Sport
- Puzzles/games

Each option took place in a different area of the school. Staff were assigned to each option and, with the help of School Council pupils, they drew together a range of ideas for activities and suitable resources.
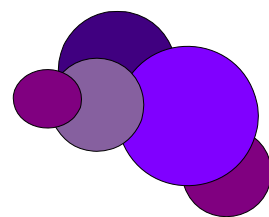
Reflections on practice:

One of the major strengths of this day was that it involved all year groups in a large school; this gave opportunities for pupils to work co-operatively with peers of different ages. The day provided all pupils with the opportunity to engage with open ended and investigative tasks. Children had the opportunity to participate in the planning and decision-making and were engaged by the experience of taking control of their own learning. We found this particularly appealed to our G&T children who valued the time and opportunity to explore/investigate their special interest topics.

The day took a lot of organisation and effort, but was a huge success as pupil feedback was incredibly positive. Pupils reported that it was the best day they had ever had at school. They now want this to be an annual event and have many suggestions on how it could be improved.

There was little actual recording done on the day, apart from photographs and the things that the children made but there was definitely a lot of learning observed by staff.   The teachers, however were not necessarily in charge of this learning, but rather facilitated it.

5.   Example of: ……Recommendation for Provision (7.4)
Effectiveness of G&T provision is evaluated and informs future provision.

School:	Northolt High School
G&T lead:	Anne Wainwright, Asst Headteacher
Practice:	Identifying and describing Best Practice in the classroom
Contact for further info:	awainwright@northolthigh.org.uk
Date at time of writing:	July 2010

Guidance / Recommendation(s) that this practice exemplifies:

This practice exemplifies the Recommendation for Provision, 7.4 above, that "Effectiveness of G&T provision is evaluated and informs future provision". We decided to review current good practice of G&T provision within classrooms in order to create a set of common principles for good G&T provision.

Description of practice:

G&T lead Ann Wainwright, Local Authority Advisor Carrie Sharman and DFE National Strategies G&T Lead Richard Patterson spent a day observing 3 lessons and discussing the G&T provision[17]. Through discussion the following 'six principles of good G&T in-class provision" were agreed.

1.   **Discussion**
In all the tasks that allowed for discussion we saw students uncovering higher thinking skills of analysis, strategic planning and the generation of ideas and exploration of possibilities. They also built their vocabulary around academic terms.

2.   **Rich tasks**
We used this term to describe tasks which were open ended, which involved choice for the students, and which encouraged students to make links and draw on different areas of their knowledge and experience. They also frequently had an overarching 'enquiry' questions, which students had to discover, and elements of ambiguity and uncertainty. In some cases they involved risk taking and thinking about values and opinions.

3.   **Groupings and role delegation**
Teachers have made deliberate conscious decisions about student groupings; they were grouped with other students at the same level of conceptual understanding or they were mixed up, and they were given roles to put them outside of their comfort zones and stretch their skills.

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[17] With Thanks to Clare Hobbs, Katrina Boxall and Rob Fraser, the Northolt teachers who volunteered to be observed for this project.
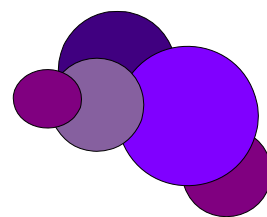
4. **Independence from teacher**

Resources were available for students to access, in two of the lesson ICT was embedded in the practice and lap tops available. Students also had independence in how they managed the tasks (as mentioned under the rich task heading) choice allowed for further opportunities for students to demonstrate independence and self reliance.

5. **A culture of reflection**

Students were given opportunities to consider the way they had tackled tasks, they compared group work approaches and strategized about more effective approaches they could have taken or would take *next time.*

6. **Teacher as learner**

Teachers had thought carefully about the language they used and did not give too much instruction to allow students to choose how to approach new tasks. Where they did give instruction it tended to be presented in the language of 'possibility'. They said things like "*Some* scientists think that you *could*…." , "A Mathematician *might* try to…", "*One way* of looking at a text *might* be…" This encouraged students to have confidence in their own approaches.
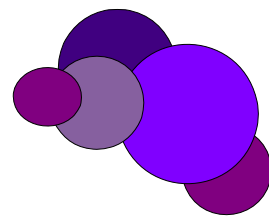
Teachers also verbalised their own decision in the work "I chose this activity because I thought it would help you to develop this skill", and were comfortable in discussing mistakes they had made and how these were helpful "I had a go at this and go up to 53 but someone else had managed as many as 57 so I was really interested to compare our approaches and see how they'd done it"

Teachers also encouraged 'soft' competition; students moved 'teams' and sometimes worked with the teacher against an external 'competitor'. There was an ethos of playfulness in the learning and enjoyment by the teacher and students.

Reflections on practice:

This list was shared with Northolt teachers and also the Ealing cross phase-working party writing the G&T strategy document and was influential in drawing up the recommendations made across Ealing.

This list may be useful to other schools, and is included here in order to share thinking and initiate discussion about what good practice looks like in a G&T classroom.

6. Example of: …… Recommendations for provision: (7.6)	
Challenge is a feature of provision in all classroom practice	

School:	Cardinal Wiseman High School
G&T lead:	Ben Bird / Alison Murphy
Practice:	Personal Checklists.
Contact for further info:	Alison.Murphy@wiseman.ealing.sch.uk
Date at time of writing:	November 2010

Guidance / Recommendation(s) that this practice exemplifies:

This practice exemplifies the recommendation for provision, that "7.6 Challenge is a feature of provision in all classroom practice".

Description of practice:

In Modern Foreign Languages lesson G&T students are given checklists cards which develop high level analysis skills in MFL in speaking, listening and reading. Students are briefed on these sheets and how to use them for self-directed challenge. These are used in lesson time to deepen their responses.
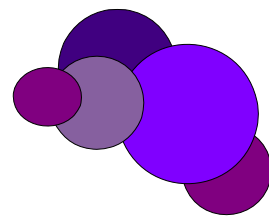
e.g.

Year 8 Listening Gifted Check List.

For each listening activity, have I…?
- ✓ Listened for linking words and connectives?
- ✓ Listened for any differences in accents?
- ✓ Listened for formal or informal usage of 'you.'?
- ✓ Listened for words of hesitation that the speakers use to pause?
- ✓ Listened for opinion or time period expressions?
- ✓ Listened for expressions of contradictions?

Reflections on practice:

 Naturally this is not the only G&T provision used in MFL lessons, but it does allow students to self-differentiate whole class tasks. Not only does this impress upon students that the importance of the quality of answer (not the speed in which the task is completed), but it also supports students in taking responsibility for their own learning.

School:	North Primary School
Practice:	Challenge for all
G&T lead:	Elizabeth Amzil
Contact for further info:	lizamzil@btinternet.com
Date at time of writing:	December 2010

Guidance / Recommendation(s) that this practice exemplifies:

This practice exemplifies the Recommendation for Provision, 7.9 above, that "Schools develop systems and structures which support personalised learning."
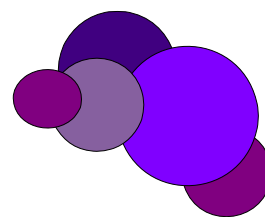
The G&T lead developed a structure for use across classrooms, which supports children to develop their own problem solving skills and to self evaluate. The aim was also to enable children to move between styles of thinking; encouraging them to see their abilities as malleable. A further aim was to encourage teachers to both devise activities which stretched these styles of thinking, and begin to recognise these skills in their pupils. The use of this structure was also intended to give teachers and pupils the same language about learning to facilitate pupil-to-teacher feedback and pupil-progress conversations.

Description of practice: 'Challenge for all'

Higher order Thinking Skills or 'HOTS' were developed, taking inspiration from Blooms 'Taxomony' and DeBono's 'Thinking Hats'. The implementation of these thinking skills has been influenced by a range of other approaches too. The HOTs are the skills of: Analysis, Application, Synthesis and Evaluation. These skills were introduced in conjunction with Guy Claxton's '4Rs' – skills for developing learning; Resilience, Resourcefulness, Reflection and Reciprocity.

All year groups were introduced to these types of thinking, primarily in their literacy lessons, through problem-solving type tasks designed to develop each skill in turn. For example an overarching enquiry question would be used such as "How do we know whether we are reading a legend?", The teacher led an exposition, then students found similar texts to discuss in different ability groups, applying alternative explanation of events (e.g. a scientific explanation for how Arthur lifted the Sword in the Stone), they retold their own stories using the features of legends and then reflected on their approach.

Effort was praised and valued by teachers. More able students used the higher order skills to develop more complex approaches to the tasks, while all students used resilience, resourcefulness, reflection and reciprocity to build their own independence and to manage their own learning. Students were challenged using this language as they reflected, and the used this language in their own analysis of the process of their learning.

Reflections on practice:

Pupils had meaningful and reflective conversations using the new language for learning.
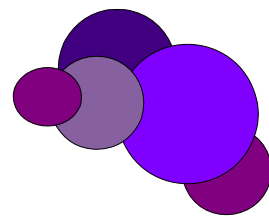
The use of HOTS has helped to raise teachers' expectations, and KS2 literacy results have risen since using the HOTS. Teachers have begun to plan with these skills, ensuring that learning always goes beyond recall and comprehension.   The lead G&T reported that 'Most able' and 'least able' became 'stretchy' labels as children of differing abilities offered ideas and drew group members into discussions.

A greater sense of parity was felt by children of differing abilities as a result of teachers valuing their efforts and process rather than only outcomes. Learning opportunities increased compared to the previously rigid interpretation of the three-part literacy lesson. Pupil ownership was evident - there was more independent pupil-to-pupil learning. The least able pupils gained from opportunities to work closely with more able peers and noticed how they achieved success. They were able to leave their ability group, share their ideas with others, return to their groups and complete their tasks.

Teachers identified articulate, underachieving pupils who also showed commitment to task and were quick to grasp 'big picture' ideas, as having the potential to be most able. Motivation was seen to increase in response to choice and challenges; children were observed on task throughout, making appropriate efforts.

Many teachers found the HOTS overlapped, but by devising tasks that could be used by all teachers, they have been gently guided into the ways in which they can recognise the distinctions, and how they encourage students to see the distinctions between these skills, as well as the common ground.

The next steps for the HOTS are to roll out their use in maths and other subjects and to consider ways to make them accessible for KS1 and EYs colleagues.

8.Example of: …… Recommendations for provision (7.10)

Schools look upon one another as resources, and consider collaborations.

School:	Acton High School / Dormers Wells
G&T lead:	Ben Lee / Subreena Kazmi and Sally Hackney
Practice:	The Great Debate
Contact for further info:	skazmi@dormers-wells.ealing.sch.uk
Date at time of writing:	July 2011

Guidance / Recommendation(s) that this practice exemplifies:

This practice exemplifies the recommendation that "7.10 Schools look upon one another as resources, and consider collaborations."
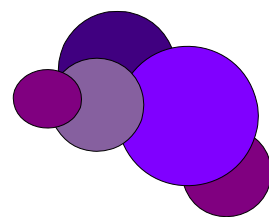
Description of practice:

At a Secondary lead teachers network, Acton High Floated the idea of an 'Ealing wide' debate, at which students from all schools could come together and compete with and against each other. The plan for 'The Great debate' was drawn up by utilising the experience of staff across schools with established debate clubs. This cross-school consultation was facilitated by the local authority, and included both the rules and expectations of formal debates (points of information, three speakers, with time limits) with an informality which is aimed to inspire new debaters (and schools without a history of debate clubs) to get involved. The was initially planned to take place at Acton High but due to unforeseen circumstances the school was unable to host, Dormers Wells staff then volunteered and took over the organisation of the event using and adding to resources developed by other schools.

It is intended that the event become annual and Dormers Wells High School has offered to host next year's event.

Reflections on practice:

There is great potential for drawing from the expertise and experience of colleagues from across the borough. In this case an event was able to continue because teachers from across schools were keen not to lose the opportunity for an Ealing wide debate even if one school became unable to host.

Impact measures

How can we work together across phases to improve the attainment and progress at the top end whilst also enriching all children's learning experience and raising aspirations?

How can we measure the impact of this document's advice and guidance at an Ealing-wide level, and at individual schools?

Here are some of the impact measure to consider:

1. Whether there is an increase in the numbers of children attaining the highest levels and grades over the next few years in Ealing. Likewise whether there are higher numbers of children maintaining high attainment by making expected progress.

2. Whether students on G&T registers (and attaining the highest grades) become more representative of their school's populations.

3. Whether student and parent voice, and school self-evaluation describe changes in practice that are enriching children's learning experiences.

4. Whether information gleaned from external and internal observations and inspections indicates richer learning experiences (including peer reviews).

5. Whether there is an increase in collaborative work between schools at the same phases or cross-phase.

6. Whether schools' own formative assessment shows attainment and progress improvements, and informs provision.

7. Whether schools write developmental targets about their G&T provision in their school development plans.

In order to measure such changes, a baseline comparison has been collected in terms of attainment data; available in a summary report[18] - an A4 summary of which is in Appendix A, qualitative information (such as the current school-to-school provision) is being collected at the time of writing.

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[18] Full data for the summary in Appendix A is available on request csharman@ealing.gov.uk school data is anonymous but individual schools can ask for their own codes.
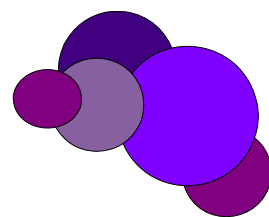
Comments, questions and further support

Please feel free to use any of the contact details in this document for more information about the practices described.

If you would like to access the Secondary Lead G&T teachers network, contact Carrie Sharman csharman@ealing.gov.uk. There is not currently a Primary Lead teacher's network, but a Lead Teacher in Primary is looking to set one up, general mail outs to primary colleagues are currently sent from Carrie Sharman are designed to keep Primary teachers aware of extracurricular opportunities for their students.

If you would like to post messages for Lead G&T teachers across Ealing Primary and Secondary Schools, log onto www.fronter.com/ealing and go to the 'Gifted and Talented' page (public access). If your school does not subscribe to fronter and you would like a guest account, contact Carrie Sharman (email above).
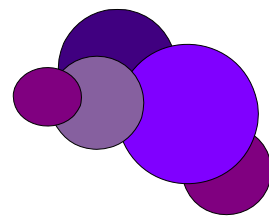
With Thanks to the G&T Working Party:

Aisling McKeever, Deputy Head of Fielding Primary

Nujma Memon, Assistant Head Teacher, G&T manager, Grange Primary

Liz Amzil, AST for G&T, North Primary

Niall McManus, Lead teacher for G&T, West London Academy

Jenny Stone, Lead Teacher for G&T, Greenford High school
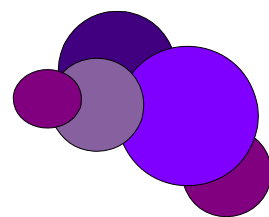
Suzanne Miles, Acton City Learning Centre Manager

Gina Reeves, Acton City Learning Centre Manager

Jake Herbst, Educational Consultant to Primary Schools

Opal Brown, Principal Primary Schools Advisor, Ealing Local Authority

Rachelle Leslie, Early Years Foundation Stage Advisor, Ealing Local Authority

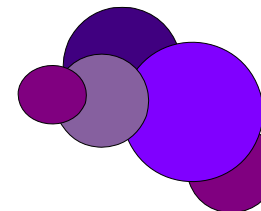Carrie Sharman, G&T Advisor for Secondary Schools, Ealing Local Authority.

Appendix A: Summary of Ealing Borough G&T attainment and progress data.

Summary of attainment statistics at each key stage from 2009 – table 1:

Key stage	Subject	Level of attainment	% of children reaching this level	Ealing's data compared to the 32 other London boroughs
1	Reading	Level 3	20.1% (of 3400)	22nd out of 32
1	Writing	Level 3	8.3% (of 3400)	27th out of 32
1	Maths	Level 3	17.9% (of 3400)	18th out of 32
2	English	Level 5	26.0% (of 3390)	24th out of 32
2	Science	Level 5	35.3% (of 3390)	15th out of 32
2	Maths	Level 5	42.5% (of 3390)	18th out of 32
3	English	Level 7	10.8% (of 2798)	16th out of 32
3	Maths	Level 7	30.8% (of 2798)	13th out of 32
3	Science	Level 7	15.1% (of 2798)	12th out of 32
4	3+ A and A* grades at GCSE		23.9% (of 2809)	13th out of 32
4	5+ A and A* Grades at GCSE		14.9% (of 2809)	15th out of 32
5	320+ UCAS points		38.3% (of 898)	13th out of 32
5	360+ UCAS points		24.4% (of 898)	15th out of 32

Summary of progression statistics at each key stage from 2009 – table 2 -

KS ➚ KS		Subject	Progression from Level ➚ Level of attainment		% of children at the first level who progress to the second level	Ealing's data compared to the 32 other London boroughs
1	2	English	Level 3	Level 5	72.3% (of 596)	17th out of 32
1	2	Maths	Level 3	Level 5	89.0% (of 473)	10th out of 32
2	3	English	Level 5	Level 7	35.6% (of 691)	9th out of 32
2	3	Maths	Level 5	Level 7	82.1% (of 760)	8th out of 32
2	3	Science	Level 5	Level7	35.9% (of 1029)	9th out of 32
2	3	Eng, Maths &Science	Level 5	Level 7	31.8% (of 440)	9th out of 32
3	4	English	Level 7	A/A*	82.1% (of 162)	7th out of 32
3	4	Maths	Level 7	A/A*	61.6% (of 808)	12th out of 32
3	4	Science	Level 7	A/A*	94.7% (of 399)	6th out of 32
3	4	Eng, Maths &Science	Level 7	A/A*	99.1% (of 106)	4th out of 32
2	4	English	Level 5	A/A*	45.6% (of 601)	18th out of 32
2	4	Maths	Level 5	A/A*	54.2% (of 727)	11th out of 32
2	4	Science	Level 5	A/A*	56.3% (of 992)	11th out of 32
2	4	Eng, Maths &Science	Level 5	A/A*	75.8% (of 368)	8th out of 32

Appendix B: G&T Government Publications

Gifted and talented resources – http://nationalstrategies.standards.dcsf.gov.uk/inclusion/giftedandtalented
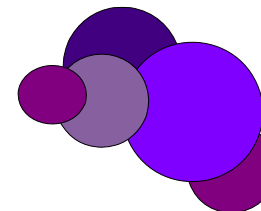
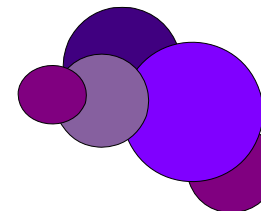*The web links below are a guide only as web links may change as the National Strategies website is deleted*

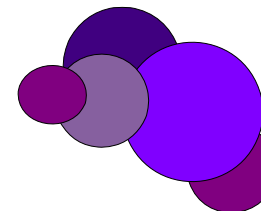| Resource/ DCSF ref	Web link	Description
Leading teacher handbook (Revised 2008) DCSF- 00577-2008	http://nationalstrategies.standards.dcsf.gov.uk/node/150504	This handbook focuses on developing an understanding of how a leading teacher might work across a school, or a group of schools, to improve gifted and talented provision and outcomes for pupils. It provides some of the resources that will support this and signposts further resources including online materials that may be adapted for use by leading teachers and others.
Gifted and Talented National discussion group	http://nationalstrategies.standards.dcsf.gov.uk/node/227591	The aim of this group is to provide an opportunity for leading teachers to discuss aspects of G&T education with each other. Use this area to share interesting and effective practice, ask questions and raise issues. This is a closed group, accessible to leading teachers and other invited professionals
Gifted and Talented South East Local Authorities discussion group	http://nationalstrategies.standards.dcsf.gov.uk/node/241823	

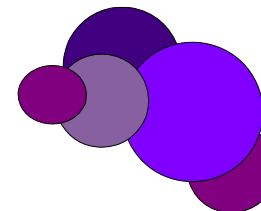| Resource/ DCSF ref	Web link	Description
G&T e-learning modules	http://nationalstrategies.standards.dcsf.gov.uk/node/175114 .	A suite of eighteen e-learning modules for leading teachers and classroom teachers covering aspects of gifted and talented education in schools. For learning outcomes, click "see more" for each module.
Core module 1: Teaching and learning	http://nationalstrategies.standards.dcsf.gov.uk/node/277107	This module will support you as a leading teacher to reflect on your own practice and will underpin and model your work on leading the improvement of G&T education across the school
Core module 2: Identification	http://nationalstrategies.standards.dcsf.gov.uk/node/250448	This module will give you a good understanding of the challenges, issues, principles and processes behind identifying G&T pupils in your school. It will support you in your role as a leading teacher in working with colleagues on identification.
Core module 3: Taking the lead in G&T	http://nationalstrategies.standards.dcsf.gov.uk/node/259621	This module will support you as a leading teacher to reflect on your own practice and will underpin and model your work on leading the improvement of G&T education across the school.

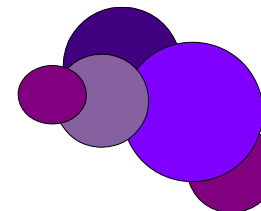| Resource/ DCSF ref	Web link	Description
Module 4: Accessing and extending knowledge and understanding to support G&T	http://nationalstrategies.standards.dcsf.gov.uk/node/175123	This module introduces you to some information and resources that can support you in identifying and exemplifying good practice in your role.
Module 5: Career development for G&T learners	http://nationalstrategies.standards.dcsf.gov.uk/node/175127	This module will examine ways in which you can help teachers provide independent challenge for their learners and consider the specific needs of G&T pupils which may relate to career development.
Module 6: Transfer and Transition	http://nationalstrategies.standards.dcsf.gov.uk/node/175128	This module is designed to support leading teachers in developing successful Primary-to-Secondary school transfer programmes, from an initial audit of needs, through development, to successful and ongoing implementation.
Module 7: G&T learners with particular needs	http://nationalstrategies.standards.dcsf.gov.uk/node/175130	This module will encourage you to challenge some of the assumptions that you may make about identifying, recognising and developing appropriate strategies to meet the needs of an identified group of G&T pupils.

Resource/ DCSF ref	Web link	Description
Module 8: Learning beyond the classroom	Module 8: Learning beyond the classroom	In this module you will learn what learning beyond the classroom means and consider this in the context of G&T provision in your school, and what may need to be developed to enhance provision for G&T learners to complement effective G&T provision in the classroom.
Module 9: Working with parents and carers	http://nationalstrategies.standards.dcsf.gov.uk/node/175132	This module is about working with parents and carers. It discusses strategies for working with parents and carers and looks at the challenges you might come across
Module 10: English	http://nationalstrategies.standards.dcsf.gov.uk/node/175132	This module will explore what we mean by gifted in English, how you identify and develop gifted pupils, and develop an approach to measuring impact that aligns with your objectives and strategies
Module 11: Learning in the Early Years Foundation Stage	http://nationalstrategies.standards.dcsf.gov.uk/node/175137	This module consists of e-learning introductions to key concepts and skills for effective teaching and learning for G+T children in

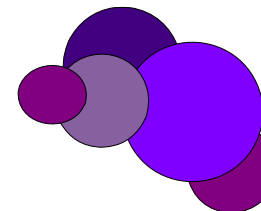| Resource/ DCSF ref	Web link	Description
		EYFS, structured activities and reflection to apply those concepts in your school, and access to resources to help you take the learning further.
Module 12: Key Stages 1 and 2	http://nationalstrategies.standards.dcsf.gov.uk/node/175138	This module consists of: introductions to key concepts and skills for effective teaching and learning for G+T children; structured activities and reflection to support you in applying those concepts in your school; access to resources to help you take the learning further; and support in the role of leading teacher for G+T children
Module 13: Primary science	http://nationalstrategies.standards.dcsf.gov.uk/node/175139	This module will examine using a high degree of challenge to benefit all pupils, including the gifted; how to increase challenge and encourage higher order thinking through discussion, scientific enquiry and focused recording as well as how to map classroom outcomes to the Institutional Quality Standards (IQS) and Classroom Quality Standards (CQS).
Module 14: Mathematics	http://nationalstrategies.standards.dcsf.gov.uk/node/175140	This module will support you as a class teacher and as a leading teacher of G&T mathematics pupils.

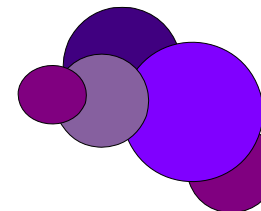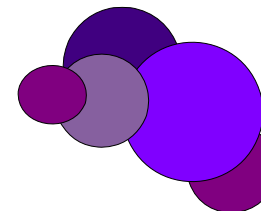| Resource/ DCSF ref	Web link	Description
Module 15: PE and sport	http://nationalstrategies.standards.dcsf.gov.uk/node/175273	This module will support you as a subject leader or leading teacher of G+T to improve provision and outcomes for G&T learners in PE and sport.
Module 16: Supporting gifted and talented learners with English as an additional language (EAL)	http://nationalstrategies.standards.dcsf.gov.uk/node/175276	This module will support you as a leading teacher of G&T in working with colleagues to improve provision and outcomes for all G&T pupils, in particular those with English as an additional language (EAL).
Module 17: Supporting gifted and talented provision in secondary science	http://nationalstrategies.standards.dcsf.gov.uk/node/175277	This module will support you as a leading teacher of G+T in working with colleagues to further develop your G+T provision. It provides information, resources and activities to enhance the provision, pedagogy and personalisation your school offers its G+T pupils in science.
Module 18: Supporting gifted and talented learners in music	http://nationalstrategies.standards.dcsf.gov.uk/node/175278	This module will support you as a leading teacher or as a class teacher in reflecting on the current practice and provision in music for gifted and talented pupils in your school.

Quality Standards:

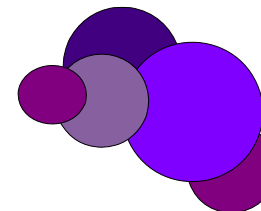| Quality Standards Series & School Improvement Partner support		
Institutional Quality Standards	http://nationalstrategies.standards.dcsf.gov.uk/node/97563	The Institutional Quality Standards are designed as a self-evaluation tool for schools and colleges. The tool can be used to pinpoint strengths and weaknesses in support for gifted and talented learners. It will provide a sound basis for an action plan that can form part of the institution's overall improvement plan.
Institutional Quality Standards user guide	http://nationalstrategies.standards.dcsf.gov.uk/node/195324	
Local Authority Quality Standards (LAQS)	http://nationalstrategies.standards.dcsf.gov.uk/node/228583?uc=force_uj	The *Local authority quality standards (LAQS)* are intended for use by local authorities in reviewing and developing support for gifted and talented (G&T) learners within a local area. It completes a suite of 3 tools which includes the Institutional Quality Standards (IQS) to be used at a whole school/college level, and Classroom Quality Standards (CQS) which focus on teaching and learning strategies within classrooms and other settings for learning

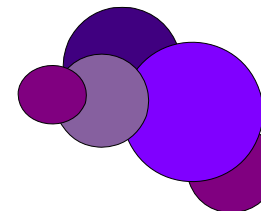|		
Local Authority Quality Standards (LAQS) User Guide	http://nationalstrategies.standards.dcsf.gov.uk/node/228582?uc=force_uj	A user guide to support Local authority quality standards (LAQS) for Gifted and Talented education: the standards (00787-2009DWO-EN-01)
Gifted and talented Classroom Quality Standards Guided Resource: a subject focus DCSF 00556-2008	http://nationalstrategies.standards.dcsf.gov.uk/node/152187	This on-line resource, launched in November 2008, 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 engaging the school DCSF 00016-2009	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 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, and provides an update to 2006 initial guidance.

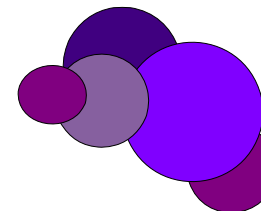|		
Preventing underachievement series:	http://nationalstrategies.standards.dcsf.gov.uk/node/97696?uc=force_uj	A series that seeks to address support and provision for gifted and talented pupils who are either underachieving or at risk of underachieving.
1.Gifted and talented education – Guidance on preventing underachievement: a focus on dual or multiple exceptionality (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. Pupils with gifts or talents exist within all groups of pupils. This includes those pupils who have been identified as having additional learning needs
2.Gifted and talented education - 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.
3.Gifted and talented education - 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).
4. Gifted and talented education – 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.
5. Gifted and talented education – Guidance on preventing underachievement: planning a whole school approach	http://nationalstrategies.standards.dcsf.gov.uk/node/183104	The final booklet in the series comprising five titles addressing the issues of gifted and talented education for learners who are underachieving, or at risk of underachieving.

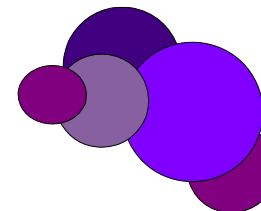| Effective provision for gifted and talented children in primary education (Revised May 2008) DCSF-00379-2008	http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00379-2008&	Updated guidance on general principles for primary schools on planning and delivering effective provision for gifted and talented learners. It sets out expectations, as well as the range of support and resources available through the national programme.
Effective provision for gifted and talented children in secondary education DCSF-00830-2007	http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00830-2007	Of interest to all senior leaders responsible for whole school provision. The guidance also provides support for all staff in identifying gifted and talented students and providing them with an appropriately personalised education.
Evaluating school performance	http://www.nationalstrategiescpd.org.uk/course/view.php?id=76	Guidance, advice and examples on how to use data to evaluate and improve school performance.
Using a discussion framework to develop learning awareness in gifted and talented pupils	http://nationalstrategies.standards.dcsf.gov.uk/node/238261	A discussion framework provides key questions and prompts to support anyone who wishes to develop learner awareness. This guidance explains why it is important to improve pupil self-awareness as learners (metacognition) and offers a simple and easily adaptable framework that can be used in a variety of ways with pupils, teachers and parents.

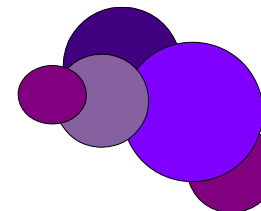|		
On-line Skills An introduction to Forums and Moderation DCSF ref: 00670-2008 DWO-EN-01	http://www.nationalstrategiescpd.org.uk/file.php/172/moddata/scorm/165/frameset.html	Short online module giving an introduction to internet forums and aspects of their moderation. Approx 15 mins . to complete.
On-line Skills e-Moderating: Using discussion forums to help meet the aims of the G&T education programme DCSF ref: 00136 – 2009 EPD-EN-01	http://www.nationalstrategiescpd.org.uk/file.php/172/moddata/scorm/213/media_index.html	The aim of this module is to support the needs of e-moderators who are going to oversee online discussion forums.
NC G&T Pilot series & Targeted Intervention		
National Challenge: Raising standards, supporting schools - Gifted and Talented Pilot 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 be published by the National Strategies to help schools in this National Challenge pilot to accelerate the progress and enrich the learning of G&T pupils.
The National Challenge: Raising standards, supporting schools. Gifted and Talented Pilot Programme User guide and Element 1: Leading and managing improvement for gifted and talented education	http://nationalstrategies.standards.dcsf.gov.uk/fl33/gt1	A booklet to help schools involved in the National Challenge Gifted and Talented (G&T) pilot to support leadership and management of improvement for gifted and talented education. Improvement is explored through: a rationale to explain its nature and importance quality standards to define good practice self-assessment materials which use the quality standards to help the school clarify what it does.

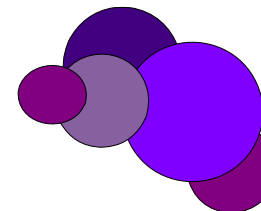|		
The National Challenge: Raising standards, supporting schools. Gifted and Talented Pilot Programme Element 2: Tracking progress of gifted and talented pupils	http://nationalstrategies.standards.dcsf.gov.uk/fl33/gt2	Focused development on tracking progress, the use of targets, and dialogue with pupils and engagement with parents and carers is provided, building on materials available in Stronger Management Systems and Core Plus. The materials are aimed at staff teaching gifted and talented pupils in the progress group, subject and year leaders as well as senior staff with lead roles in gifted and talented provision and data management.
The National Challenge: Raising standards, supporting schools. Gifted and Talented Pilot Programme Element 3: Guidance on pedagogy for gifted and talented education	http://nationalstrategies.standards.dcsf.gov.uk/fl33/gt3	This booklet provides a resource for teachers and subject leaders to focus on pedagogy – understanding the needs of individual gifted and talented pupils to drive the development of quality first teaching across the school.
Progression skills: A series of modules to raise pupils' aspirations, skills and confidence	http://nationalstrategies.standards.dcsf.gov.uk/node/289391	The rationale behind the development of the Progression skills modules
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 Excellence for All guidance explores the characteristics of successful G+T learners and considers how those characteristics can be developed in under-achieving or potential G+T pupils, particularly those from a disadvantaged background

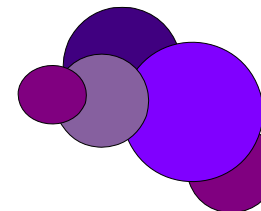| 1 Excellence for All in practice http://nationalstrategies.standards.dcsf.gov.uk/node/259453?uc%20=%20force_uj	2 Use of pupil voice to develop evidence of Quality First Teaching in school – Part 1 http://nationalstrategies.standards.dcsf.gov.uk/node/259459?uc%20=%20force_uj	3 Use of pupil voice to develop evidence of Quality First Teaching in school – Part 2 http://nationalstrategies.standards.dcsf.gov.uk/node/259467?uc%20=%20force_uj
4 Empowering G+T pupils as leaders of learning to improve provision for all – Part 1 http://nationalstrategies.standards.dcsf.gov.uk/node/259481?uc%20=%20force_uj	5 Empowering G+T pupils as leaders of learning to improve provision for all – Part 2 http://nationalstrategies.standards.dcsf.gov.uk/node/259489?uc%20=%20force_uj	6 Embedding critical thinking skills in the curriculum through teacher learning communities – Part 1 http://nationalstrategies.standards.dcsf.gov.uk/node/259507?uc%20=%20force_uj
7 Embedding critical thinking skills in the curriculum through teacher learning communities – Part 2 http://nationalstrategies.standards.dcsf.gov.uk/node/259529?uc%20=%20force_uj	8 Developing research skills – a project for pupils and teachers – Part 1 http://nationalstrategies.standards.dcsf.gov.uk/node/259559?uc%20=%20force_uj	9 Developing research skills – a project for pupils and teachers – Part 2 http://nationalstrategies.standards.dcsf.gov.uk/node/259565?uc%20=%20force_uj
10 Using G&T CQS to improve provision for all in Key Stage 3 science – Part 1	11 Using G&T CQS to improve provision for all in Key Stage 3	

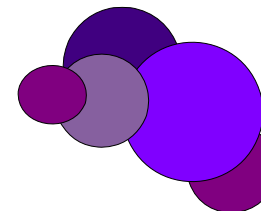| http://nationalstrategies.standards.dcsf.gov.uk/node/259573?uc%20=%20force_uj	**science – Part 2** http://nationalstrategies.standards.dcsf.gov.uk/node/259579?uc%20=%20force_uj	
Excellence for All in practice	http://nationalstrategies.standards.dcsf.gov.uk/search/inclusion/results/nav:50205	A series of mini case studies that describe G+T practice in schools that improved provision for all and achieved developing or exemplary standards according to the appropriate G+T Quality Standards and Ofsted criteria. This page provides an introduction to these mini case studies
Focusing on the question set – an approach to improving pupils' question analysis skills	http://nationalstrategies.standards.dcsf.gov.uk/node/259227	This resource focuses on teaching strategies and pupil activities that develop question analysis skills. This first page explains why question analysis is important in exams and coursework as well as life
Progression skills module 1 DCSF: 00031-2010PDF-EN-01	http://nationalstrategies.standards.dcsf.gov.uk/node/328633	Teacher notes for a module of pupil workshops that explore the identity of a gifted and talented (G+T) learner.
Progression skills module 1: Who am I? Slide presentation DCSF ref: 00031-2010PPT-EN-03	http://nationalstrategies.standards.dcsf.gov.uk/node/327739	slide presentation for a module that explores the identity of a gifted and talented (G&T) learner, what they have already achieved in life (in school and beyond) and how others perceive them. The module encourages pupils to consider how perceptions, about themselves and others, are formed and how

|		these can be altered. Pupils are introduced to a simple coaching model to help themselves and others begin to shape their thoughts and goals.
Progression skills module 2 DCSF: 00036-2010PDF-EN-03	http://nationalstrategies.standards.dcsf.gov.uk/node/329081	Teacher notes for a module that explores the link between higher-order thinking and top examination grades.
Progression skills module 2: Getting ahead in learning: Slide presentation DCSF ref: 00036-2010PPT-EN-02	http://nationalstrategies.standards.dcsf.gov.uk/node/327737	A slide presentation for a module that explores the link between higher-order thinking and top examination grades. The module considers aspects of critical thinking and academic language and links this to examination skills. Pupils are enabled to begin to plan for success.
Progression skills module 3 DCSF: 00039-2010PDF-EN-01	http://nationalstrategies.standards.dcsf.gov.uk/node/329179	Teacher notes for a module that helps pupils to begin to establish goals for their future, and learn to coach each other on tackling barriers and challenges.
Progression skills module 3: Getting ahead – strategies for success: Slide presentation DCSF ref: 00039-2010PPT-EN-02).	http://nationalstrategies.standards.dcsf.gov.uk/node/327733	slide presentation for a module that helps pupils to begin to establish goals for their future, and learn to coach each other on tackling barriers and challenges.
Progression skills module 4	http://nationalstrategies.standards.dcsf.gov.uk/node/434405	Learning to learn

Progression skills module 5	http://nationalstrategies.standards.dcsf.gov.uk/node/434473	Managing my journey
Progression skills module 6	http://nationalstrategies.standards.dcsf.gov.uk/node/434483	Capturing success
Using a discussion framework to develop learning awareness in gifted and talented pupils	http://nationalstrategies.standards.dcsf.gov.uk/node/238261	A discussion framework provides key questions and prompts to support anyone who wishes to develop learner awareness. This guidance explains why it is important to improve pupil self-awareness as learners (metacognition) and offers a simple and easily adaptable framework that can be used in a variety of ways with pupils, teachers and parents.

EYFS Finding and exploring young children's fascinations –strengthening the quality of gifted and talented provision in the early years DCSF: 00107-2010BKT-EN	http://nationalstrategies.standards.dcsf.gov.uk/search/inclusion/results/nav:77223	This guidance draws on current research evidence and practitioner case studies to explore how each child's unique strengths, interests, aptitudes and passions can be recognised, celebrated and nurtured in the Early Years Foundation Stage
EMA G&T Black Pupils Achievement CPD module – also Appendix, slides, handouts, LA management guide	http://nationalstrategies.standards.dcsf.gov.uk/node/194811	The purpose of this CPD module is to support leading teachers (LTs) for gifted and talented (G&T) education and school senior leadership teams to improve school-wide provision for G&T Black pupils, through exploring ways to identify, support and challenge these pupils to raise their achievement and make good progress.
English training module	http://nationalstrategies.standards.dcsf.gov.uk/node/96558	Aims to help teachers identify able pupils, promote ways of using framework objectives to structure the learning of able pupils, develop a teaching repertoire that can support and challenge able pupils in English and identify the next steps for English departments in relation to able pupils.
Science Gifted and Talented science master class: Case study	http://nationalstrategies.standards.dcsf.gov.uk/node/97893	Background information on London Borough of Hounslow as part of a case study, detailing the well established gifted and talented perspective running throughout all schools.

Maths		see Maths area of NSonline
ICT Training module and other areas of NSonline	http://nationalstrategies.standards.dcsf.gov.uk/node/168748	This training module is intended to support ICT departments considering their provision for able pupils. It is concerned with pupils who display aptitude in ICT capability within an ICT lesson. Further guidance on supporting able pupils is published separately
Gifted and Talented e-newsletter: Spring 2010	http://nationalstrategies.standards.dcsf.gov.uk/node/304465	
Gifted and Talented e-newsletter: Summer 2009	http://nationalstrategies.standards.dcsf.gov.uk/fl15/gt	
Gifted and Talented e-newsletter – autumn 2009	http://nationalstrategies.standards.dcsf.gov.uk/node/252781	
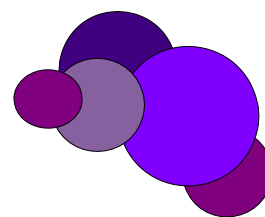
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