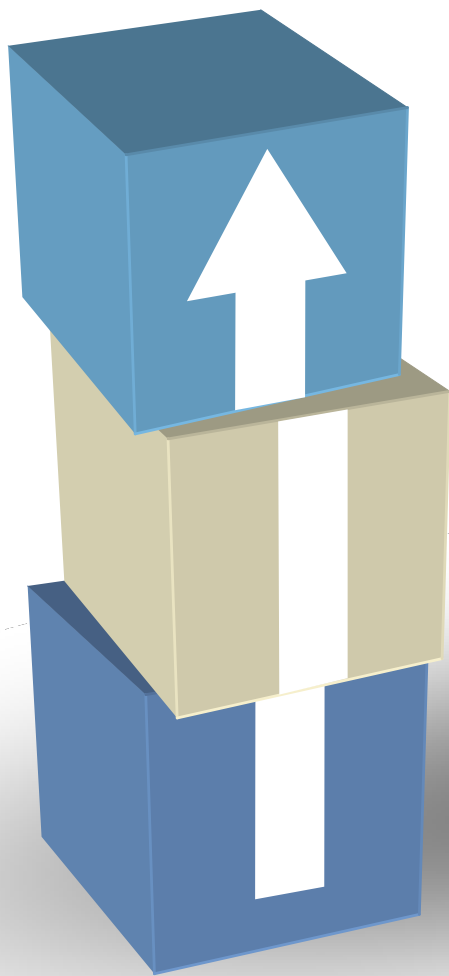




National Quality Standards in Gifted and Talented Education



Challenge | Motivation | Self-Improvement | Collaboration

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|-------------------|-------------|--|--|
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2 Instructions for Use

2.1 What is a Quality Standard for?

The National Quality Standards is an umbrella term which embraces two sets of Quality Standards:

1. Institutional Quality Standards (IQS) are **school/college-wide** and are designed to improve the quality of Gifted & Talented education in schools and colleges as a whole. The IQS have received the support of both QCA and NCSL, and are recognised by Ofsted as the default for Gifted & Talented.
2. Classroom Quality Standards (CQS) are specifically designed to improve classroom practice in Gifted & Talented.

This User Guide deals specifically with the IQS. There is a separate User Guide for the CQS.

The IQS has three levels (Entry, Developing and Exemplary) which together provide a:

- Means to raise individual pupil¹ and whole school/college achievement
- Accessible tool for in-depth analysis of need once gifted and talented provision has been identified as a school priority
- Snapshot to inform overall self-evaluation within the New Relationship with Schools agenda ('the annual conversation')
- Professional agreement on practice which is crucial for development
- Route for improving the quality of learning and teaching
- Mechanism to drive forward innovative practice
- Designated level of performance which is observable through practice

- Mechanism for evaluating provision and measuring impact
- Means of securing personalised education for gifted and talented pupils
- Opportunity to highlight CPD needs and areas of strength
- Means of organising and cataloguing all resources and support for gifted and talented provision including CPD.

2.2 Context

Effective self-evaluation is at the heart of the DFES' "New Relationship with Schools" with the aim of releasing greater local initiative and energy to help schools raise educational standards. Within this new relationship, school self-evaluation will drive the school improvement cycle. The National Quality Standards self-evaluation process sits within this context and the principles, processes and procedures of whole school self-evaluation in schools. In making effective use of the National Quality Standards to determine the nature and effectiveness of provision, it will be important to have effective and coherent systems of self-evaluation in place at all levels.

2.3 Audience

The IQS are designed to be accessible and relevant to all schools and colleges, with varying experience and expertise in gifted and talented education, and in all areas of the country.

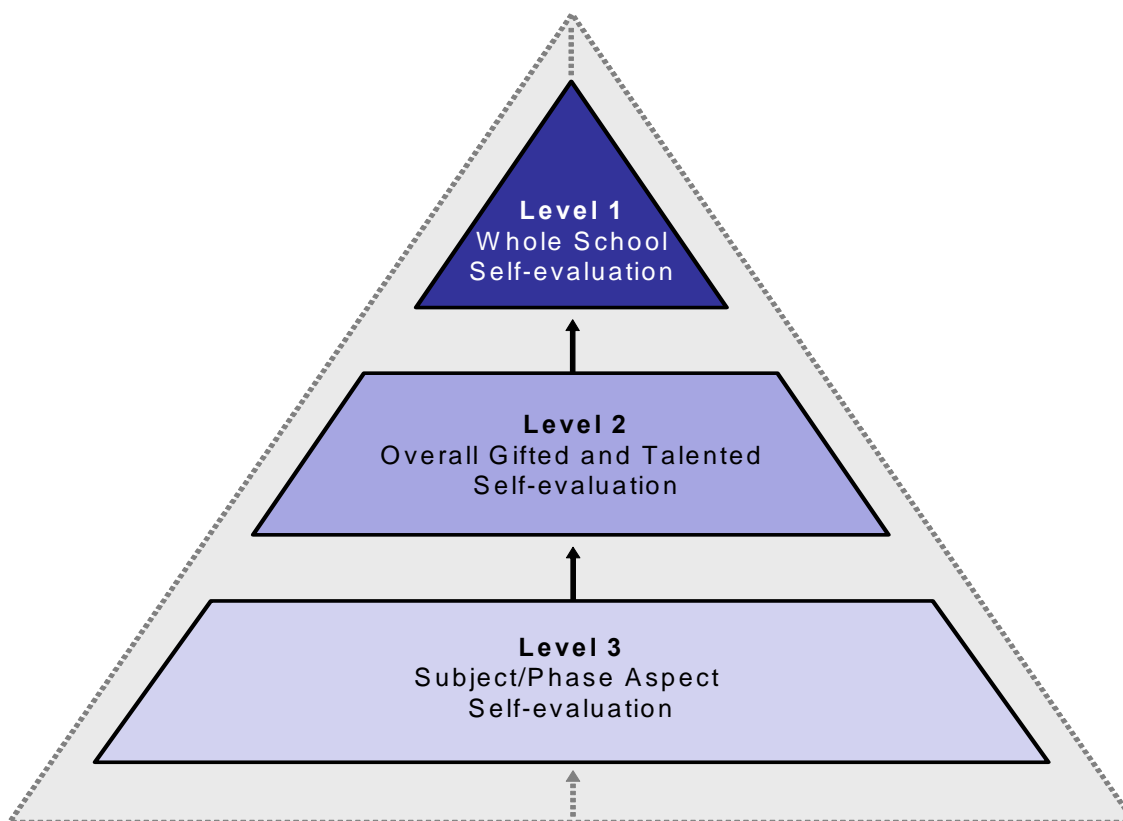
It will be important in achieving real and sustainable outcomes in developing provision for gifted and talented pupils, that there is a climate of joint ownership and responsibility for this area of the school's work. The IQS are underpinned by the principle that self-evaluation is a co-operative task carried out by key members of staff within a school including:

- Subject/phase/aspect co-ordinators to ask "What are we doing well in this area/aspect of the school's work and what do we need to do to improve our practice?"

¹ The term 'pupil' is used consistently throughout the National Quality Standards to describe children and young people from ages 3 to 19.

- Lead professionals responsible for Gifted and Talented education to ask and draw together: “What are we doing well as a school and what do we need to do to improve our practice?”
- Headteachers/Principals to ask: “Where are we as a school in meeting the needs of our gifted and talented pupils?”

The diagram below shows how the IQS can be used in different ways:



The IQS may be used:

- By subject/phase/aspect co-ordinators as a third-level tool for self-evaluation, sitting beneath the second (overall gifted and talented provision) and third level (whole-school) self-evaluations;
- By lead professionals responsible for Gifted and Talented education as a second-level tool for self-evaluation, sitting beneath and feeding into the whole-school evaluation. The self-evaluation of gifted and talented practice will then contribute to the whole-school/college evaluation, as a component of the 'annual conversation';
- As an audit tool to identify gaps in provision within the evaluation and planning cycle underpinning the New Relationships with Schools (see Section 2: Quality Standards Self Evaluation Forms);

- As a mechanism for identifying the professional development needs of teachers and headteachers within the performance management cycle.
- As a professional development experience for teachers to compare practice within their school

Having carried out the self-evaluation, the lead professional responsible for Gifted and Talented education can use the IQS to draw up an Action Plan for improvement, working with colleagues at every level. The school's targets for gifted and talented will then be included in the School Improvement Plan.

There is no 'right way' to use the IQS, and no set order to using the document. Schools should approach the elements of the IQS in a way and at the speed which suits its stage and pace of development. Schools should judge their overall performance using the "Chequerboard and Best Fit approaches" (see 1.9 and 1.10) to gain an intuitive feel for where the school stands in terms of the level of practice (i.e. Entry, Developing or Exemplary) against each element of the standards. Thereafter the school should prioritise its own focus and rate of development. For example, a school/college may:

- Select a particular element (e.g. Effective Provision in the Classroom or Assessment for Learning) as a focus for self-improvement;
- Combine self-evaluation in two (or more) related areas (e.g. Effective Provision plus Monitoring and Evaluation);
- Carry out a broad-brush evaluation of all 14 elements (using the Chequerboard Approach, see 1.7) and then zoom in on elements that reveal themselves as problematic;
- Perform a detailed analysis of all elements of provision.

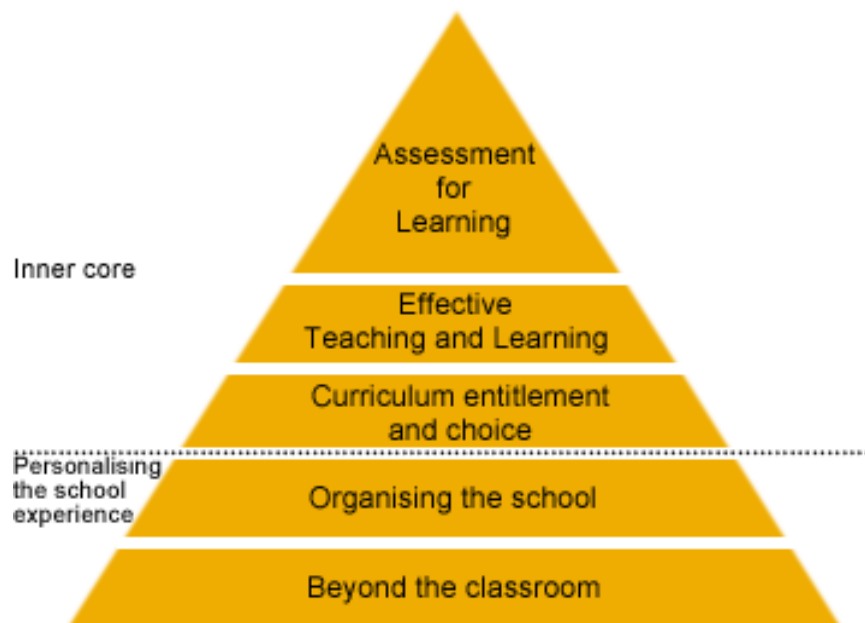
2.4 Definition of Gifted and Talented Pupils

Many schools adopt the distinction between 'gifted' and 'talented' made by DfES for the purposes of the Excellence in Cities initiative, although this should not restrict a school/college's approach to multiple abilities. DfES and Ofsted define *gifted pupils* as those with academic ability which 'places them significantly above the average for their year group'. *Talented pupils* are defined as those whose abilities in art, music, dance or sport are 'significantly above average'. DfES guidelines suggest that schools identify 5 -

10% of pupils as 'gifted and talented' in each year group. However, some pupils will be capable of success across a wide range of abilities and school systems should not be a reason for limiting these pupils' achievements. The record kept by schools of their gifted and talented pupils should help meet the requirements of the PLASC census, to be introduced in 2006 in secondary schools and 2007 in primary schools (see Section 5, Glossary, "DfES Requirements").

2.5 The Personalised Education Framework

The National Quality Standards are organised around the five components of Personalised Learning.



Personalised Learning is about tailoring education to individual need, interest and aptitude so as to ensure that every pupil achieves and reaches the highest standards possible.

Professor David Hargreaves', through a series of conversations with some 250 leaders in specialist and affiliated schools has developed the concept of personalised learning. Hargreaves' conclusion from these conversations is that personalising teaching and learning is realised through nine interconnected gateways:

- curriculum

- learning to learn
- workforce development
- assessment for learning
- school organisation and design
- new technologies
- student voice
- advice and guidance
- mentoring

The nine interconnected gateways to personalising teaching and learning also feature explicitly in a quality standard element or implicitly to criteria within the national quality standards. For further information on personalising learning see <http://www.sst-inet.net/publication/default.aspx>

In the context of the IQS, personalised learning for **pupils** means:

- Having their individual needs addressed, both in school and extending beyond the classroom and into the family and community;
- Coordinated support to enable them to fulfil their potential, whatever their background;
- A safe and secure environment in which to learn;
- A real say about what and how they learn (the 'pupil voice').

For **teachers** personalised learning means:

- High expectations of every learner;
- Access to and use of data for each pupil to inform teaching and learning;
- Opportunities to develop a wide repertoire of teaching strategies, including ICT

- Access to a comprehensive CPD programme.

For **parents and carers** personalised learning means:

- Regular updates on their child's progress and how they can help at home;
- Being more involved in planning and providing for their child's future education;
- The opportunity to play an active role in school life.

2.6 Quality Standards Elements

The 14 elements of the IQS fit within the 5 personalised education components:

| Personalised Education Heading | IQS Elements |
|---|--|
| A. Effective Teaching and Learning Strategies | 1. Identification 2. Effective Provision in the Classroom 3. Standards |
| B. Enabling Curriculum Entitlement and Choice | 4. Enabling Curriculum Entitlement and Choice |
| C. Assessment for Learning | 5. Assessment for Learning 6. Transfer and Transition |
| D. School Organisation | 7. Leadership 8. Policy 9. School/College Ethos and Pastoral Care 10. Staff Development 11. Resources 12. Monitoring and Evaluation |
| E. Strong Partnership beyond the School | 13. Engaging with the Community, Families and Beyond 14. Learning beyond the Classroom |

2.7 The National Quality Standards and Every Child Matters

The Government's *Every Child Matters* agenda sets out expectations on schools and local authorities to deliver 5 outcomes for children:

1. Enjoy and Achieve;
2. Be Safe;

3. Be Healthy²;
4. Make a Positive Contribution;
5. Economic Well-being.

To meet the IQS expectations schools need to pay equal attention to both the well-being and attainment of their gifted and talented pupils.

Teachers of gifted and talented pupils have long emphasised the importance of emotional and social as well as academic goals. The IQS reinforce this message, stressing the significance of listening to the 'pupil voice' and involving parents, carers and the local community.

Schools can deliver the *Every Child Matters* outcomes to gifted and talented pupils by offering pastoral support, using learning mentors, and providing opportunities for pupils to 'make a positive contribution' to the community (both within and outside the school).

2.8 Three Levels

The IQS have three levels of practice:

Level 1: Entry

This indicates a baseline standard of practice, with scope for continuous improvement.

The Entry Level relates to a '*satisfactory*' OFSTED rating. For some schools/colleges, achieving the Entry Level may require a re-think of their practice, challenging some basic assumptions about attitudes to learning and teaching, as well as the ethos of the school. For these schools/colleges there will be 'pre-Entry' issues to address such as identifying gifted and talented pupils as a school priority, awareness raising for classroom teachers and middle managers, setting up basic identification processes and data systems, and recognising the need for differentiated learning and teaching.

² Learning Mentors work with teaching and pastoral staff to identify, assess and work with pupils who need help to overcome barriers to learning. They typically work in one to one sessions with children and involve them in agreeing target areas of concern e.g. attendance, behaviour, attainment.

Level 2: Developing

This indicates that the school is effective in meeting pupils' needs and has scope within its practice for reinforcement, development and further improvement.

The Developing Level relates to a '*good*' OFSTED rating. For schools/colleges in this category there will be 'improvement issues' to be picked up under the 'next steps' section of the standards. Evidence of impact on whole school/college practice, participation in the wider inclusion agenda, and addressing the needs of specific groups of gifted and talented pupils (additional educational needs, exceptional achievers, and under-achievers) are significant in this level.

Level 3: Exemplary

This indicates exceptional and sustained practice with the scope for dissemination beyond the school/college and for continuous improvement as best practice evolves nationally.

The Exemplary Level relates to an '*outstanding*' OFSTED rating. The requirements at this level are designed to inspire schools/colleges to innovate, and to make demands on schools/colleges with extensive experience and expertise. The Exemplary Level emphasises collaborative working (local, regional, national) with other schools and colleges. It requires evidence that gifted and talented pupils are making a contribution ('putting something back') to the wider school/college and local communities. Schools/colleges at this level should be able to provide evidence that their excellent practice has been sustained over a significant period of time (a minimum of two years is suggested). Schools/colleges should also indicate, within their School Improvement Plan, how they will ensure sustainability at this level and how they will ensure continuous improvement as national and regional best practice evolves.

2.9 A Chequerboard Approach

The IQS are a tool for schools/colleges to map and self-evaluate their current practice and performance. During the self-evaluation process a school/college may discover that its practice is not uniform across all elements and headings. For example, a school/department may evaluate itself as 'Developing' under 'Identification', but 'Entry' under 'Effective Classroom Provision'. Self-evaluation may indicate that a school/college has a variety of practice at different levels, forming a Chequerboard pattern. In all

schools and colleges the Chequerboard Approach may be reflected within whole-school/whole-college, individual classes, teacher teams, and phase group, year group and department/faculty evaluations. A school/college may discover that there are variations in levels of practice within individual classes, teacher teams, phase groups, year groups and departments/faculties as well as within the school/college as a whole.

The Chequerboard Approach (simplified example)

| Element | Entry | Developing | Exemplary |
|-----------------------------------|-----------------------------|------------|-----------|
| Identification | | X | |
| Effective Classroom Provision | X (Talent a weakness) | | |
| Curriculum Entitlement and Choice | | X | |
| Leadership | | X | |
| Resources | | | X |
| Monitoring and Evaluation | | | X |

The summative judgement on this school's practice will:

- Reflect a mix of levels;
- Contain a judgement about the school's position within a definitive level overall;
- Be set within the context of the LEA's judgements about its schools, as part of its target-setting and school self-evaluation processes.

This school's self-evaluation statement within the 'single conversation' would therefore read:

"Our practice in Identification is good (Developing) and we make effective provision in the classroom for our academically gifted pupils, but we do not do so well for our talented pupils (Entry). We offer considerable challenge to pupils within a well-differentiated curriculum, although our range of organisational approaches could be more extensive (Developing). Leadership is effective, with a well defined vision for promoting gifted provision though this needs to be developed further in respect of

provision for talented pupils. (Developing) We use our resources creatively to generate innovative practice (Exemplary). Our monitoring and evaluation mechanisms are a genuine strength, with views of both pupils and parents listened to and acted upon (Exemplary).

Whilst we do have some 'Exemplary' practice we believe that the areas where improvement needs to take place (especially provision for talented pupils) are sufficiently significant for us to place our school within the 'Developing' rather than 'Exemplary Level.' We still have some way to go!"

2.10 'Best Fit'

The Chequerboard Approach means that to achieve the standard at each level a school/college need not tick *every* box statement (level descriptor) as an outcome measure. Using a 'best fit' approach, a school/college will evaluate its practice against the various headings and come to a conclusion about which series of statements best reflects its current practice.

For example, a school/college may not be able to endorse every statement under 'Assessment for Learning (AFL): Developing Level' but the evidence may indicate that most of the school's practice reflects this level. Conversely a school/college may discover, through its self-evaluation, that some of its practice within AFL is indeed at Developing Level, but that there are crucial aspects that are missing. This school/college would describe itself as at the Entry Level within AFL, but would also have a very clear idea of the 'Next Steps' required to move to the Developing Level.

2.11 Progression through the Levels

Each criterion (level descriptor) within the IQS builds on the previous level but does not necessarily replicate an earlier requirement at a higher level. The intention is to avoid a 'some/more/lot' syndrome. The model is incremental in terms of expectations for practice (i.e. each level is more demanding than the one beneath) but is not inherently cumulative in terms of activities.

In some elements (e.g. 'Standards') activities *are* cumulative. In other elements, some items appear only at some levels. For example within 'Engaging with the Community, Families and Beyond' different types of activities are contained at different levels. The Developing Level requires that there are 'strategies to engage and support hard-to-

reach parents.’ The Exemplary Level does not repeat this activity in a more demanding manner, but instead requires that ‘support for gifted and talented provision is integrated with other children’s services (for example pupils who are travellers, refugees, looked after or for whom English is not their first language)’. The level of challenge is greater, but the activities are different.

While individual activities are not necessarily cumulative, the IQS do involve incremental progression from one level to the next. To move to the next higher level a school/college must already have fulfilled and continue to fulfil the standard for the previous level. The descriptors for ‘Developing’ and ‘Exemplary’ Levels therefore state the *additional* practice required.

2.12 Gifted and Talented Outcome Measures

The IQS are designed to provide clear outcome measures in gifted and talented education. Using the IQS schools and colleges should be able to devise SMART³ targets which focus on improvements in pupils’ attainment and achievement. The IQS can be cross-referenced to the DfES Outcome Measures Framework for use by Excellence in Cities partners and schools belonging to Excellence Clusters. For further information see:

<http://www.standards.dfes.gov.uk/giftedandtalented/guidanceandtraining/outcomemeasures/>

| Relationship between Gifted and Talented Outcome Measures and IQS | |
|---|---|
| Outcome Measures | The DfES national gifted and talented <i>outcome measures</i> refer to a ‘measure relating to the percentage of subject departments and/or schools that meet the IQS for gifted and talented education, and/or that achieve specified levels within those standards’. |
| IQS | The IQS for gifted and talented education include an expectation within the standards element at Entry Level for schools within Excellence in Cities or Excellence Clusters programme, to follow the DfES G&T Outcome Measures. |

³ SMART Targets – Specific, measurable, achievable, realistic and time bound

2.13 Comparing Practice using the IQS

Feedback from trial schools indicates that at this stage⁴, it is not helpful to provide exhaustive exemplification of every element and criterion at every level. Instead, a recommended approach is for schools to set up **evaluation dialogues** (either in pairs or larger groups of schools). One way to do this is to pair up schools that have self-evaluated at proximate levels on specific elements. For example a school at Exemplary Level for Assessment for Learning could be paired with a school at Developing Level. Comparing different schools' practice helps overcome the risk of subjectivity in the self-evaluation process (underselling versus over-optimism). The Gifted and Talented Regional Networks and local authority coordinators will be able to provide support in this process e.g. by acting as facilitator or moderator.

Comparing practice can take place *within* a school as well as between schools. The IQS should be seen not only as a self-evaluation tool but as a professional development experience. Moderation of judgements, through consideration of evidence, can be facilitated through small action groups within schools and networks between schools.

For example, groups of staff can explore to what extent 'hard to reach parents' are being engaged (Element 13, Dev i). Comparing practice in this way (whether within or across schools) is an ongoing, iterative process. Discussion around an IQS element can help achieve agreement about what evidence needs collecting and what provision looks like.

The benefits of an evaluation dialogue for schools are:

- Overcoming the risk of subjectivity inherent in self-evaluation;
- Greater openness about strengths and weaknesses;
- Tangible improvements in outcomes for children;
- Improving quality through innovation;
- Learning from others and greater confidence in applying new approaches;

⁴ On-line resources for the IQS contains exemplification of good practice and will be amplified as the standards become used by and embedded in schools. Examples of audit and action plans produced by schools involved in the trialling of the IQS can be found in Section 7 below.

- Greater involvement and motivation of staff in bringing about change;
- Improving performance measurement.

Schools, local authorities and EiC partnerships are using the IQS to:

- Identify where practice worth sharing exists;
- Prioritise where additional support is needed;
- Inform overall planning through understanding the 'big picture';
- Build a secure evidence base for the Ofsted SEF.

The IQS can help build a more dynamic action-group approach to influencing learning and teaching in gifted and talented provision. One successful method is to recruit an interested and committed cadre of teaching and non-teaching staff (preferably sponsored by a member of the senior leadership team) to focus as a study group on gifted and talented provision school-wide. This can help the lead professional responsible for Gifted and Talented education and curriculum coordinators to secure a greater strategic influence within the school. The IQS emphasise and facilitate a whole-school approach to gifted and talented provision.

2.14 Classroom Quality Standards

[Institutional Quality Standards](#) (IQS) are a management tool designed for use by leaders and managers in conjunction, where appropriate, with class teachers. The IQS provides a benchmark for auditing the effective provision for Gifted and Talented pupils at whole school/college level. The IQS is a robust framework for the organisation and management of provision at a macro level.

The [Classroom Quality Standards](#) are a specific tool which focus directly on teaching and learning and so provide additionality to the IQS and to the TDA competency standards within a school improvement perspective.

The CQS are intended to capture and draw together:

- Pedagogical input
- The contribution of other staff

- Planning and organisation
- Learning environment and ethos
- Other significant dimensions of effective provision within the classroom setting.

The Classroom Quality Standards

- are designed to support and amplify Element 2 of the Institutional Quality Standards ('Effective Provision in the Classroom').
- give greater precision to teaching and learning settings for Gifted and Talented Pupils
- help class-teachers and support staff achieve greater clarity and focus in their work with Gifted & Talented learners
- provide a distillation of those additional aspects of teaching and learning that are especially relevant to providing personalised opportunities and challenge for Gifted and Talented Pupils
- focus primarily on teaching and learning but include relevant aspects of whole-school activity
- offer messages for the provision of challenging teaching and learning for all pupils.

The CQS comprises three layers:

Layer 1

- provides a starting point for schools engaging with the CQS, which links to IQS Element 2 ('Effective provision in the Classroom')
- synthesises best practice in providing effective support and challenge for all learners and indicates how this applies to Gifted & Talented learners
- identifies seven key **Features** of effective support and challenge in teaching and learning
- provides a set of **Prompts** for each Feature

- provides an **Evidence Sheet** to support structured self-evaluation
- has been designed so that schools can use it as a tool to support wider personalisation of learning and to amplify the TDA professional standards.

Layer 2

- builds on Layer 1 to amplify current understanding of effective pedagogy for Gifted & Talented education
- has three levels - **Entry, Developing, Exemplary** – to support progression, as in the Institutional Quality Standard
- contains level descriptors which amplify the Features and Prompts in Layer 1, and which reflect current expectations of effective pedagogy for Gifted & Talented education
- offers scope for practitioners to record their own descriptors where they identify aspects of effective pedagogy that are in addition to the current specification
- offers practitioners the opportunity to compare their initial self evaluation (in the Layer 1 Evidence column) so beginning to identify areas for improvement.

Layer 3

- is a resource base designed to hold a comprehensive range of resources, tools, case studies, professional development materials, exemplification, evaluations etc. that practitioners use
- will provide a growing database which schools can add to and thereby support the further development of the CQS.

There is a separate User Guide for the Classroom Quality Standards which provides greater explanation of how to use the three Layers..

3 Annexes

3.1 Annex A - IQS Self Evaluation Forms

An IQS Self-Evaluation Form has been designed to enable schools and colleges to gauge their progress. The form offers schools/colleges a tool to:

- Map their level of practice within each of the IQS elements;
- Come to a conclusion about the overall level of practice within the school/college (while not ignoring that practice in some areas may be better than or not so good as the overall level);
- Draw up targets to be included in the School Improvement Plan;
- Gather evidence to be incorporated into the Ofsted Self-evaluation Form.

Self-Evaluation process

Schools/colleges should follow a planned approach to self-evaluation (audit and analysis):

- Step 1** Break down the steps required to achieve the appropriate level
- Step 2** Carry out an audit of school practice
- Step 3** Collect evidence from individual classes, teaching teams, department, year, key stage and phase
- Step 4** Determine what is being done in the school/college under each IQS criterion? What is not being done? What is partly being done?

If there are areas of uncertainty, consider whether this is simply due to an absence of information, or to some more serious weakness in the way gifted and talented pupils are provided for in the school. Also consider: "What do we need to do to collect the evidence we need?"

The IQS Self-Evaluation Form should be completed following this analysis. There are two versions of the form provided:

- i. A 'worked example' indicating how the form might be completed (NB: only partially worked)
- ii. A 'blank example' for use.

As you proceed with your school/college self-evaluation, this 'Quick Step By Step Guide' below may provide useful reference points:

1. Evaluate your school/college practice under each element and criterion;
2. Document the evidence for your evaluations (you may use 'references to evidence' as shorthand);
3. Use the IQS Self-Evaluation Form to map where each aspect of your practice sits under each Level;
4. Decide the 'next steps' you need to move to the next Level under each heading;
5. Agree with the Headteacher or key member(s) of staff on a 'summative judgement' on gifted and talented practice overall in your school/college i.e. "we are at the Entry Level overall, although some of our practice is at the Developing Level";
6. Agree the key developmental points to be highlighted during the 'annual conversation';
7. Use the action planning template section of the IQS Self-Evaluation Form to identify actions needed and a process for their implementation, monitoring and evaluation.

While the above is a suggested process, there is no hard-and-fast procedure that schools and colleges must follow. Some may wish to focus on particular aspects of practice at intervals, so as to build up a picture over time e.g. by focusing on key aspects highlighted in the School Improvement Plan, or by the LEA, or in an Ofsted report. Alternatively a school may choose to undertake an across-the-board evaluation

which embraces all its practice in gifted and talented provision. The audit example in section 3 highlights a more detailed self-evaluation process.

Whatever the process adopted, there must be three key outcomes:

1. A designated level of performance at the time of the self-evaluation;
2. Identification of 'next steps' and targets to improve practice in the future;
3. Identification of CPD needs: These should be consistent with the Teachers' Standards Framework developed by the Teacher Development Agency. The Classroom Quality Standards in gifted and talented education have explicit links with the TDA standards

3.1.1 Worked Example

Self- Evaluation of progress: 2004-5

| Generic Elements | Entry | | Developing | | Exemplary | |
|---|--------------|-------|-------------------|-------|------------------|-------|
| | (En) | | (De) | | (Ex) | |
| | Criteria ref | ✓ / X | Criteria ref | ✓ / X | Criteria ref | ✓ / X |
| A - Effective teaching and learning strategies | | | | | | |
| 1. Identification* | i | | i | | i | |
| | ii | | ii | | ii | |
| | iii | | iii | | iii | |
| 2. Effective provision in the classroom* | i | | i | | i | |
| | ii | | ii | | ii | |
| | iii | | iii | | iii | |
| 3. Standards* | i | | i | | i | |
| | ii | | ii | | ii | |
| B - Enabling curriculum entitlement and choice | | | | | | |
| 4. Enabling curriculum entitlement and choice* | i | ✓ | i | X | i | |
| C - Assessment for learning | | | | | | |
| 5. Assessment for learning* | i | | i | | i | |
| | ii | | ii | | ii | |
| | iii | | iii | | iii | |
| 6. Transfer and transition | i | | i | | i | |
| D - School organisation | | | | | | |
| 7. Leadership* | i | | i | | i | |
| 8. Policy* | i | | i | | i | |
| 9. School/college ethos and pastoral care | i | | i | | i | |
| | ii | | ii | | ii | |
| 10. Staff development* | i | | i | | i | |
| | ii | | ii | | ii | |
| 11. Resources | i | ✓ | i | ✓ | i | |
| 12. Monitoring and evaluation | i | ✓ | i | ✓ | i | |
| | ii | ✓ | ii | X | ii | |
| E - Strong partnership beyond the school | | | | | | |
| 13. Engaging with the community, families and beyond* | i | | i | | i | |
| | ii | | ii | | ii | |
| 14. Learning beyond the classroom | i | | i | | i | |
| | ii | | ii | | ii | |
| Generic Elements | Entry | | Developing | | Exemplary | |
| | ✓ | | | | | |

3.1.2 Blank Form

Self- Evaluation of progress: 2004-5

| Generic Elements | Entry | | Developing | | Exemplary | |
|---|--------------|-------|-------------------|-------|------------------|-------|
| | (En) | | (De) | | (Ex) | |
| | Criteria ref | ✓ / X | Criteria ref | ✓ / X | Criteria ref | ✓ / X |
| A - Effective teaching and learning strategies | | | | | | |
| 1. Identification* | i | | i | | i | |
| | ii | | ii | | ii | |
| | iii | | iii | | iii | |
| 2. Effective provision in the classroom* | i | | i | | i | |
| | ii | | ii | | ii | |
| | iii | | iii | | iii | |
| 3. Standards* | i | | i | | i | |
| | ii | | ii | | ii | |
| B - Enabling curriculum entitlement and choice | | | | | | |
| 4. Enabling curriculum entitlement and choice* | i | | i | | i | |
| C - Assessment for learning | | | | | | |
| 5. Assessment for learning* | i | | i | | i | |
| | ii | | ii | | ii | |
| | iii | | iii | | iii | |
| 6. Transfer and transition | i | | i | | i | |
| D - School organisation | | | | | | |
| 7. Leadership* | i | | i | | i | |
| 8. Policy* | i | | i | | i | |
| 9. School/college ethos and pastoral care | i | | i | | i | |
| | ii | | ii | | ii | |
| 10. Staff development* | i | | i | | i | |
| | ii | | ii | | ii | |
| 11. Resources | i | | i | | i | |
| 12. Monitoring and evaluation | i | | i | | i | |
| | ii | | ii | | ii | |
| E - Strong partnership beyond the school | | | | | | |
| 13. Engaging with the community, families and beyond* | i | | i | | i | |
| | ii | | ii | | ii | |
| 14. Learning beyond the classroom | i | | i | | i | |
| | ii | | ii | | ii | |
| Generic Elements | Entry | | Developing | | Exemplary | |
| | ✓ | | | | | |

Action Planning: Targets to be included in School/College Improvement Plan 2005-6

| Element | Focus | Action required | By whom | By when | Success criteria |
|---------|-------|-----------------|---------|---------|------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

3.2 Annex B - The IQS and Ofsted Self Evaluation

As a second-level tool for self-evaluation, sitting beneath and feeding into the whole-school evaluation, it is important to illustrate the relationship between the IQS and Ofsted's Self Evaluation Form (SEF) which is the summative document, intended to record the outcomes of schools' ongoing processes of rigorous self-evaluation.

The table below identifies each of the IQS elements and illustrates which of the Ofsted SEF areas of foci, criteria and evaluation aspects they relate to. The evidence generated under each IQS element could be used to provide evidence for the relevant Ofsted SEF focus to illustrate the quality and standards of gifted and talented provision as a feature of whole school provision and performance.

| IQS Element | QS Criteria | SEF Focus | SEF Criteria | SEF Evaluation |
|--------------------------------------|--|---------------------------|--------------|--|
| Identification | Entry i - iii | Characteristics | a | Focus: The main characteristics of G&T learners, including: - their attainment on entry and how you know this; - their social and economic backgrounds, indicating the level of prosperity or deprivation. |
| | Entry i - iii, Developing i - iii, Exemplary i - iii | Leadership and Management | a | Focus: How identification measures are used to: - assist the monitoring of performance of G&T pupils to help them meet challenging targets - ensure equality of opportunity is promoted and discrimination tackled so that all G&T learners achieve their potential (i.e. inclusion) |
| Effective provision in the classroom | Entry i - iii, Developing i - iii, Exemplary i - iii | Quality of Provision | a | Focus: How good is the quality of teaching and learning? - how well teaching meets the needs of the full range of G&T learners and course requirements - the suitability and rigour of assessment in planning learning and monitoring G&T learners' progress - the diagnosis of, and provision for, individual G&T learning needs - the involvement of parents and carers in their children's learning and development |

| IQS Element | QS Criteria | SEF Focus | SEF Criteria | SEF Evaluation |
|--|--|---------------------------|--------------|--|
| Standards | Entry I, Developing I, Exemplary i | Achievement and standards | a | Focus: What are G&T learners' achievement and standards in their work? Taking account of: - any significant variations between subjects, courses and key stages; trends over time; comparisons with other schools; whether learners reach challenging targets - the standards of learners' current work in relation to their learning goals - learners' progress relative to their starting points and capabilities, with any significant variations between groups of learners |
| | Entry I – iii, Developing I – ii, Exemplary I – ii | Leadership and Management | a | Focus: How do standards in G&T performance evidence the overall effectiveness and efficiency of leadership and management? - how effectively performance is monitored and improved to meet challenging targets through quality assurance and self-assessment |
| Enabling curriculum entitlement and choice | Entry I, Developing I, Exemplary i | Quality of Provision | b | Focus: How well do the curriculum and other activities meet the range of needs and interests of G&T learners? - the extent to which the curriculum or activities match G&T learners' needs, aspirations and capabilities, building on prior attainment and experience - the extent to which G&T learners have opportunities to develop enterprise, financial skills and work in teams - the extent to which enrichment activities and, where appropriate, extended services contribute to learners' enjoyment and achievement |
| | Entry I, Developing I, Exemplary i | Quality of Provision | c | Focus: How well are G&T learners guided and supported? - the care, including integrated day care, advice, guidance and other support provided to safeguard welfare, promote personal development and make good progress in their work - the quality and accessibility of advice, guidance and support for learners - the extent to which the school and any additional services contribute to the learners' capacity to be healthy, including vulnerable groups, such as looked after children |

| IQS Element | QS Criteria | SEF Focus | SEF Criteria | SEF Evaluation |
|-------------|-------------|-----------|--------------|----------------|
|-------------|-------------|-----------|--------------|----------------|

| | | | | |
|--|---|---------------------------|------|--|
| Assessment For Learning | Entry ii – iii, Developing ii – iii, Exemplary ii – iii | Views of learners etc | a, b | Focus: How do you gather the views of G&T learners, parents/carers and other stakeholders? What do the views tell you about G&T learners' standards, personal development and well-being, and the quality of your provision? |
| | Entry I – iii, Developing I – iii, Exemplary I – iii | Quality of Provision | a | Focus: How good is the quality of teaching and learning? - how well teaching meets the needs of the full range of G&T learners and course requirements - the suitability and rigour of assessment in planning learning and monitoring G&T learners' progress - the diagnosis of, and provision for, individual G&T learning needs - the involvement of parents and carers in their children's learning and development |
| Transfer and Transition | Developing ii | Views of learners etc | a | Focus: How do you gather the views of G&T learners, parents/carers and other stakeholders? |
| | Entry I, Developing I, Exemplary i | Leadership and Management | a | Focus: How transition and transfer measures for G&T pupils are used to: - make effective links with other providers, services, employers and other organisations to promote the integration of care, education and any extended services to enhance learning |
| Leadership | Entry I, Developing I, Exemplary i | Leadership and Management | a | Focus: What is the overall effectiveness and efficiency of leadership and management? - how effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of integrated care and education for G&T learners - the extent to which governors (and, if appropriate, other supervisory boards) discharge their responsibilities with respect to G&T learners |
| Policy | Exemplary i | Views of learners etc | a | Focus: How the Policy for G&T provision is reflective of the views of learners, parents/carers and other stakeholders? |
| School/College ethos and pastoral care | Developing I, Entry ii, | Views of learners etc | a, b | Focus: How do you gather the views of G&T learners, parents/carers and other stakeholders? What do the views tell you about G&T learners' standards, personal development and well-being, and the quality of your provision? |

| IQS Element | QS Criteria | SEF Focus | SEF Criteria | SEF Evaluation |
|-------------|-------------|-----------|--------------|----------------|
|-------------|-------------|-----------|--------------|----------------|

| | | | | |
|--|---|--------------------------------------|---------------|--|
| School/College ethos and pastoral care | Entry I – ii, Developing I – ii, Exemplary I – ii | Personal development and well being | a, b, c, d, e | To what extent do G&T learners - adopt healthy lifestyles; - feel safe and adopt safe practices; - enjoy their education; - make a positive contribution to the community; and - prepare for their future economic well-being? |
| Staff Development | Entry I – ii, Developing I – ii, Exemplary I – ii | Leadership and Management | a | Focus: What is the overall effectiveness and efficiency of leadership and management? - the adequacy and suitability of staff, specialist equipment, learning resources and accommodation |
| Resources | Entry I, Developing I, Exemplary I | Leadership and Management | a | Focus: What is the overall effectiveness and efficiency of leadership and management? - how effectively and efficiently resources are deployed to achieve value for money |
| Monitoring and evaluation | Entry I – ii, Developing I – ii, Exemplary I – ii | Leadership and Management | a | Focus: What is the overall effectiveness and efficiency of leadership and management? - how effectively performance is monitored and improved to meet challenging targets |
| | Entry I – ii, Developing I – ii, Exemplary I – ii | Overall Effectiveness and Efficiency | a | Focus: What is the overall effectiveness of G&T provision, including any extended services, and its main strengths and weaknesses? |
| Engaging with the community, families and beyond | Entry ii, Developing ii, Exemplary ii | Characteristics | b | Focus: Providing evidence for distinctive aims and special features of your school, for example: - any special units, additional community services or extended provision; - significant partnerships with other providers or agencies (such as shared arrangements for the curriculum, federal arrangements, or partnerships with employers). |
| | Entry I, Developing I – ii, Exemplary I, ii | Views of learners etc | a,b,c | Focus: How do you gather the views of G&T learners, parents/carers and other stakeholders? What do the views tell you about G&T learners' standards, personal development and well-being, and the quality of your provision? How do you share with parents/carers and other stakeholders the collated findings about their views? |
| | Entry ii, Developing ii, Exemplary ii | Overall Effectiveness and Efficiency | a,b | Focus: What is the overall effectiveness of G&T provision, including any extended services, and its main strengths and weaknesses? How effective are links with other organisations to promote the well-being of G&T learners? |

| IQS Element | QS Criteria | SEF Focus | SEF Criteria | SEF Evaluation |
|-------------|-------------|-----------|--------------|----------------|
|-------------|-------------|-----------|--------------|----------------|

| | | | | |
|-------------------------------|---|--------------------------------------|---|--|
| Learning Beyond the Classroom | All | Characteristics | b | Focus: Providing evidence for distinctive aims and special features of your school, for example: - any special units, additional community services or extended provision; - significant partnerships with other providers or agencies (such as shared arrangements for the curriculum, federal arrangements, or partnerships with employers). |
| | Entry i - ii, Developing i - ii, Exemplary i - ii | Quality of Provision | b | Focus: How well do the curriculum and other activities meet the range of needs and interests of G&T learners? - the extent to which the curriculum or activities match G&T learners' needs, aspirations and capabilities, building on prior attainment and experience - the extent to which G&T learners have opportunities to develop enterprise, financial skills and work in teams - the extent to which enrichment activities and, where appropriate, extended services contribute to learners' enjoyment and achievement |
| | Entry i - ii, Developing i - ii, Exemplary i - ii | Leadership and Management | a | Focus: What is the overall effectiveness and efficiency of leadership and management? - how effectively links are made with other providers, services, employers and other organisations to promote the integration of care, education and any extended services to enhance learning |
| | Entry i - ii, Developing i - ii, Exemplary i - ii | Overall Effectiveness and Efficiency | d | Focus: How effective are links with other organisations to promote the well-being of learners? |

3.3 Annex C - Evidencing the IQS

During the trialling of the IQS, The John O’Gaunt Community Technology College (A NACE Challenge Award School, awarded 2004), in Hungerford considered the sources of evidence that would be necessary to demonstrate the schools practice against the IQS. They produced this list of possible sources against each element of IQS.

| Element | Possible Evidence Sources |
|-------------------|---|
| 1. Identification | <ul style="list-style-type: none"> · Create flow diagram showing processes · Description and examples of G&T registers · “Under Review” monitoring registers · Ofsted Report · G&T Policy · Equal Opportunity Policy · Staff meeting agendas and minutes · Department minutes |

| | |
|---|--|
| | <ul style="list-style-type: none"> · SEN subject reps meeting minutes · Primary/secondary Transfer notes · Samples of Year 6 parental/student interview notes – parent identification |
| 2. Effective Provision in the Classroom | <ul style="list-style-type: none"> · Ofsted Report · Specialist School targets, provision and outcomes · Lesson observation programme and samples of proformas · School newsletter · SEN subject reps meeting minutes · G&T newsletter to parents · Cross curricular projects · Samples of differentiated subject materials extending G&T · Teaching and learning working group Agendas and minutes showcasing excellent practice · Work sampling reports – SLT and Sample Departments · G&T student personal cross curricular 'best work' portfolios · Cross curricular special projects for G&T · SAM learning monitoring records · Proquest learning monitoring records · Student Learning to Learn days – organisation and material provided for G&T (Year 7, 8, 9, 10, 11) |
| 3. Standards | <ul style="list-style-type: none"> · Ofsted Report · PANDA/AUTUMN PACKAGE/other value added evidence e.g. ALPS/ALIS etc · School target setting programme organisation, staff guidance notes · Specialist School Targets and outcome measures · Samples of Department Target Setting programmes and booklets · Samples – Student Planners containing individual student targets and progress · CPD research projects e.g. G&T Co-ordinator completion of CAPPs award · Monitoring register – G&T student predictions and outcomes at KS3, 4 and 5 |

| Element | Possible Evidence Sources |
|---|--|
| 4. Enabling Curriculum Entitlement and Choice | <ul style="list-style-type: none"> · Ofsted Report · Curriculum policy, plan and provision · KS4/KS5 options programmes and pathways · Accelerated learning programme KS3 and KS4 details and lists of students · Specialist school aims and provision · Samples – Department curriculum acceleration e.g. Science – 3 sciences in dual award time, Maths – GCSE statistics in 1 year KS4 etc · Cross curricular project organisation and activities · G&T specific enrichment activities · School aims · Equal Opportunity Policies · G&T Register – monitoring choice |
| 5. Assessment for Learning | <ul style="list-style-type: none"> · Ofsted Report · Assessment Policy · T&L Policy · T&L Working Group agenda and minutes · Staff meeting agenda and minutes |

| | |
|-----------------------------------|---|
| | <ul style="list-style-type: none"> · Inset programme, activities and notes · Target setting programme and guidance for staff · Samples of G&T student targets · Samples of G&T student work containing formative comments · G&T student EEPs · Subject specific target setting programme and samples of teacher and student comments on target setting sheets · Primary/Secondary Transfer documents · Selected Department SOW and lesson plans · Lesson observation notes · Selected subject samples of G&T peer and self assessment work · Involvement in LEA A for L projects |
| <p>6. Transfer and Transition</p> | <ul style="list-style-type: none"> · Identification register. Monitoring register and annual update evidence. · Academic monitoring progress checking sheet · Example of G&T students' targets · Sample of a Primary Secondary Transfer Document · Subject specific projects · Science Year 5 and 6 G&T Forensic Science Challenge · Year 7 top set student voice questionnaires · G&T Transition Summer Schools (every year) · SEN subject co-ordinators meeting notes · Teaching staff planners and registers · SLT interview notes Year 6 parent/student induction meeting – identification by parent |

| Element | Possible Evidence Sources |
|---|--|
| 7. Leadership | <ul style="list-style-type: none"> · Headteacher/SLT meeting minutes · Ofsted Report · Staff meeting notes · Inset notes and materials · G&T co-ordinator in place · Regular parents evenings · G&T parents evening notes/presentations · School newsletters · G&T newsletters · Governors' minutes · Local newspaper articles · TES · Year 6 Induction evening tour · G&T Induction evening tour · G&T co-ordinator presentation notes · School/Department/Personal improvement plans · Staff Handbook |
| 8. Policy | <ul style="list-style-type: none"> · School Aims · Specialist School Aims · Teaching and Learning Policy · G&T policies samples from subjects · Science differentiation policy · School G&T Policy · Equal Opportunities Policy · Ofsted Report · Teaching and Learning Working Group minutes and agendas · Department extension sessions · Examples of Department extension material · Department schemes of work · Department minutes · SLT work sampling · Assessment policy · Headteacher Year 6 Induction Evening notes · Staff Handbook |
| 9. School/College Ethos and Pastoral Care | <ul style="list-style-type: none"> · School Aims · Ofsted Report · Specialist School mission statement · Newsletter stories of success · Presentation Evening programme · Letters congratulating student on winning portfolio prizes · School rewards system · Target setting days: staff notes · Targets from CATs/SATs etc: tutor guidance · Predicted SATs/GCSE results using external data · Mentoring scheme cycle and programme · Sample EEPs · Department target setting booklets · PE good practice list · End of term achievement assembly awards · Identification and monitoring evidence · School Improvement Plan · Department Improvement Plans · Personal Improvement Plans · Staff Handbook |

| Element | Possible Evidence Sources |
|-----------------------|--|
| 10. Staff Development | <ul style="list-style-type: none"> · Whole School Inset agendas · Lists of courses attended by staff · Assessment for learning notes, guidance, activities · Learning Academy INSET – full staff, T&L Working Group, Implementation Group, students · Ofsted Report · Formative assessment notes from Teaching and Learning Working Group minutes · Examples of good practice from departments · Policy on assessment · Performance Management Cycle data · Lesson observations · Staff coaching notes · School/Department/Personal Improvement Plans · Staff induction programme plan, notes, etc · Staff Handbook |
| 11. Resources | <ul style="list-style-type: none"> · Ofsted Report · Specialist Schools Action Plan and funding · Department resource audits · Library news · Library Policy · School prospectus · Sam learning · Proquest learning · Teacher resource lists · Summer school financed by LEA · G&T co-ordinator job description · Specific budget for G&T · DFES/LEA initiatives e.g. Beacon Schools funding for enrichment activities · Specific networking project details – primary to secondary link schools · Student portfolios of best work · G&T newsletter · Mentoring schemes · G&T students' parents' evenings · Funding for achievement assemblies prizes |

| Element | Possible Evidence Sources |
|--|---|
| 12. Monitoring and Evaluation | <ul style="list-style-type: none"> · Ofsted Report · Challenge Award Action Plan · Specialist School – whole school and Department action plans · Enrichment programme sign up form for staff · Enrichment programmes · Drop-in room flyer and register · G&T activities reported in school newsletter · Newspaper club letter to parents · Golden Jubilee display involvement · Beacon School activities: European Day, Arts and Science initiative - registers · Target setting days: staff notes · Targets from CATs/SATs: tutor guidance · Predicted SATs/GCSE results using external data · Mentoring cycle and sample EEP · Department target setting booklets · Good practice lists · G&T Co-ordinator research completed for CAPPs award · Target setting day · Department checklist for G&T provision · LEA notes of visit · School policy on lesson observation · School calendar showing lesson observations and student work sampling · Department work monitoring · Student portfolios · Examples of student voice questionnaires · Student voice enrichment questionnaires · Minutes of Governors' Meetings · Governors participation in curriculum and enrichment projects |
| 13. Engaging with the Community, Families and beyond | <ul style="list-style-type: none"> · School Aims · School prospectus · School Newsletter · Ofsted Report · Flow diagram of identification · Description of G&T registers · "Under Review" Register · G&T Policy · Equal Opportunities Policy · G&T Newsletters · Article in G&T Newsletter · Examples of letters sent to parents · Letters from parents · Minutes of meetings with parents · Academic monitoring progress checking sheet · Target setting days: staff notes of student/parent meetings · Mentoring and sample EEP · Department target setting booklet · Example of G&T students' targets · Enrichment activities – examples · Schools networking projects · G&T students' parents' evenings · Summer schools · Transition activities · Year 6 open evening talk (notes from G&T co-ordinator) |

| Element | Possible Evidence Sources |
|-----------------------------------|---|
| 14. Learning beyond the Classroom | <ul style="list-style-type: none"> · Ofsted Report · Enrichment programme sign up form for staff · Enrichment programmes · Drop-in room flyer · More able activities reported in school newsletter · Helicopter flying · Newspaper club letter to parents · Golden Jubilee display · Beacon School activities: European Day, Arts and Science initiative · School newsletter articles · Letter re Connecticut University · NAGC membership · Letters, photos and programme re Corpus Christie, Oxford · G&T newsletter · SAM learning · Proquest learning · National Academy confirmation · Course details · Maths Challenges · Open Studios Arts project · Summer School details and photos · Business Community involvement in curricular and extra curricular projects |

3.4 Annex D - Using the IQS

The examples presented below have been provided by schools taking part in the trialling of the IQS.

Examples of the use of the IQS grid as an audit tool have been supplied by:

- Twynham Secondary School in Christchurch (using the 'Traffic light colour' system in their application of the IQS to denote where practice is established and needs to be established).
- Meadows Special School in Sandwell (using the IQS to produce an audit and 'what next' matrix).

Examples of using the IQS to develop a specific action plan for gifted and talented provision and to include the outcomes of the IQS self-evaluation in the school's School Improvement Plan have been supplied by Bedgrove Infant School in Aylesbury.

3.4.1 Example 1: IQS grid as an audit tool

| Generic Elements | Entry | Developing | Exemplary |
|--|---|---|--|
| A- Effective teaching and learning strategies | | | |
| 1. Identification | i. The school/college has learning conditions and systems to identify gifted and talented pupils in all year groups and an agreed definition and shared understanding of the meaning of 'gifted and talented' within its own, local and national contexts | i. Individual pupils are screened annually against clear criteria at school/college and subject level | i. Multiple criteria and sources of evidence are used to identify gifts and talents, including thorough use of a broad range of quantitative and qualitative data |
| | ii. An accurate record of the identified gifted and talented population is kept and updated. | ii. The record is used to identify under-achievement and exceptional achievement (both within and outside the population) and to track/review pupil progress | ii. The record is supported by a comprehensive monitoring, progress planning and reporting system which all staff regularly share and contribute to |
| | iii. The identified gifted and talented population broadly reflects the school/college's social and economic composition, gender and ethnicity | iii. Identification systems address issues of multiple exceptionality (pupils with specific gifts/talents and special educational needs) | iii. Identification processes are regularly reviewed and refreshed in the light of pupil performance and value-added data. The gifted and talented population is fully representative of the school/college population |
| Evidence | The gifted and talented register in the school is well developed, following the principle of triangulation with CAT data, SAT data and subject specific checklists which have been agreed by department teams. Whole staff training has developed staff awareness of the definitions of what more able, gifted and talented mean. | The register is reviewed each term with staff using subject specific checklists of characteristics. | 3 different types of data are used: CAT data, SAT data and the use of subject specific checklists. |
| Next steps | | The G&T register will be entered into the schools Cmis system which will enable teachers to see more visibly which students have dual exceptionality and which ones are underachieving. | Integrate the identification process into the school's existing systems of termly review grades and academic tutoring so that whenever teachers are asked to comment on the levels of effort and attainment in reports and review grades, they are also asked to update G&T information. |

Key:

| | | | | | | | |
|----------------------|--|---------------------|--|-------------------|--|-------------------|--|
| Established practice | | Developing practice | | Emerging practice | | Aspiring practice | |
|----------------------|--|---------------------|--|-------------------|--|-------------------|--|

| Generic Elements | Entry | Developing | Exemplary |
|--|---|--|--|
| A- Effective teaching and learning strategies | | | |
| 2. Effective provision in the classroom | i. The school/college addresses the different needs of the gifted and talented population by providing a stimulating learning environment and by extending the teaching repertoire ii. Teaching and learning is differentiated and is delivered through both individual and group activities iii. Opportunities exist to extend learning through new technologies | i. Teaching and learning strategies are diverse and flexible, meeting the needs of distinct pupil groups within the gifted and talented population (e.g. able underachievers, exceptionally able) ii. A range of challenging learning and teaching strategies is evident in lesson planning and delivery. Independent learning skills are developed. iii. The use of new technologies across the curriculum is focused on personalised learning needs | i. The school/college has established a range of methods to find out what works best in the classroom, and shares this within the school and with other schools and colleges ii. Teaching and learning are suitably challenging and varied, incorporating the breadth, depth and pace required to progress high achievement. Independent learning is integral to in-class provision iii. The innovative use of new technologies raises the achievement and motivation of gifted and talented pupils |
| Evidence | Discussion boards exist in some subjects which enable on-line discussion between gifted students in different classes. Teachers use a broad range of strategies to develop G&T learning e.g. compacting (early entry Maths and Science), extension tasks (e.g. RE), independent learning (D&T, Art), mind mapping (science) and challenge cards (History). | | The school has engaged in many different projects of action research based collectively on NAGTY and Specialist Schools Trust grants and individually through NSSL and Swift projects. |
| Next steps | Broaden the use of the above strategies to all subject areas. Develop strategies for use with able under-achievers by engaging them in surveys of how they like to learn. | | The school currently has a focus on independent learning as a priority in its action plan. This needs to be translated into lesson strategies through the planned use of INSET time later this year. |
| 3. Standards | i. Levels of attainment and achievement for gifted and talented pupils are comparatively high in relation to the rest of the school/college population and are in line with those of similar pupils in similar schools/colleges ii. Self-evaluation indicates that gifted and talented provision is satisfactory iii. Schools/colleges gifted and talented education programmes are explicitly linked to the achievement of SMART outcomes and these highlight improvements in pupils' attainment and achievement | i. Levels of attainment and achievement for gifted and talented pupils are broadly consistent across the gifted and talented population and above those of similar pupils in similar schools/colleges ii. Self-evaluation indicates that gifted and talented provision is good | i. Levels of attainment and achievement for gifted and talented pupils indicate sustainability over time and are well above those of similar pupils in similar schools/colleges ii. Self-evaluation indicates that gifted and talented provision is very good or excellent |
| Evidence | | | |
| Next Steps | | | |

| Generic Elements | Entry | Developing | Exemplary |
|---|---|---|--|
| B - Enabling curriculum entitlement and choice | | | |
| 4. Enabling curriculum entitlement and choice | i. Curriculum organisation is flexible, with opportunities for enrichment and increasing subject choice. Pupils are provided with support and guidance in making choices | i. Curriculum offers opportunities and guidance to pupils which enable them to work beyond their age and/or phase, and across curriculum subjects, according to their aptitudes and interests | i. Curriculum offers personalised learning pathways for pupils which maximise individual potential, retain flexibility of future choices, extend well beyond test/examination requirements and result in sustained impact on pupil attainment |
| Evidence | The KS4 curriculum now offers a much broader range of subjects including many which traditionally are only offered at 6 th form level by schools e.g. Sociology, Law, and Psychology as well as vocational courses which gifted students can choose alongside their academic courses. Students are able to choose how many GCSEs they wish to take – up to 10.5. | Early entry GCSE Maths and Science. Access to A-level texts in Humanities for GCSE students. Enrichment days such as Arts Days enable students to work across the age range, as do the wealth of Drama and PE enrichment opportunities. | See earlier comments (on the left). |
| Next steps | | | |
| C- Assessment for learning | | | |
| 5. Assessment for learning | i. Processes of data analysis and pupil assessment are employed throughout the school/college to plan learning for gifted and talented pupils | i. Routine progress reviews, using both qualitative and quantitative data, make effective use of prior, predictive and value-added attainment data to plan progression of pupil groups | i. Assessment data are used by teachers and across the school to ensure challenge and sustained progression of individual pupils |
| | ii. Dialogue with pupils provides focused feedback which is used to plan future learning | ii. Systematic oral and written feedback helps pupils to set challenging curricular targets | ii. Formative assessment and individual target setting combine to maximise and celebrate pupils' achievements |
| | iii. Self and peer assessment, based on clear understanding of criteria, are used to increase pupils' responsibility for learning | iii. Pupils reflect on their own skill development and are involved in the design of their own targets and tasks | iii. Classroom practice regularly requires pupils to reflect on their own progress against targets, and engage in the direction of their own learning |
| Evidence | The G&T register ensures that teachers of students in Y 7-11 are able to see which of their students were assessed as more able, gifted or talented in their subject the previous year. The school has an established system of target grades and levels for every student. These are reviewed every term by all subject teachers using the review grades system and by tutors on academic tutoring day | | |
| Next steps | Share system of identification with feeder schools to improve transition into Y7 and 12. Improve tutors' expertise in setting targets on academic tutoring day. | | |

| Generic Elements | Entry | Developing | Exemplary |
|-----------------------------------|--|--|---|
| C- Assessment for learning | | | |
| 6. Transfer and transition | i. Shared processes, using agreed criteria, are in place to ensure the productive transfer of information from one setting to another (i.e. from class to class, year to year and school/college to school/college) | i. Transfer information concerning gifted and talented pupils, including parental input, informs targets for pupils to ensure progress in learning. Particular attention is given to including newcomers (e.g. EAL, asylum seekers) in the gifted and talented cohort. | i. Transfer data concerning gifted and talented pupils are used to inform planning of teaching and learning at subject/aspect and individual pupil level, and to ensure progression according to ability rather than age or phase |
| Evidence | The G&T register ensures that teachers of students in Y 7-11 are able to see which of their students were assessed as more able, gifted or talented in their subject the previous year. The school has an established system of target grades and levels for every student. These are reviewed every term by all subject teachers using the review grades system and by tutors on academic tutoring day. | | |
| Next steps | Share system of identification with feeder schools to improve transition into Y7 and 12. Improve tutors' expertise in setting targets on academic tutoring day. | | |
| D - School organisation | | | |
| 7. Leadership | i. A named member of the Governing Body, Senior Management Team and Lead professional responsible for Gifted and Talented education have clearly directed responsibilities for motivating and driving gifted and talented provision. The Headteacher actively champions gifted and talented provision. | i. Responsibility for gifted and talented provision is distributed at all levels in the school/college. There is a well-defined vision (evidenced in development plans) for promoting gifted and talented provision. Governors play a significant supportive role. | i. Organisational structures, communication channels and the deployment of staff (e.g. workforce remodelling) are flexible and creative in supporting the delivery of personalised learning . Governors take a lead in celebrating achievements of gifted and talented pupils. |
| Evidence | Deputy Headteacher is named as LT member for G&T issues. An AST is the G&T co-ordinator. | A Gifted and Talented Working Party, representative of the staff body has the responsibility for developing a G&T action plan and strategy. | Use of TA time to support G&T students is currently underway – there are two named TAs who are being trained to do this. |
| Next steps | | | |
| 8. Policy | i. The gifted and talented policy is integral to the school/college's inclusion agenda and approach to personalised learning, feeds into and from the single school/college improvement plan and is consistent with other policies | i. The policy directs and reflects best practice in the school/college, is regularly reviewed and is clearly linked to other policy documentation | i. The policy includes input from the whole school/college community and is regularly refreshed in the light of innovative national and international practice |
| Evidence | The Gifted and Talented Policy is currently being reviewed, in the light of the evaluation of G&T provision (using these standards). It will be written when the evaluation is complete by the G&T working Party. | | |
| Next steps | | | |

| Generic Elements | Entry | Developing | Exemplary |
|--|---|---|--|
| D - School organisation | | | |
| 9. School /College ethos and pastoral care | i. The school/college sets high expectations, recognises achievement and celebrates the successes of all its pupils ii. The school/college identifies and addresses the particular social and emotional needs of gifted and talented pupils, in consultation with pupils, parents and carers | i. The school/college fosters an environment which promotes positive behaviour for learning. Pupils are listened to and their views taken into account. ii. Strategies exist to counteract bullying and any adverse effects of social and curriculum pressures. Specific support for able underachievers and pupils from different cultures and social backgrounds is available and accessible | i. An ethos of ambition and achievement is agreed and shared by the whole school/college community. Success across a wide range of abilities is celebrated ii. The school/college places equal emphasis on high achievement and emotional well being, underpinned by programmes of support personalised to the needs of gifted and talented pupils. There are opportunities for pupils to use their gifts to benefit other pupils and the wider community |
| Evidence | This year the school had a training day on G&T issues and as a result of the morning session, identified the 8 key social and personal problems that gifted students are particularly vulnerable to. (We refer to these as the 8 demons)!! Staff received training in how to deal with these. | The school has developed a peer mentoring and learning coaches scheme where students in years 9 and 10 support gifted students lower down in the school in years 7 and 8. This is enabling personalised learning through support which is tailored to the needs of gifted students. | |
| Next steps | | | |
| 10. Staff development | i. Staff have received professional development in meeting the needs of gifted and talented pupils ii. The lead professional responsible for Gifted and Talented education has received appropriate professional development | i. The induction programme for new staff addresses gifted and talented issues, both at whole school/college and specific subject level ii. Subject/aspect and phase leaders have received specific professional development in meeting the needs of gifted and talented pupils | i. There is ongoing audit of staff needs and an appropriate range of professional development in gifted and talented education. Professional development is informed by research and collaboration within and beyond the school/college ii. Priorities for the development of gifted and talented provision are embedded in the CPD entitlement framework for all staff and are monitored through performance management processes |
| Evidence | Training time has been allocated very generously to G&T. There have been 2 twilight training sessions and a whole training day devoted to meeting the needs of these students. | The induction programme contains discrete sessions on the needs of gifted and Talented students. There is an induction pack on meeting the needs of gifted and talented students | |
| Next steps | Continue to provide training on an annual basis. | | An audit of staff CPD needs will be undertaken and this will inform the focus of future training within the school. |

| Generic Elements | Entry | Developing | Exemplary |
|--------------------------------|--|--|--|
| D - School organisation | | | |
| 11. Resources | i. Provision for gifted and talented pupils is supported by appropriate budgets and resources | i. Allocated resources include school/college based and nationally available resources, and these have a significant and measurable impact on pupil progress, improvement and positive attitude to learning | i. Resources are used to stimulate innovative and experimental practice, which is shared throughout the school/college and which are regularly reviewed for impact and best value |
| Evidence | At present G&T funding comes from external sources – money to support projects which the school has undertaken in partnership with NAGTY, SST and the LEA. This money totals £X this year. | | Resources have been used to develop peer mentoring and learning coaches for gifted and talented students. |
| Next steps | The school needs to invest resources at subject level for G&T. | | Continue to work in partnership with NAGTY and SST to develop projects of national importance. |
| 12. Monitoring and evaluation | i. Subject and phase audits have been completed including a focus on the quality of teaching and learning. Whole school/college targets are set using prior attainment data | i. Performance against targets (including at pupil level) is regularly reviewed. Targets include qualitative pastoral and curriculum outcomes (requiring observation and discussion) as well as numerical data | i. Performance against targets is rigorously evaluated against clear criteria. Outcomes (both quantitative and qualitative) inform whole school/college self-evaluation processes |
| | ii. Elements of provision are planned against clear objectives within effective whole-school self-evaluation processes | ii. All elements of gifted and talented provision (including non-academic) are planned to clear objectives and are subjected to detailed evaluation | ii. The school/college examines and challenges its own provision to inform development of further experimental and innovative practice, in collaboration with other schools/colleges |
| Evidence | Projects for NAGTY, SST and the LEA have all been set with outcomes, action plans and have been open to external scrutiny. | | |
| Next steps | Work with department teams, the Curriculum Leadership team and the Pastoral team to develop action plans | | Develop school-wide and department action plans |

| Generic Elements | Entry | Developing | Exemplary |
|--|---|--|--|
| E - Strong partnerships beyond the school | | | |
| 13. Engaging with the community, families and beyond | i. Parents/carers are aware of the school's/college's policy on gifted and talented provision, contribute to its identification processes and are kept informed of developments in gifted and talented provision, including through the School Profile | i. Progression of gifted and talented pupils is enhanced by home-school/college partnerships. There are strategies to engage and support hard-to-reach parents/carers | i. Parents/carers are actively engaged in extending provision. Support for gifted and talented provision is integrated with other children's services (EAL , travellers, refugees, LAC) |
| | ii. The school/college shares good practice and makes collaborative provision with other schools, colleges and the wider community | ii. A coherent strategy for networking with other schools, colleges and local community organisations extends and enriches provision | ii. There is strong emphasis on collaborative working with other schools/colleges to share innovative models of effective classroom practice, and to impact on quality of provision locally, regionally and nationally |
| Evidence | The identification process does not yet include parents and staff at all levels. There are extensive collaborative links with other schools via the AST network, the presentation of our work at Specialist Schools Trust and LEPP events etc. | | |
| Next steps | Involvement of parents in helping gifted and talented students to succeed needs to take place with the use of parents' evenings and information packs. | | |
| 14. Learning beyond the classroom | i. There are opportunities for pupils to learn beyond the school/college day and site (extended hours and out-of-school activities) | i. A coherent programme of enrichment and extension activities (through extended hours and out of school activities) complements teaching and learning and helps identify pupils' latent gifts and talents | i. Innovative models of learning beyond the classroom are developed in collaboration with local and national schools/colleges to further enhance teaching and learning |
| | ii. Pupils participate in dedicated gifted and talented activities (e.g. summer schools) and their participation is recorded | ii. Local and national provision helps meet individual pupils' learning needs e.g. NAGTY membership, accessing outreach, local enrichment programmes | ii. Coherent strategies are used to direct and develop individual expert performance via external agencies e.g. HE/FE links, on-line support, and local/regional/national programmes |
| Evidence | The following department areas have all created enrichment trips/activities: RE, History, Geography, English, Maths, Science, Art, Drama, PE and D&T. We have provided summer schools (2003 and 2005) for gifted students from year 6 into year 7. | We need to get students to attend the NAGTY summer schools. At present they go to Twynham and LEA schools instead. | We have links to Oxford and Cambridge Universities which enable students to gain insight into the universities' life. We use county wide Summers Schools. |
| Next steps | | | |

3.4.2 Example 2: IQS grid as an audit tool

| Generic Elements | Entry | Developing | Exemplary |
|--|---|--|---|
| A- Effective teaching and learning strategies | | | |
| 1. Identification | i. The school/college has learning conditions and systems to identify gifted and talented pupils in all year groups and an agreed definition and shared understanding of the meaning of 'gifted and talented' within its own, local and national contexts | x i. Individual pupils are screened annually against clear criteria at school/college and subject level | x i. Multiple criteria and sources of evidence are used to identify gifts and talents, including thorough use of a broad range of quantitative and qualitative data |
| | ii. An accurate record of the identified gifted and talented population is kept and updated. | x ii. The record is used to identify under-achievement and exceptional achievement (both within and outside the cohort) and to track/review pupil progress | x ii. The record is supported by a comprehensive monitoring, progress planning and reporting system which all staff regularly share and contribute to |
| | iii. The identified gifted and talented population broadly reflects the school/college's social and economic composition, gender and ethnicity | x iii. Identification systems address issues of multiple exceptionality (pupils with specific gifts/talents and special educational needs) | x iii. Identification processes are regularly reviewed and refreshed in the light of pupil performance and value-added data. The gifted and talented population is fully representative of the school/college population |
| Evidence | <ul style="list-style-type: none"> • Records of staff nominations & baseline information from student attainment data- on Annual basis. • GAT Cohort information & List • Ethnicity listing is available. | <ul style="list-style-type: none"> • Annual review of students- July each year. • GAT cohort has been recorded for previous years and students tracked- progress recorded. • All students have SEN. | <ul style="list-style-type: none"> • Multiple criteria evidence in GAT identification folder from previous years. • GAT folder & Governors reports details • GAT folder Cohort represents school population. |
| Next steps | | | |

| Generic Elements | Entry | Developing | Exemplary |
|--|---|--|---|
| A- Effective teaching and learning strategies | | | |
| 2. Effective provision in the classroom | i. The school/college addresses the different needs of the gifted and talented population by providing a stimulating learning environment and by extending the teaching repertoire x | i. Teaching and learning strategies are diverse and flexible, meeting the needs of distinct pupil groups within the gifted and talented population (e.g. able underachievers, exceptionally able) x | i. The school/college has established a range of methods to find out what works best in the classroom, and shares this within the school and with other schools and colleges |
| | ii. Teaching and learning is differentiated and is delivered through both individual and group activities x | ii. A range of challenging learning and teaching strategies is evident in lesson planning and delivery. Independent learning skills are developed. x | ii. Teaching and learning are suitably challenging and varied, incorporating the breadth, depth and pace required to progress high achievement. Independent learning is integral to in-class provision x |
| | iii. Opportunities exist to extend learning through new technologies x | iii. The use of new technologies across the curriculum is focused on personalised learning needs x | iii. The innovative use of new technologies raises the achievement and motivation of gifted and talented pupils x |
| Evidence | <ul style="list-style-type: none"> Stimulating learning environment – See list in GAT folder & Governors report. Schemes of Work- Long term & Medium term plans & Policies all show differentiation-in GAT file. School has invested in new technologies- ICT information available. | <ul style="list-style-type: none"> Teaching & Learning strategies are evident in Schemes of Work, Lesson plans show strategies including independent learning. - see GAT samples in GAT file. All teaching staff have had training day on Personalised Learning. Therapeutic Packages are good examples- 20 student packages. | <ul style="list-style-type: none"> Independent Learning is encouraged. - Accreditation samples show this- See individual subject information in GAT file. |
| Next steps | | | Consider Action Research for the future. |

| Generic Elements | Entry | Developing | Exemplary |
|---|---|------------|--|
| A- Effective teaching and learning strategies | | | |
| 3. Standards | i. Levels of attainment and achievement for gifted and talented pupils are comparatively high in relation to the rest of the school/college population and are in line with those of similar pupils in similar schools/colleges | x | i. Levels of attainment and achievement for gifted and talented pupils are broadly consistent across the gifted and talented population and above those of similar pupils in similar schools/colleges |
| | ii. Self-evaluation indicates that gifted and talented provision is satisfactory | x | ii. Self-evaluation indicates that gifted and talented provision is good |
| | iii. Schools/colleges gifted and talented education programmes are explicitly linked to the achievement of SMART outcomes and these highlight improvements in pupils' attainment and achievement | x | |
| Evidence | <ul style="list-style-type: none"> The school participated in the 'Equals Durham Project' See evaluation details & Audit Outcome measures are being used but Levels stated are not appropriate –not Level 7! | | <ul style="list-style-type: none"> The school participated in the 'Equals Durham Project' See evaluation details & Audit |
| Next steps | Look at outcome measures with KS 3 & 4 Managers. Look at value added. | | Check details of Durham Project for levels. |
| B - Enabling curriculum entitlement and choice | | | |
| 4. Enabling curriculum entitlement and choice | i. Curriculum organisation is flexible, with opportunities for enrichment and increasing subject choice. Pupils are provided with support and guidance in making choices | | i. Curriculum offers personalised learning pathways for pupils which maximise individual potential, retain flexibility of future choices, extend well beyond test/examination requirements and result in sustained impact on pupil attainment |
| Evidence | <ul style="list-style-type: none"> Curriculum is flexible enough to include Theme Days & Enrichment Opportunities. See photographs, displays & Governors Report. Options have just been introduced. | | <ul style="list-style-type: none"> Curriculum offers opportunities as stated with individual planning across subjects-see Gat file. Guidance on options was offered at a Parent/ Carer evening and booklet provided. |
| Next steps | Follow through the new Options. | | Evaluate Options Booklet & update |

| Generic Elements | Entry | | Developing | | Exemplary | |
|-----------------------------------|---|---|---|---|---|---|
| C- Assessment for learning | | | | | | |
| 5. Assessment for learning | i. Processes of data analysis and pupil assessment are employed throughout the school/college to plan learning for gifted and talented pupils | x | i. Routine progress reviews, using both qualitative and quantitative data, make effective use of prior, predictive and value-added attainment data to plan progression of pupil groups | x | i. Assessment data are used by teachers and across the school to ensure challenge and sustained progression of individual pupils | x |
| | ii. Dialogue with pupils provides focused feedback which is used to plan future learning | x | ii. Systematic oral and written feedback helps pupils to set challenging curricular targets | x | ii. Formative assessment and individual target setting combine to maximise and celebrate pupils' achievements | x |
| | iii. Self and peer assessment, based on clear understanding of criteria, are used to increase pupils' responsibility for learning | x | iii. Pupils reflect on their own skill development and are involved in the design of their own targets and tasks | x | iii. Classroom practice regularly requires pupils to reflect on their own progress against targets, and engage in the direction of their own learning | x |
| Evidence | <ul style="list-style-type: none"> Target Setting records annually Sample of Graphs used for Parents/Carers at Annual Review. Marking Policy – Samples of Work. Annotation sheets show feedback. | | <ul style="list-style-type: none"> Staff predictions over the years show predictive progress. Samples of marked students work showing staff comments. Termly Annotation sheets show some students involvement in own target & tasks. Sample in GAT file. | | <ul style="list-style-type: none"> Meetings with Headteacher. Graphs show progression. Celebration of achievement - see Annual list & Prize Giving. Marking Policy, Lesson Plans, Lesson Observation by LMT. | |
| Next steps | | | Value Added | | | |
| 6. Transfer and transition | i. Shared processes, using agreed criteria, are in place to ensure the productive transfer of information from one setting to another (i.e. from class to class, year to year and school/college to school/college) | x | i. Transfer information concerning gifted and talented pupils, including parental input, informs targets for pupils to ensure progress in learning. Particular attention is given to including newcomers (e.g. EAL, asylum seekers) in the gifted and talented cohort. | x | i. Transfer data concerning gifted and talented pupils are used to inform planning of teaching and learning at subject/aspect and individual pupil level, and to ensure progression according to ability rather than age or phase | x |
| Evidence | <ul style="list-style-type: none"> Transition is in place- from class to class Y 9 – Y 10 and Y 11 – Y 12 Y 6 transition takes up a whole week but improvements are planned for GAT transfer of information from Y 6 to & Y 7 | | <ul style="list-style-type: none"> Transition is in place- from class to class Y 9 – Y 10 and Y 11 – Y 12 Y 6 transition takes up a whole week but improvements are planned for GAT transfer of information from Y 6 to & Y 7 | | <ul style="list-style-type: none"> All information is passed on to next years form tutor & is available for all subject teachers. | |
| Next steps | Transition from Y 6 to & Y 7 | | More planning for Transition needed. | | | |

| Generic Elements | Entry | | Developing | | Exemplary | |
|--------------------------------|--|---|--|---|---|---|
| D - School organisation | | | | | | |
| 7. Leadership | i. A named member of the governing body, Senior Management Team and lead professional for gifted and talented education have clearly directed responsibilities for motivating and driving gifted and talented provision. The Headteacher actively champions gifted and talented provision. | x | i. Responsibility for gifted and talented provision is distributed at all levels in the school/college. There is a well-defined vision (evidenced in development plans) for promoting gifted and talented provision. Governors play a significant supportive role. | | i. Organisational structures, communication channels and the deployment of staff (e.g. workforce remodelling) are flexible and creative in supporting the delivery of personalised learning . Governors take a lead in celebrating achievements of gifted and talented pupils. | x |
| Evidence | <ul style="list-style-type: none"> School Staffing Structure Booklet. Governors reports to Parents / Carers. | | | | <ul style="list-style-type: none"> Personalised Learning training day. Workforce remodelling working party GATCO is chair. Therapeutic Packages have own co-Educators. | |
| Next steps | | | | | | |
| 8. Policy | i. The gifted and talented policy is integral to the school/college's inclusion agenda and approach to personalised learning, feeds into and from the single school/college improvement plan and is consistent with other policies | x | i. The policy directs and reflects best practice in the school/college, is regularly reviewed and is clearly linked to other policy documentation | x | i. The policy includes input from the whole school/college community and is regularly refreshed in the light of innovative national and international practice | |
| Evidence | <ul style="list-style-type: none"> See Policies & SIP/SDP. | | <ul style="list-style-type: none"> See Policies & Review of Policy. Governors' reports. | | | |
| Next steps | | | | | Update Policies & Review/ Refresh Policy. | |

| Generic Elements | Entry | Developing | Exemplary | | | |
|--|--|------------|--|----------|--|----------|
| D - School organisation | | | | | | |
| 9. School /College ethos and pastoral care | i. The school/college sets high expectations, recognises achievement and celebrates the successes of all its pupils | x | i. The school/college fosters an environment which promotes positive behaviour for learning, pupils are listened to and their views taken into account. | x | i. An ethos of ambition and achievement is agreed and shared by the whole school/college community. Success across a wide range of abilities is celebrated | x |
| | ii. The school/college identifies and addresses the particular social and emotional needs of gifted and talented pupils, in consultation with pupils, parents and carers | x | ii. Strategies exist to counteract bullying and any adverse effects of social and curriculum pressures. Specific support for able underachievers and pupils from different cultures and social backgrounds is available and accessible | x | ii. The school/college places equal emphasis on high achievement and emotional well being, underpinned by programmes of support personalised to the needs of gifted and talented pupils. There are opportunities for pupils to use their gifts to benefit other pupils and the wider community | x |
| Evidence | <ul style="list-style-type: none"> School Motto- Aim High & Smile. School Ethos & Aims. SMSC Policy- SMSC is strong | | <ul style="list-style-type: none"> Rewards system- Policy. Positive encouragement- Certificates & awards in Assembly on weekly basis. Anti- Bullying Policy & displays. Behaviour Management Programs | | <ul style="list-style-type: none"> School ethos- good role models Imps Individual Education Plans – termly written & shared with all staff, students & Parents/ Carers. | |
| Next steps | | | | | | |
| 10. Staff development | i. Staff have received professional development in meeting the needs of gifted and talented pupils | x | i. The induction programme for new staff addresses gifted and talented issues, both at whole school/college and specific subject level | x | i. There is ongoing audit of staff needs and an appropriate range of professional development in gifted and talented education. Professional development is informed by research and collaboration within and beyond the school/college | x |
| | ii. The lead professional responsible for Gifted and Talented education has received appropriate professional development | x | ii. Subject/aspect and phase leaders have received specific professional development in meeting the needs of gifted and talented pupils | x | ii. Priorities for the development of gifted and talented provision are embedded in the CPD entitlement framework for all staff and are monitored through performance management processes | x |
| Evidence | <ul style="list-style-type: none"> Training as part of original set up at start of GAT. GATCO has attended network & LEA training | | <ul style="list-style-type: none"> To be addressed. Subject co-ordinators have recently been receiving additional support on 1:1 basis. | | | |
| Next steps | | | To be addressed. | | To be addressed in future. | |

| Generic Elements | Entry | | Developing | | Exemplary | |
|--------------------------------|---|----------|--|----------|---|----------|
| D - School organisation | | | | | | |
| 11. Resources | i. Provision for gifted and talented pupils is supported by appropriate budgets and resources | x | i. Allocated resources include school/college based and nationally available resources, and these have a significant and measurable impact on pupil progress, improvement and positive attitude to learning | x | i. Resources are used to stimulate innovative and experimental practice, which is shared throughout the school/college and which are regularly reviewed for impact and best value | x |
| Evidence | <ul style="list-style-type: none"> Budget from GAT plus a small amount from network has been used to purchase GAT resources & organise enhancement opportunities- see resource list. | | <ul style="list-style-type: none"> Allocated Resources have had impact- see evaluation sheets. | | <ul style="list-style-type: none"> Innovative is a good description as there are not many readily available resources for Special Schools GAT—see list of practice GAT in Governors Reports. | |
| Next steps | | | | | | |
| 12. Monitoring and evaluation | i. Subject and phase audits have been completed including a focus on the quality of teaching and learning. Whole school/college targets are set using prior attainment data | x | i. Performance against targets (including at pupil level) is regularly reviewed. Targets include qualitative pastoral and curriculum outcomes (requiring observation and discussion) as well as numerical data | x | i. Performance against targets is rigorously evaluated against clear criteria. Outcomes (both quantitative and qualitative) inform whole school/college self-evaluation processes | |
| | ii. Elements of provision are planned against clear objectives within effective whole-school self-evaluation processes | | ii. All elements of gifted and talented provision (including non-academic) are planned to clear objectives and are subjected to detailed evaluation | | ii. The school/college examines and challenges its own provision to inform development of further experimental and innovative practice, in collaboration with other schools/colleges | |
| Evidence | GAT File shows evidence of audit. | | Student files | | | |
| Next steps | | | To be addressed | | To be addressed | |

| Generic Elements | Entry | | Developing | | Exemplary | |
|--|--|---|---|--------|--|---|
| E - Strong partnerships beyond the school | | | | | | |
| 13. Engaging with the community, families and beyond | i. Parents/carers are aware of the school's/college's policy on gifted and talented provision, contribute to its identification processes and are kept informed of developments in gifted and talented provision, including through the School Profile | ? | i. Progression of gifted and talented pupils is enhanced by home-school/college partnerships. There are strategies to engage and support hard-to-reach parents/carers | x | i. Parents/carers are actively engaged in extending provision. Support for gifted and talented provision is integrated with other children's services (EAL , travellers, refugees, LAC) | x |
| | ii. The school/college shares good practice and makes collaborative provision with other schools, colleges and the wider community | x | ii. A coherent strategy for networking with other schools, colleges and local community organisations extends and enriches provision | x | ii. There is strong emphasis on collaborative working with other schools/colleges to share innovative models of effective classroom practice, and to impact on quality of provision locally, regionally and nationally | x |
| Evidence | <ul style="list-style-type: none"> Not involved with identification (as advice from GAT training was originally not to tell parents.-see LEA paperwork) Parents/ carers are notified when their child participates in a GAT activity. The school shares good practice & makes its ideas available to other schools who often visit. | | <ul style="list-style-type: none"> Parents/ carers are consulted/ informed about progress when their child is included in GAT activity. The school has a good turn out at parents evening & also Annual Review of the Child's Statement. GATCO is part of Network & participates as fully as possible in shared activities to enhance GAT provision. | | <ul style="list-style-type: none"> Support is integrated with other children's services. LAC are included on GAT school cohort. Translators are available for parents/ carers with English as an additional language. GATCO works with other colleagues in a collaborative way. Included in LIG collaborative- local area | |
| Next steps | Consider parental involvement in identification progress. | | Consider improving parental involvement in GAT. | | Consider parental involvement in extending provision. . | |
| 14. Learning beyond the classroom | i. There are opportunities for pupils to learn beyond the school/college day and site (extended hours and out-of-school activities) | x | i. A coherent programme of enrichment and extension activities (through extended hours and out of school activities) complements teaching and learning and helps identify pupils' latent gifts and talents | x | i. Innovative models of learning beyond the classroom are developed in collaboration with local and national schools/colleges to further enhance teaching and learning | x |
| | ii. Pupils participate in dedicated gifted and talented activities (e.g. summer schools) and their participation is recorded | x | ii. Local and national provision helps meet individual pupils' learning needs e.g. NAGTY membership, accessing outreach, local enrichment programmes | x ? | ii. Coherent strategies are used to direct and develop individual expert performance via external agencies e.g. HE/FE links, on-line support, and local/regional/national programmes | |

Institutional Quality Standards in Gifted and Talented Education

User Guide

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|-------------------|---|--|--|--|
| Evidence | <ul style="list-style-type: none"> List of activities, displays & photographs student newsletters and Governors' Reports GAT Summer school folder and video and students / staff evaluation forms. | <ul style="list-style-type: none"> See programme of GAT activities schedule. Local programmes & in-house only- not yet NAGTY members! | <ul style="list-style-type: none"> See evidence in GAT file & Governors reports. Much work has been done with FEC students – Year 12- 14 | |
| Next steps | | Continue to ask NAGTY for some activity or special event day suitable for SEN students | Work with FEC & Local colleges regarding further education- not HE. | |

3.4.3 Example 3: Using the outcomes of the IQS self-evaluation in a Primary School Improvement Plan 2005-2006

| Date | Target | Reasons | By Whom | Staff Development | Resources | Monitoring and Evaluation of Targets | Success Criteria | Target √ | Review Date |
|------------|--|---|--|--|--|--|---|-------------|--|
| May 2005 | To continue to integrate the use of ICT into the teaching of all subjects for the innovative use of new technologies | To maximise the use of the ICT equipment in school. To keep up with new initiatives and software. To raise learning and teaching standards. | Ht + receiver school | Training on the IWB, digital cameras, scanners, videos, 'Power Point' and Internet skills. TAs are identified and used to promote greater flexibility with ICT | IWB Cameras. Scanners. Videos. Internet. | Training sessions are organised, evaluated and the resulting skills implemented. The impact on learning and teaching is assessed. TAs with ICT expertise, are deployed where their skills are best utilised. | <ul style="list-style-type: none"> Greater use of a range of ICT equipment in school Plans include and teaching demonstrates innovative and confident use of ICT ICT is used in school presentations e.g. objectives and curriculum evenings Specialist ICT TAs support classroom practice | | End of each term during the 2005/2006 academic year. |
| July 2005 | To develop subject criteria or triggers to enable teachers to identify a child as A,G & T and have exemplar evidence and cameos of a typical child, to support the identification. To audit staff and parents to find out where there may be subject expertise. | To develop the confidence of all staff in the identification of a child and the degree of their ability – able, gifted or talented, in the Foundation subjects. To have appropriate evidence to support identification. | DHt (A,G&T co) AST, Subject co-ordinators. | Meetings with subject specialists/county advisers and eventually similar schools to produce agreed 'triggers' and exemplar evidence. TAs have access to specialist subject training. | Subject specialists and books. | Each subject needs to incorporate A, G & T criteria in their policies so that any teacher has a reference document to help identify an ability and to what extent. Invite TAs and parents to join working parties for specific subjects. | <ul style="list-style-type: none"> A document is developed with triggers in all the Foundation subjects. There are exemplar materials and cameos for an able, gifted and a talented child - A Teacher's Guide: "What It Looks Like" (WILL) TA and parents support the teacher in block week sessions in Yrs 1,2. | | Two subjects per term. Dec.2005 March 2006. July 2006. |
| Sept. 2005 | To find out more about 'Personalised Learning Pathways' (PLPs) and build these into our A, G & T planning | To make sure that the A, G & T children have the best opportunities. The children are involved in their own target setting. Personal objectives are included on the registers. | All staff | Training in devising Personalised Learning Pathways and implementing them. | Exemplar PLPs | Have in place some PLPs and see how practical they are to write and use. Do PLPs improve the learning and help the teacher in her planning for the A, G & T child? | <ul style="list-style-type: none"> Personalised Learning Pathways are used. | | January 2006 |

| Date | Target | Reasons | By Whom | Staff Development | Resources | Monitoring and Evaluation of Targets | Success Criteria | Target √ | Review Date |
|------------|---|--|-----------------------------------|---|----------------|--|---|-------------|-------------|
| Sept. 2005 | <p>To develop skills in identifying underachievers and pupils with social or emotional difficulties.</p> <p>To consider appointing Learning Mentors to support underachievers</p> | <p>To ensure that all children are provided for and that underachievers, achieve and learning mentors support any problems A, G & T children may face. To develop our understanding of the effects high ability can have on some children.</p> | All staff and TAs | Training on underachievers and Philosophy for Children (P4c) | Training days. | The children who concern the teacher are given TA support and the necessary help and resources to make progress. Look at different approaches and ideas to motivate underachievers, social 'misfits' | <ul style="list-style-type: none"> • The underachiever is identified • The underachiever is achieving • The teacher has strategies to motivate the underachiever • The social 'misfit' is integrated. | | March 2006 |
| Sept. 2005 | To network with similar schools to begin to develop and collect comparative data to moderate the identification and performance of A, G & T pupils. | All local network similar schools are working with their A, G & T children in the same way and results are comparable. Schools can organise events and training together to share good practice and improve provision. | Ht AST(AG T), DHt(A,G &Tco) | Training on assessment and data handling packages and procedures for schools. | | Look at how we assess and the children's ability is measured on entry to school. Look at ways we can begin to moderate A, G & T provision within similar schools. | <ul style="list-style-type: none"> • Schools are networking • Schools are comparable in terms of their A, G, & T provision. | | July 2006 |

3.4.4 Example 4: Using the IQS to develop a Primary School Action Plan for gifted and provision 2005-06.

| ELEMENT | Focus | ACTION REQUIRED | BY WHOM | BY WHEN | SUCCESS CRITERIA |
|---|-----------|---|---|----------------|---|
| 1. Identification. | De ii | Need to develop subject/aspect criteria by which to screen individuals, and that all staff feel confident in using. | DHt (A,G&Tco) and subject co-ordinators. | January 2006 | All subject/aspect areas have criteria against which Gifted and Talented pupils are clearly identified. |
| | E ii | We need to include it in our Induction Programmes. A copy of the DfES requirements. | DHt | April 2005 | The G & T records are in line with DfES requirements. |
| | Ex iii | Data is analysed and value added assessed – need to overcome difficulty of F1 – KS 1 | DHt/AST(AGT) | May 2006 | The tracking records in Oct./May show value added. |
| 2. Effective Provision in the Classroom. | De i | Develop teaching strategies that help the underachiever. Need training. | DHt/AST(AGT) | Dec. 2005 | Underachievers achieve. |
| 3. Standards. | E i | Need to decide on suitable data and be able to compare this with that of similar schools – this could be difficult. | DHt/AST(AGT) and guidance from AST/assessment co-ordinator. | September 2005 | Data is readily available from like schools for comparisons. |
| 4. Enabling the curriculum entitlement and choice. | Ex i | Need to look at exemplar personalised learning pathways, introduce this concept to the staff and include it in the policy. Implement the use of the same with appropriate training. | DHt/AST(AGT)/Ht | June 2006 | Personalised learning pathways are part of the G7T provision and their impact being evaluated. |
| 5. Assessment for Learning. | ACHIEVED. | | | | |
| 6. Transfer and Transition | De i | Need to ensure the transition is secure between Infant and Junior. Ensure we screen EAL. | DHt Ht Receiver school | June 2006 | Records and passed on so that provision is consistent. EAL children are assessed. |
| 7. Leadership. | De i | We need to look at the expertise of all staff in view of every subject/aspect of gifts and talents in school and use these effectively e.g. TAs with ICT skills. Audit. | DHt/AST(AGT) | Sept. 2005 | Staff have responsibility for the implementation of personalised learning. |
| 8. Policy | Ex i | The policy needs to include the National Quality Standards expectations and new practice. | DHt | January 2006 | Revised policy includes the latest national practice and school response. |

| ELEMENT | Focus | ACTION REQUIRED | BY WHOM | BY WHEN | SUCCESS CRITERIA |
|---|----------|---|--|--|--|
| 9. School Ethos and Pastoral Care. | ACHIEVED | | | | |
| 10. Staff Development. | Ex i | Staff audit is carried out to find out qualifications, interests etc. so needs are identified in terms of their confidence in dealing with any G & T issue and the necessary CPD is accessed. | DHt/Ht | December 2005 | Training is organised to ensure G & T provision is embedded. |
| | De ii | To look at subject/aspect specific gifts and talents to assess staff confidence in teaching at these levels. | Whole staff | July 2006 | Staff can address the needs of the G & T pupils. |
| 11. Resources. | De i | Ways to measure the impact of specific resources needs to be devised and used. We need to build up banks of readily available resources and ensure they are used. To do this we could trial specific resources at a set time and topic. The staff involved then have to complete an evaluation sheet. | DHt/ AST(AGT) | As new G & T resources are introduced. | Data proves that resources are impacting on G & T attainment. |
| 12. Monitoring and Evaluation. | E i | Subject audits inform target setting using prior attainment data. | DHt/ AST(AGT)/Ht/AST(assessment) | July 2006 | Targets are set for G & T pupils in all subject areas. |
| | E ii | Provision is planned with clear objectives. | DHt /AST(AGT) plus subject co-ordinators | July 2006 | Each subject area has clear objectives with planned evaluation times, (dependent on the opportunity arising to provide for a G & T pupil). |

3.5 Annex E - IQS Glossary

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| Assessment data | Pupil performance data including raw results and value-added data. |
| Accurate record | <p>The record kept of G&T pupils should help schools to complete the Pupil Level Annual School Census. Secondary schools will be expected to identify the G&T population in the January 2006 PLASC return and primary schools in the January 2007 PLASC return.</p> <p>The G&T Cohort and PLASC return should include:</p> <ol style="list-style-type: none"> 1. All pupils on the school's G&T register if it has one 2. If there is no register the cohort should include <ol style="list-style-type: none"> a. all pupils in the EIC G&T population (where there is one) b. all identified NAGTY members (if there are any) 3. If schools do not have a register but do have a. or b. above, this group of pupils should be recorded in place of a register 4. If schools do not have a register and do not have a. or b. above, the cohort should be recorded as nil and a nil return for the purpose of PLASC. |
| Achievement | Achievement includes pupils' knowledge, skills and understanding gained through the subjects of the national curriculum and the attitudes, values and other aspects of personal development fostered by the school or college. |
| Attainment | Standards achieved against objectively defined levels of performance. |
| Breadth | A curriculum that covers more and diverse subjects, including vocational study, critical thinking, key skills, enrichment and citizenship activities, and additional study programmes. |
| Depth | Learning opportunities which set pupils demanding challenges that develop their skills and abilities, requiring them to engage with a level of complexity and detail not found in breadth of study alone. There must be balance between breadth and depth. |
| Distributed responsibility | Shared leadership across the organisation. For further information see http://www.reservoir.uk.com/dlw/textonly/introduction.htm or http://www.ncsl.org.uk/index.cfm?pageid=randd-activities-distributed-leadership |
| EAL | English as an Additional Language, pupils for whom English is not their first language |
| Effective teaching and learning | For further information see http://www.standards.dfes.gov.uk/personalisedlearning/five/teachinglearning/ |
| Enabling curriculum entitlement and choice | For further information see http://www.standards.dfes.gov.uk/personalisedlearning/five/curriculum/ |
| Exceptional achievement | Pupils with extraordinary abilities, capable of expert performance, thinking and creativity |
| Identification | The process for assessing and targeting gifted and talented pupils |
| Independent learning | Working self-reliantly without close supervision |
| LAC | Looked after children (local authority responsibility of care) |

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| Multiple criteria | Different ways of identifying gifted and talented pupils, including qualitative as well as quantitative criteria |
| Multiple exceptionality | Gifted and talented pupils with additional educational needs or a learning difficulty. These pupils can be missed if single assessment measures are used |
| Multiple Intelligences | <p>The theory of multiple intelligences has been popularised by Dr Howard Gardner; however this is only one of several multiple ability models and has not been specifically endorsed by DfES. Gardner suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:</p> <ul style="list-style-type: none"> • Linguistic intelligence ("word smart") • Logical-mathematical intelligence ("number/reasoning smart") • Spatial intelligence ("picture smart") • Bodily-Kinaesthetic intelligence ("body smart") • Musical intelligence ("music smart") • Interpersonal intelligence ("people smart") • Intrapersonal intelligence ("self smart") • Naturalist intelligence ("nature smart") <p>Dr. Gardner says schools focus most of their attention on linguistic and logical-mathematical intelligence, but should pay equal attention to artists, musicians, naturalists, dancers, therapists and designers. The theory of multiple intelligences fits well with personalised learning (i.e. each child is different in their abilities, interests and ways of learning). Teachers need to look out for different intelligences while recognising that a well-rounded and successful adult needs a combination of intelligences (i.e. the ICT specialist or physicist needs to communicate with their non-technical peers).</p> |
| New Technologies | <p>The term technology is used to include a wide range of different technologies including computers, peripherals, presentation technology, imaging technology, networks, internet, mobile technology and software.</p> <p>CD-ROMs, digital resources and the internet offer a wealth of material that can be matched to gifted and talented pupils' individual needs and enable them to develop a higher level of skill in thinking and handling information.</p> <p>The use of the word "new" provides the expectation that provision for gifted and talented pupils takes advantage of new technological developments to ensure that ICT provides the best flexible learning opportunities for gifted and talented pupils.</p> <p>For further information see http://www.ictadvice.org.uk/index.php?section=tl&catcode=as_i nc_sup_03&rid=631&pagenum=1&NextStart=1</p> |
| Ongoing audit of staff needs | A way of identifying professional development needs |

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| Pace | The rate of learning |
| Personalised learning | Personalised learning is about tailoring education to individual need, interest and aptitude so that every pupil achieves and reaches the highest standards possible. It is about focusing on the individual within a group. Pupils are still taught in classes or groups. |
| Personalised learning pathways | Routes of progression in learning (or a planned programme of learning agreed with the pupil) that are designed and tailored to meet individual pupils' needs, abilities, aspirations and interests. Each pupil's Personalised Learning Pathway (PLP) should <ul style="list-style-type: none"> • provide each pupil with an appropriate curriculum suited to interest and aptitude • offer specialist support and personal challenge • contain clear progression routes for transfer and transition |
| Potential | Capacity for learning |
| Progress | Gains made in learning relative to prior learning and ability |
| School organisation | For further information see http://www.standards.dfes.gov.uk/personalisedlearning/five/organisingschool/ |
| School/college's social and economic composition | The context of the school and the features of its population. |
| Sources of evidence (identification) | Using provision to enable pupils to try activities is the best way of identifying latent gifts and talents. In addition other sources of evidence include, general checklists, subject checklists, test/examination results and parental/teacher/pupil/peer nominations, |
| Standardised format | A common layout |
| Standards | Levels of attainment. |
| Strong partnerships | For further information see http://www.standards.dfes.gov.uk/personalisedlearning/five/beyondclassroom/ |
| Subject and phase audits | A way of identifying what needs to be improved in particular subjects, phases and/or key stages |

3.6 Annex F - Signposting to Other Evaluation Models

The IQS are intended as a template for all schools and colleges to use when improving gifted and talented education. Further resources are being introduced to support this process, including an online package currently under development.

Other resource packages or evaluation models have been developed over the years and were produced for a narrower range of institutions. This section provides details of the best-known materials, for example, the NACE Challenge Award Self-Evaluation Framework, a priced package available nationally.

The IQS reflect national consensus on best practice, much of it embodied within these other materials. Providers of these and of new materials are invited to review and adjust them, where necessary, so that they fully reflect the IQS.

Currently, the only materials that carry the official National Quality Standards brand are those developed within the National Quality Standards Project. This brand may be extended to other resources in due course, if and when it can be demonstrated that they meet the Standards in all respects.

Schools and colleges may wish to take this into account when deciding what support materials to use and how best to deploy them.

| Model | Provider | Page |
|---|--|------|
| The Challenge Award - Provision for Able, Gifted and Talented Pupils: A Self-Evaluation Framework for Schools, Colleges and Local Authorities | NACE: National Association for Able Children in Education | 63 |
| Gifted and Talented Monitoring and Self-Evaluation | Gateshead Council | 64 |
| School Self-Evaluation and Review - Very Able/Gifted & Talented (G&T) Pupils | East Sussex School Improvement Service | 65 |
| The Quality Standards Framework | Mouchel Parkman in association with London Gifted and Talented | 66 |
| Self-Review and Peer-Review leading to Action Planning | Excellence in Cities (Gifted and Talented Strand) in Newcastle | 67 |
| Gifted and Talented Handbook | Devon Curriculum Services | 68 |
| Excellence in Cities – Self and Peer Review | DfES, EiC Programme | 69 |

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| Framework Title | The Challenge Award Provision for Able, Gifted and Talented Pupils: A Self-Evaluation Framework for Schools and LEAs |
| Background Organisation description etc | NACE: National Association for Able Children in Education, developed this whole-school Framework with Buckinghamshire and West Berkshire LAs. The pilot in 17 schools gave strong evidence of resultant advancement of whole-school provision and led to national publication of the Framework in 2003. To recognise and celebrate quality whole-school provision, the Framework also has an accreditation and Award structure, based on external assessment. |
| Contact | For information, case studies and the views of users: http://www.nace.co.uk For advice: publications@nace.co.uk or Julie Fitzpatrick, CEO, 01865 861879. Information about The Challenge Award Framework can also be found at www.westberks.org in the designated Gifted and Talented area. |
| Target Audience | The Framework is for whole-school use in primary and secondary schools, colleges, clusters, networks and Local Authorities, whatever their current stage of development. |
| Coverage Local, national, phase | This is a universally applicable framework being used by thousands of schools across whole LAs, regions and clusters in the UK, in independent schools and schools in Wales. |

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| <p>Purpose</p> | <p>The Framework gives a standard to audit, evaluate and plan for continuous whole-school inclusive provision and, with the Supporting Documents, illustrates how improvements can be achieved. It has 10 Elements which together describe quality provision. Each Element has criteria and suggested evidence, of what constitutes effective practice. It is used as follows:</p> <ul style="list-style-type: none"> ▪ Schools that are at a starting point for developing whole school provision find that the Framework provides a clear structure and direction for longer term planning; ▪ Schools that have been developing policy and practice use the Framework as a whole school audit to action plan for the Award; ▪ Schools which have systematically developed quality provision and action planning for Able, Gifted and Talented pupils can apply for the Challenge Award. ▪ Achievement of the Award provides external recognition of the quality of the school's provision and demonstrates a commitment to continuous improvement. <p>The 10 Elements</p> <ol style="list-style-type: none"> 1. A whole school strategy, including an action plan, to support Able, Gifted and Talented (A, G & T) Pupils 2. Identification strategies and criteria 3. A target for improvement of the school's provision and the performance of A, G & T pupils 4. The flexible use of a range teaching and learning strategies and models of classroom organisation to meet the needs of A, G & T Pupils 5. Regular reviews to identify underachievement and support individual pupils 6. A commitment to improve the skills of all staff in the school to meet the needs of A, G & T pupils. 7. The school has programmes to support exceptionally A, G & T pupils (top 2% nationally) 8. The school has a range of appropriate resources including ICT 9. Parental involvement 10. An effective procedure for monitoring the action plan and the effectiveness of the school's policy for A, G & T pupils. |
| <p>Unique Features</p> | <p>Schools and colleges are assessed externally to receive the Award and monitored annually. Schools retain the award through a re-application and assessment process every 4 years. Training: for LAs and Assessors. Advice from NACE, Annual National Challenge Award Conference. The Framework costs £55 to NACE members and £69.99 to non-members.</p> |
| <p>Support Materials Toolkits, checklists etc</p> | <p>Supporting Documents available to download, 3 documents termly including: 'What is ... Good Teaching, Good Work, Student Effectiveness', matrices for lesson observation and work scrutiny to determine challenge; Constructing and Using a Register, Working with Parents, Action Research, The Framework explicitly mapped to Ofsted criteria, Personalised Learning, the National Strategies and Assessment for Learning.</p> |

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| <p>Framework Title</p> | <p>Gifted and Talented Monitoring and Self-Evaluation</p> |
| <p>Background <i>Organisation description etc</i></p> | <p>Gateshead Council produced a Monitoring and Self-Evaluation Framework through the work of the Excellence in Cities, Gifted and Talented Strand. The accompanying Handbook was compiled by the Strand Co-ordinator for Gifted and Talented pupils at Gateshead Council.</p> |
| <p>Contact</p> | <p>David Anderson or Julia Bovill@gateshead.gov.uk Gateshead Learning and Culture, Dryden PDC, Evistones Road, Low Fell, Gateshead. NE9 5UR. 01914338623 or 8614 <u>The Handbook for Gifted and Talented Pupils can be found at:</u> www.gatesheadgrid.org/eic</p> |
| <p>Target Audience</p> | <p>This is a self-review framework for schools belonging to the Gifted and Talented Strand of the Excellence in Cities strategy within Gateshead Council. The Handbook is a guide for school co-ordinators, senior management teams and curriculum leaders to develop provision for gifted and talented pupils.</p> |
| <p>Coverage Local, national, phase</p> | <p>Whilst this framework was designed with Gateshead secondary schools as the key audience, it has universal applicability to secondary schools in general. The framework is currently being used in Gateshead secondary schools in termly monitoring and</p> |

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| | <p>review with the Lead Coordinator. One school within the Authority has developed a school level version of the framework that they use with subject departments. Gateshead has also developed a further version for use with Aimhigher Coordinators and the model has been used to compile a "Monitoring Toolkit" for all EIC Strands.</p> <p>The Handbook reflects effective practices from the Gateshead region, in response to requests for advice from Gateshead schools. However, the information has national applicability.</p> |
| Purpose | The Framework is a self-review instrument for secondary schools which uses a three level model (Excellent (Level 2), Developing (Level 4) and Foundation/baseline (Level 6)) to gauge the quality of provision for gifted and talented pupils. |
| Unique Features | The framework has been in use for two years and has proved popular with coordinators. It is detailed yet efficient at generating areas for improvement which are collated on the last page and used to focus the development planning process. The Handbook is a practical guide to developing provision for gifted and talented pupils. It contains example teaching strategies and practical steps and hints. |
| Support Materials <i>Toolkits, checklists etc</i> | <p>The framework is focused on six areas of provision and or activity related to the provision for gifted and talented pupils:</p> <ul style="list-style-type: none"> ▪ Systems for Management ▪ Management and Finance ▪ Teaching and Learning ▪ Extension and Enrichment ▪ Summer Schools ▪ Outcome Targets <p>Within each of the six main areas of provision, level criteria are identified against subheadings or 'monitoring foci' against which schools can position their own level and quality of practice and provide supporting comments and evidence. The framework provides the opportunity for schools to focus on areas for development which arise out of the self-evaluation process by providing an action plan template which focuses on issues, the actions required and the personnel to implement. The action plan template usefully provides scope for identifying and sharing good practice.</p> <p>An additional publication has been compiled to provide "Examples of post-16 lesson plans to demonstrate higher order thinking skills in different subject areas."</p> |

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| Framework Title | School Self-Evaluation and Review Very Able/Gifted & Talented (G&T) Pupils |
| Background <i>Organisation description etc</i> | East Sussex School Improvement Service developed the School Self-Evaluation and Review Framework. This complements school and LEA "moderated school self review" processes. |
| Contact | Ann Bridgland, Senior Adviser abridgland@cfbt.com abridgland@aol.com 01323 432245 |
| Target Audience | This is a self-evaluation and review process aimed at primary and secondary schools. It provides scope for monitoring and evaluating provision at different levels of development. |
| Coverage <i>Local, national, phase</i> | The Framework was designed so that it could be applied within the East Sussex area but it has universal applicability for primary and secondary schools and is also being used in other LEAs. |
| Purpose | The Framework is a self-evaluation tool for schools to gauge their level and quality of |

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| | <p>provision for gifted and talented pupils. Schools' provision is evaluated against 13 areas and within 3 levels of practice (<i>Best Fit</i> Judgements: <i>Well developed</i> – major strengths leading to embedded and sustainable practice; <i>Partially developed</i> – significant strengths with areas for development which are being planned for; <i>Underdeveloped</i> - embryonic practice. The 13 areas of practice and process are:</p> <ul style="list-style-type: none"> ▪ Attainment in National Curriculum ▪ Progress achieved by gifted and talented pupils ▪ School maintains high standards ▪ Whole school approach ▪ High expectations set ▪ Varied teaching methods ▪ Assessment/feedback for planning/teaching ▪ Use of homework ▪ Extra curricular/out of hours opportunities ▪ Parents/carers ▪ Links with community ▪ Resources (financial, human, material) ▪ School Leadership and Management <p>Each area is broken down into a series of underpinning questions, the answers to which determine the level and quality of provision. Questions are supported by the identification of evidence sources (e.g. key stakeholders and documentation) to help schools determine the quality of provision. The reviewer should use the questions to establish an overall grade for each area of provision or aspect of the school's work. The process can be undertaken over a period of time and a portfolio of "supporting evidence" built up.</p> <p>Taking the 13 areas as a whole, the framework provides a summary of what constitutes overall very good practice in provision for gifted and talented pupils and unsatisfactory practice.</p> |
| Unique Features | The Framework, which is straightforward and not lengthy, poses questions in a non-prescriptive way and can be adapted to suit any school's unique context. |
| Support Materials <i>Toolkits, checklists etc</i> | The Framework provides a template for evaluation in terms of the assignment of a quality grade or level and scope for noting evidence sources and comments against each area. The framework is a means to evaluate practice. It also enables G&T coordinators to understand the overall parameters of their role in leading G&T practice and can also be used by subject leaders. It is not designed to provide tools or guidance within the document for developing and improving practice but enables the user to highlight training and consultancy needs. |

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| Framework Title | The Quality Standards Framework |
| Background <i>Organisation description etc</i> | Mouchel Parkman in association with London Gifted and Talented and under contract to DfES produced this Framework. Mouchel Parkman, a professional support services company, was selected by the DfES to pilot gifted and talented thematic networks as part of GATE A of the London challenge. Thematic Quality Standards frameworks were produced as part of this work. |
| Contact | http://mouchel.gatea.digitalbrain.com/gatea/accounts/partners/mouchel/homepage/QP%20intro/ |
| Target Audience | There are 3 sections to the Framework with different target audiences: <ul style="list-style-type: none"> ▪ 5 Starter Questions: targeted at Senior Leadership Teams and G&T co-ordinators. ▪ 12 Self Evaluation Questions: targeted at G&T co-ordinators (school and LEA), and by subject / theme specialists. ▪ Quality Standards Grids: targeted at subject and theme specialists, with expected interest from G&T co-ordinators. These grids contain required practices from both schools and LEAs. |

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| <p>Coverage <i>Local, national, phase</i></p> | <p>This is a nationally applicable Framework for all schools and LEAs.</p> <p>The Framework has a thematic focus rather than a focus on overall provision for gifted and talented pupils. The themes are:</p> <ul style="list-style-type: none"> ▪ Afro-Caribbean achievement ▪ ICT across the curriculum ▪ Transition ▪ Working with parents ▪ Learning skills and styles ▪ Performing arts at key stage 3 |
| <p>Purpose</p> | <p>The 3 sections of the Framework serve different purposes:</p> <ul style="list-style-type: none"> ▪ 5 Starter Questions: designed to trigger the self-evaluation process within a whole school context. They are an entry point for self-evaluation. ▪ 12 Self Evaluation Questions: there are 12 questions for each of the 6 themes in the Framework. These are designed to challenge practice and assumptions, and should be used with the Quality Standards Grids. ▪ Quality Standard Grids: there is a grid for each of the 6 themes, divided into 4 topic areas (policy, designation of responsibility, operational implementation and evaluation mechanisms and process) and 3 quality levels (basic, good and exemplary practice). The Quality Standards in each of the 6 themes provides a description of what constitutes required practice, the steps needed to progress to the next level and tools to enable schools to progress through the levels |
| <p>Unique Features</p> | <p>The Quality Framework identifies different levels and quality of practice using a thematic approach.</p> |
| <p>Support Materials <i>Toolkits, checklists etc</i></p> | <p>The Framework identifies required practice in terms of process and outcomes and provides guidance to schools and LEAs on moving from one level to another. The Framework is supported by a User's Guide which illustrates the purpose and application of the Framework.</p> |

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| Framework Title | Self-Review and Peer-Review leading to Action Planning |
| Background <i>Organisation description etc</i> | The Excellence in Cities (Gifted and Talented Strand) in Newcastle developed this Framework. |
| Contact | Julia Bovill@gateshead.gov.uk |
| Target Audience | The Framework is aimed at lead G&T co-ordinators (LEA), who complete the framework with the relevant school G&T co-ordinators. |
| Coverage <i>Local, national, phase</i> | The Framework was designed so that it could be applied within the Newcastle EiC area but it has universal applicability for secondary schools. |
| Purpose | <p>The Framework is a self-evaluation tool for schools to gauge their level of G&T provision. A school's provision is evaluated against 10 areas of activity. Each activity is underpinned by illustrative supporting criteria. The 10 sections of the Framework are:</p> <ul style="list-style-type: none"> ▪ Distinctive teaching and learning programme ▪ Monitoring pupil progress (underachievers) ▪ Monitoring gifted and talented cohort ▪ Out of hours learning programme ▪ Management and leadership provision ▪ Measures to improve attainment ▪ School outcomes ▪ Ofsted Criteria (JRS 17) ▪ Ofsted Framework (3H) ▪ Gifted and talented cohort targets <p>The first part of the Framework is a table to record achievements against each criterion or to record what development are being made towards achievement. There is also room to record specific actions and tasks that need to be carried out against each criterion.</p> <p>The Framework includes a summary sheet against which the LEA Co-ordinator assigns a grade (Red, Amber, Green) against each criterion and makes a judgement to assign a rating (on a 7 point scale) for each of the 10 sections. There is room to note the strengths, development areas and required actions under the score for each section.</p> |
| Unique Features | There is a specific focus on target setting at Key Stage 3 and 4. The Framework includes areas of evaluation undertaken by Ofsted. |
| Support Materials <i>Toolkits, checklists etc</i> | An action plan is incorporated in the first section of the Framework. There are no complementary tools or guidance for developing and improving practice. |

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| Framework Title | Gifted and Talented Handbook |
| Background <i>Organisation description etc</i> | Devon Curriculum Services developed this Framework. |
| Contact | www.devon.gov.uk, under Gifted and Talented. |
| Target Audience | The Framework is aimed at schools, teachers and teaching assistants in Devon who work with and are responsible for the learning of gifted and talented pupils. |
| Coverage <i>Local, national, phase</i> | Whilst this Framework was designed for schools in the Devon area it has universal applicability to primary and secondary schools in general and for all aspects of provision for gifted and talented pupils. |
| Purpose | <p>The Framework provides guidance on different aspects of provision such as pupil identification, supporting and enriching the work of gifted and talented pupils and it outlines the systems required to develop school practice.</p> <p>It has been developed to cover a wide range of requirements at both primary and secondary level – but it is expected that schools will tailor the policy to suit their own individual needs.</p> <p>The Framework covers:</p> <ol style="list-style-type: none"> 1. Example policy 2. General principles 3. Definitions 4. School-based strategies 5. Identification strategies and the school register 6. The role of the co-ordinator 7. Subject planning and provision 8. Gifted and talented pupils in the classroom 9. The needs of the gifted and talented pupil 10. Teaching assistants and gifted and talented pupils 11. Provision for gifted and talented pupils; an inspection perspective 12. Extension work, enrichment and out-of-school activities 13. The challenge presented by the young able child at home 14. The role of the LEA <p>The Framework includes:</p> <ol style="list-style-type: none"> 1) Specific actions / examples for provision in secondary schools 2) Specific actions / examples for provision in primary and middle schools |
| Unique Features | The Framework is unique in providing a handbook approach to developing provision for gifted and talented pupils. It provides a good insight and overviews of aspects of provision and activity. It has a good range of practical tools that can be applied at the classroom level. |
| Support Materials <i>Toolkits, checklists etc</i> | Practical checklists and tools are interspersed throughout the Framework which are focused on developing provision for gifted and talented pupils. An Audit Form is contained within the Framework which is focused on evaluating a school's overall provision. The Audit Form contains a series of factual activities against which the auditor indicates whether the activity is undertaken sometimes, all the time or not at all. |

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| Framework Title | Excellence in Cities – Self and Peer Review |
| Background <i>Organisation description etc</i> | The DfES, EiC Programme Implementation Team developed this Framework in association with pilot experiences in EiCs strategies in Stockton and Newcastle; and Hartlepool, Gateshead and Sunderland. |
| Contact | http://www.standards.dfes.gov.uk/sie/eic/EiCOverview/Guidance/ |
| Target Audience | The Framework is aimed at schools belonging to EiC partnerships. EiC strand leaders (e.g. Gifted and Talented Strand) in partnership with LIG consultants and participant headteachers are required to undertake a self-assessment of the EiC's effectiveness. There is an additional peer review process whereby EiC partnership representatives meet with a peer partner to assess the effectiveness of each delivery strand and the EiC's effectiveness overall. |
| Coverage <i>Local, national, phase</i> | EiC partnerships throughout England are required to implement the review process. The Framework takes full account of Primary EiC where applicable. |
| Purpose | <p>The Framework is a self and peer review instrument based on the LIG peer review process. Its intention is to help EiC partnerships to develop a clear view of its progress to date, but there is also an emphasis on the Framework as a tool to identify and spread good practice to both peer partners and more widely through publication on EiC websites or through the regional EiC networks. The process should make use of evidence that is naturally built up through the delivery of the programme, and paced so that evidence is accrued over time.</p> <p>The Framework is structured into 7 main sections or review criteria which reflect the work of the EiC partnership. The sections or criteria cover the major elements of partnership and strand activity.</p> <p>The Gifted and Talented Strand is one of the 7 sections or criteria. Each section is subdivided into subheadings against which the EiC partnership assesses its performance in terms of 3 grade or quality levels whereby Grade 6 represents the need for intensive support and Grade 3 represents the need for light touch support. The subheadings under the Gifted and Talented section reflect Section 3.6 of the Inspection of Local Education Authorities OFSTED/Audit Commission Inspection Guidance. They are:</p> <ul style="list-style-type: none"> • Attainment • School outcomes • Partnership outcomes • Leadership and Management |
| Unique Features | The process focuses on the assessment of how the partnership and individual strands are operating. As such it is not a school level assessment, although information from existing school based monitoring and evaluation will provide relevant evidence for some criteria. |
| Support Materials <i>Toolkits, checklists etc</i> | Each section of the Framework provides a Self Review Summary Sheet which facilitates the recording of evidence or references to evidence. There is a summary sheet to record self and peer review outcomes using a 1 – 7 grading scale. The Framework is an evaluation tool. There are no complementary tools or guidance for developing and improving practice. |