



# Bedfordshire Middle School Policy for Gifted and Talented Education

Revised September 2008

(Adopted by Bedford Borough Council on the formation of the Unitary Authority on 1<sup>st</sup> April 2009.  
All reference to Bedfordshire can be taken as applying to Bedford Borough)

## Introduction

There are gifted and talented children in all our schools and it is our responsibility as educators to enable the potential of each to be fulfilled. Effective practice for gifted and talented learners is invariably good practice for all.

These principles are supported by the strong emphasis that Ofsted places on the achievement and personal development of each pupil, reflected in the title of the inspection schedule 'Every Child Matters – Framework for the Inspection of Schools'. The Ofsted Framework challenges schools to ensure that teaching and learning meet the needs of the **full range of learners**, that the curriculum meets the needs, aspirations and capabilities of **all learners** and that the school seeks and acts on the views of **all groups of its pupils**. A school cannot be inclusive and effective if it does not provide appropriately for its gifted and talented learners.

We endorse the Bedfordshire policy that is designed to support schools to develop effective provision for gifted and talented pupils. This policy is supplemented by a range of practical guidance covering such areas as the identification of special ability, teaching and learning strategies, and the different leadership roles associated with gifted and talented provision.

Our school will employ a variety of teaching and learning strategies and continue to review schemes of work to ensure that they are sufficiently challenging for the more able pupil. We will utilise systems to track pupils' progress to take account of social and pastoral concerns as well as academic progress.

The self-evaluation of our effectiveness and the development of our future provision for gifted and talented students will be guided by the National Quality Standards which are located at: [http://www.ygt.dcsf.gov.uk/FileLinks/347\\_MainLink.pdf](http://www.ygt.dcsf.gov.uk/FileLinks/347_MainLink.pdf)

## 1. Definition of gifted and talented students

Gifted and talented children are those who achieve, or have the capacity to achieve, significantly above average for a pupil in their year group.

In defining what is meant by the term 'gifted and talented', we have adopted the following **definitions**:

- those who show an exceptional talent. This might be in areas such as music, art or sport, or a less easily acknowledged talent such as leadership, creative imagination or social maturity. (talented)
- those pupils who possess a general academic learning ability which is significantly greater than those of their peers. (gifted)

"All-rounders" are children who are both gifted and talented.

For further information on definitions: [http://ygt.dcsf.gov.uk/FileLinks/312\\_new\\_guidance.pdf](http://ygt.dcsf.gov.uk/FileLinks/312_new_guidance.pdf)

## 2. Principles for Gifted and Talented provision

Our vision in Daubeney is to develop and nurture the gifts and talents of all children through opportunities which challenge, inspire and maximise their potential both in school, and in the wider community when appropriate.

Daubeney is committed to inclusive education practice and has adopted the Bedfordshire statement of principles as its rationale for gifted and talented education:

### Social Justice (Equality)

- Every young person has an entitlement to have his/her needs met, no matter what his/her gender, ethnicity, cultural background, ability and disability (1). 'Every Child Matters' (2) provides both the legal and moral framework for this entitlement.

### Improved learning and motivation

- Effective inclusive practice, of itself, will benefit all pupils and lead to school improvement. A focus on gifted and talented provision invariably leads to improved teaching and learning through more challenging, engaging and motivating activities.

### Raised achievement

- High expectations and anticipation of exceptional performance raise standards because all children and young people benefit from these improvements to teaching and learning.  
*'A rising tide lifts all ships.'* (Joseph Renzulli, 1998)

### Self fulfilment

- Inquiry and curiosity are defining features of the human condition and should be nurtured by any education system. Bedfordshire is committed to developing self-aware, self-confident and independent individuals who can solve problems, persevere and manage change

### Investment in the future

- It is essential that the potential of gifted and talented young people in Bedfordshire is fully realised if they are to contribute effectively to the economic prosperity and wellbeing of society as a whole. *'Today's gifted and talented pupils are tomorrow's social, intellectual, economic and cultural leaders.'* (Deborah Eyre 2005)

### Partnership

- The involvement of parents and young people in a partnership to support learning is crucial in determining educational outcomes. The inclusion in this partnership of other relevant services, agencies and organisations expands the opportunities and experiences of the gifted and talented young person.

Find out more about how the **English Model** for gifted education focuses on integration within a general education policy for school and students at: [www.ygt.dcsf.gov.uk/FileLinks/356\\_the\\_english\\_model.pps#262.6](http://www.ygt.dcsf.gov.uk/FileLinks/356_the_english_model.pps#262.6)

## 3. Aims of the Gifted and Talented Policy

- a. To create a robust strategy that effectively identifies approximately 10% of pupils as gifted and talented and which reflects the cultural and ethnic diversity of our community.
- b. To provide all learners with an education matched to their individual learning needs, and with the depth and breadth of opportunity which recognises the specific social and emotional needs of gifted and talented pupils.

- c. To encourage in our school an ethos that ensures that we challenge and inspire gifted and talented learners through high quality teaching and learning and curriculum experience, and when appropriate through out-of-hours opportunities.

#### 4. Identification and assessment

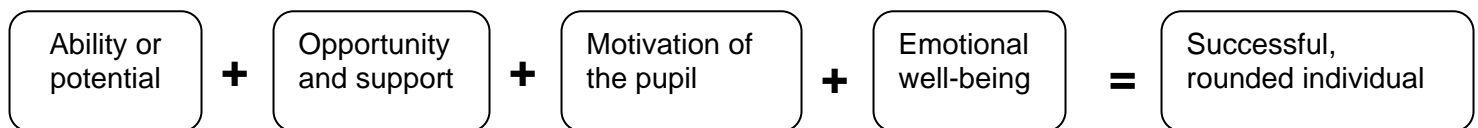
The gifted and talented are a diverse group and their range of attainment will be varied. Some do well in statutory national curriculum tests, world-class tests or national qualifications. However, being gifted and talented covers much more than the ability to succeed in tests and examinations. For example, gifted and talented learners may demonstrate:

- leadership qualities
- high-level practical skills
- a capacity for creative thought.

We use a range of strategies for identification. Together these allow meaningful identification of an appropriate cohort:

- Quantitative test data: this can include CATS, SATS, QCA, etc
- Qualitative information: this includes:-
  - teacher recognition: data from conversations, marking and monitoring, classroom observation
  - parental or peer nomination
  - information from feeder schools and outside agencies, predicted progress between key stages, analysis of progress - the latter is available at [www.standards.dfes.gov.uk/giftedandtalented](http://www.standards.dfes.gov.uk/giftedandtalented)

External factors such as the nature of support from parents/carers and the experiences at home have a major impact on the development of a pupil's abilities, as do the opportunities that are afforded to the pupil at school.



Find out more about identification at <http://ygt.dcsf.gov.uk/Content.aspx?contentId=183&contentType=3> and [http://ygt.dcsf.gov.uk/FileLinks/312\\_new\\_guidance.pdf](http://ygt.dcsf.gov.uk/FileLinks/312_new_guidance.pdf)

#### 5. Difficulties in identification

It is important to recognise that not all gifted and talented learners are obvious achievers. Many actually underachieve -- their potential is masked by factors such as frustration, low self-esteem, lack of challenge, or low teacher/parent expectations. Pupils from homes where English is an additional language may struggle to express themselves in school. Others underachieve because they have learning disabilities that obscure or eclipse their gifts or talents. This is known as dual exceptionality. To enable these pupils to fulfil their potential, it is vital to give everyone the opportunity to excel.

In middle schools, each subject specialism will want to identify individual learners who are very able in that subject. Subject lists of pupils may be identified as gifted and talented in, for example, shot putt, skiing, technology – subjects not available at a younger age in Lower Schools.

Middle schools will want to identify:

- pupils who are more able in a particular subject
- pupils who show ability in very many subjects

- pupils who are more able at county or national levels in school or non-school subjects.

## 6. Teaching and learning

We subscribe to 'The English Approach' to gifted and talented provision. This has two key principles:

- high-quality provision in classrooms for gifted and/or talented children and young people alongside their peers
- supplemented by other educational opportunities in line with particular individual gifts and talents.

At the heart of the provision for Gifted and Talented pupils will be what happens in the classroom, in every lesson, on every day. **This is the direct responsibility of every class teacher.** Classrooms should be places where learners are inspired, encouraged and challenged to question, speculate and hypothesise. Our teachers will acknowledge pupils' different learning styles by aiming to include visual, auditory and kinaesthetic activities in every lesson. The challenge for teachers is to make every lesson motivating and engaging, and to ensure that every child is stretched.

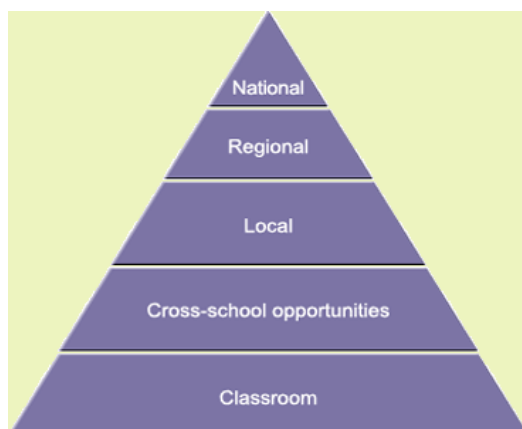
When planning and delivering lessons teachers will consider how the needs of gifted and talented pupils might be met through:

- Open ended activities and investigation
- Ambitious expectation
- Enrichment
- Extension
- Pupil mentoring

Schemes of work and departmental planning should provide learning programmes and resources to cater for the needs of gifted and talented pupils. Our school will provide a curriculum and learning experience that is broad and available to all learners and, in addition to formal lessons, this will include:

- A range of extra-curricular activities that enable all learners to develop their particular talents, e.g. sport, music, art, ICT and school visits.
- Access to centrally provided activities e.g. Frontiers, Children's University, National Student Academy membership.
- Managing whole school resources e.g. library, ICT, art to allow learners to follow and develop particular interests.

Find out more about curriculum provision in different subjects at [http://www.gca.org.uk/gca\\_2346.aspx](http://www.gca.org.uk/gca_2346.aspx)



## **7. Roles and Responsibilities**

### **Role of the Local Authority [LA]**

Bedfordshire LA works in partnership with parents, schools, the community and other agencies to provide opportunities for individual learners to demonstrate their full potential and develop individual aptitudes, abilities and talents. It acknowledges that learning is ongoing and takes place both within and beyond schools. The LA supports schools through:

- facilitating courses, conferences and professional development activities to raise awareness;
- facilitating initiatives for pupils e.g. Out of Hours learning opportunities, Children's University;
- providing opportunities for sharing successful practice across the LA and more widely;
- monitoring the quality of provision for pupil access.

### **Role of the School**

It is our responsibility to identify gifted and talented learners in consultation with parents/carers, pupils and other agencies, to maintain a register of these pupils and to establish an ethos and provision through which exceptional ability in all its forms is recognised, valued and celebrated. We will ensure that higher level targets are set at each stage [including exceptional performance targets] to ensure that the needs of gifted and talented pupils are met.

### **Role of the Governors**

Our governors, in their role as 'critical friends', have a special responsibility for ensuring that the needs of all pupils are met. They set the strategy within which our policy is shaped and ensure that its implementation is monitored and evaluated. We help them to do this by providing data on the progress of gifted and talented learners and involving them fully in policy-making and review. The governing body has appointed a named governor, Mrs Harris for gifted and talented who works closely with our coordinator and/or leading teacher for gifted and talented David Sansom to develop and monitor provision.

Find out more about governors' roles and responsibilities at [http://www.qca.org.uk/qca\\_1969.aspx](http://www.qca.org.uk/qca_1969.aspx)

### **Role of the Headteacher and Senior Leaders**

Headteachers and senior leaders are responsible for ensuring that:

- the curriculum meets the needs of individual learners, including those who are gifted and talented;
- sufficient resources, support, training and status are provided to the gifted and talented coordinator;
- there is a whole school commitment to, and support for, gifted and talented learners;
- there is a school policy for gifted and talented that provides a clear framework for subject policies or guidelines;
- the register of gifted and talented pupils is updated termly in line with the requirements of the Pupil Level Annual School Census (PLASC) form;
- that there is effective self-evaluation of gifted and talented provision using the National Quality Standards or other self-evaluation tools. See [http://www.ygt.dcsf.gov.uk/FileLinks/347\\_MainLink.pdf](http://www.ygt.dcsf.gov.uk/FileLinks/347_MainLink.pdf) for the whole school standards and <http://ygt.dcsf.gov.uk/Content.aspx?contentId=332&contentType=3> for the Classroom Standards

### **Role of the Gifted and Talented Coordinator and/or Leading Teacher for Gifted and Talented**

In our school we have taken the decision to: [delete as appropriate]

- appoint one colleague with combined responsibilities (coordinator and leading teacher) David Sansom

This colleague will support and challenge their colleagues to meet the needs of G&T learners within particular classes and subjects and to promote good practice within the school. Our co-ordinator/leading teacher is well supported by the school's senior leaders, has the authority to move things forward throughout the school and is given time for their work as gifted and talented coordinator.

***NB See sample job descriptions for the role of the G&T Coordinator and Leading Teacher for G&T at Appendices 1 and 2. Schools will need to customize these as appropriate to their own choices and situation.***

Find out more about the role of **Leading Teacher** for G&T at:

<http://ygt.dcsf.gov.uk/Content.aspx?contentId=193&contentType=1>

<http://www.nagcbrtain.org.uk/schools.php?id=33&anchor=26>

## **Role of Curriculum/Year Leaders**

Our subject and year leaders ensure that good provision is made for Gifted and Talented pupils through their support and monitoring of teachers' planning, schemes of work and the performance of pupils.

## **Role of the class/subject teacher**

The teacher in the classroom is at the heart of our school's provision for Gifted and Talented pupils. Our teachers cultivate effective learning environments by:

- providing suitably challenging activities and questions to extend the core learning tasks;
- encouraging pupils to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning;
- consulting with Gifted and Talented pupils on their preferred learning styles and planning for these;
- providing rigorous and constructive feedback to pupils on their work;
- looking for opportunities to widen the scope of learning activities beyond the school and the classroom.

## **Role of the Pupil**

Our pupils are involved in articulating what helps them to be effective learners. They are given opportunities to:

- develop the language to discuss the process of their learning;
- raise their awareness of their own preferred learning styles;
- participate in setting targets for learning including how they will evaluate the outcomes.

These approaches enable pupils to develop strategies for working successfully within a range of contexts so that they become more diverse and effective learners.

## **Liaison with Parents/Carers**

Our parents and carers are notified that their child has been identified as Gifted and/or Talented and in what areas. They are advised about the provision made for their child's educational needs. Since many parents find it helpful to meet with other parents who have Gifted and/or Talented children, we facilitate this by offering meeting space. Other resources and advice are available to support parents from a variety of websites including [Bedfordshire Website for G&T](#) and YG&T at <http://ygt.dcsf.gov.uk/HomePage.aspx?stakeholder=2>

We also actively encourage parents to inform the school of their child's specific accomplishments and skills achieved outside school, so that we can recognise and build on these strengths within the curriculum.

It may arise that a child is identified in the top 5–10% in a school but, on transfer to a different school, no longer falls into that band of ability and is, therefore, no longer on the school's Gifted and Talented register. However,

differentiated classroom experiences are part of every-day teaching and extra-curricular activities are rarely restricted to members of a Gifted and Talented register.

## 7. Monitoring and evaluation

Our school policy for Gifted and talented is reviewed annually to ensure that our pupils are realising their capabilities. Essential components of our monitoring include:

- The use being made of assessment data to provide appropriate learning for Gifted & Talented pupils
- Regular review of the progress of the Gifted and Talented cohort.
- The effectiveness of pupil tracking and interviews.

Additionally, we use the National Quality Standards for Gifted and Talented provision to assess and improve the quality of provision at classroom and whole school level:

- Classroom Quality Standards (CQS) - we use these to support practice in the classroom and to bring greater precision to the teaching and learning of Gifted and Talented children.
- Institutional Quality Standards (IQS) – we use these to evaluate and improve our provision across the school

***NB Appendix 3 contains a checklist of Features of an Effective School which can be used in conjunction with the IQS***

## 8. Summary: further support and guidance

The Local Authority supports schools through:

- Facilitating courses, conferences and professional development activities to raise awareness.
- Facilitating initiatives for pupils, e.g. out-of-hours learning opportunities, Children's University.
- Providing opportunities for sharing successful practice across the LA and more widely.
- Monitoring the quality of provision for pupil access.

## 9. Further Resources

**For teachers and headteachers:**

- The National Quality Standards provide detailed guidance on what effective G&T practice looks like and how it links to school self-evaluation. It is accompanied by a comprehensive 'User Guide'. See [http://www.ygt.dcsf.gov.uk/FileLinks/347\\_MainLink.pdf](http://www.ygt.dcsf.gov.uk/FileLinks/347_MainLink.pdf) for the whole school standards and <http://ygt.dcsf.gov.uk/Content.aspx?contentId=332&contentType=3> for the Classroom Standards.
- The Bedfordshire Website for G&T Bedfordshire at <http://www.schools.bedfordshire.gov.uk/g&t/index.htm> contains a considerable amount of useful information including updates on national, regional and local initiatives and opportunities for pupils and teachers.
- Further, comprehensive information is available from the Young, Gifted and Talented website at <http://ygt.dcsf.gov.uk/?stakeholder=14>, the national agency for Gifted and Talented.
- The Gifted and Talented Professional Study Groups meet termly in each learning community to provide opportunities for G&T co-ordinators to discuss latest developments and to share good practice. For further information please see <http://www.schools.bedfordshire.gov.uk/g&t/educators/bedfordshire.html>

### **For governors**

- [Governornet](#) is a comprehensive site for all aspects of governance

### **For parents and carers**

- The National Association for Gifted Children provides a range of information including the characteristics of gifted children and also offers organised activities outside school. See <http://www.nagcbrtain.org.uk/>
- [The Support Society for Children of High Intelligence](#) (CHI) is an organisation which aims to help the young and intellectually gifted achieve their potential and to support their families.
- Young, Gifted and Talented website at <http://ygt.dcsf.gov.uk/?stakeholder=14> offers advice for parents and carers.

With full support of the Senior Leadership Team and Governors, the co-ordinator should seek to:-

- Act as the 'Champion' of able and talented pupils/students by creating and sustaining positive attitudes towards them, establishing a shared understanding of their academic, social and emotional needs and ensuring that all able pupils receive the right blend of challenge and support.
- Lead the development, implementation, monitoring and evaluation of the school's policy for Gifted and Talented pupils, linking it with existing policies including that of the LA.
- Ensure that identification procedures are in place and are understood and implemented consistently by all staff throughout the school. In our school pupils are identified in individual subjects.
- Ensure that registers of Gifted and Talented pupils are completed, maintained and made available to staff as appropriate.
- Co-ordinate provision for Gifted and Talented pupils within the school including the monitoring of planning and schemes of work in relation to Gifted and Talented.
- Identify and promote teaching and learning opportunities within and across the curriculum and support colleagues in devising explicit activities including enrichment activities.
- Research and identify appropriate resources for Gifted and Talented pupils and advise and/or offer staff appropriate in-service opportunities regarding their use.
- Identify and analyse the ways in which study support and enrichment activities build upon and interweave with mainstream school provision. Be prepared to share identified good practice across the school and Learning Communities.
- Work with Learning Mentors, or other appropriate school personnel, to address the needs of underachieving and/or disadvantaged pupils who have been referred.
- Ensure that records are kept up to date and are passed on to receiving (new) schools.
- Monitor and evaluate the performance of the Gifted and Talented cohort, including analysis of data, and devise strategies to address issues identified.
- Maintain and develop staff awareness of Gifted and Talented issues, identify development needs and seek appropriate training opportunities.
- Maintain their own professional awareness and development of current issues relating to Gifted and Talented education including attendance at national and local training for school co-ordinators.
- Keep all interested parties, including parents, staff and the Governing Body (through the link governor for Gifted & Talented) informed of relevant activities and initiatives.
- Meet and work with all other co-ordinators, within the Learning Community and the LEA, to develop and implement a support programme for all schools, reporting progress on a regular basis.
- Work with Gifted & Talented Co-ordinators across all Learning Communities to promote complementary study programmes, including joint projects and out of hours extension and enrichment opportunities.

With full support of the Senior Leadership Team and Governors, the Leading Teacher should seek to:-

- Exemplify best practice for gifted and talented learners in the classroom
- Set gifted and talented learning in a whole school context using IQS to drive school improvement
- Lead training and developments in learning and teaching to raise expectations, challenges and achievements of gifted and talented learners
- Embed the Classroom Quality Standards to evaluate classroom practice and identify improvement opportunities
- Coach colleagues to improve teaching strategies
- Act as an advocate for gifted and talented learners to improve learners engagement/student voice and outcomes
- Facilitate pupil mentoring, set targets to support/raise gifted and talented learners' attainment
- Monitor data to evaluate the progress of individual gifted and talented learners
- Work to ensure that the gifted and talented population in the school is representative especially for looked-after children, dual or multiple exceptionality, Black or minority ethnic groups and all social and economic groups
- Lead, manage and identify gifted and talented opportunities beyond the classroom
- Manage resources for gifted and talented learners
- Encourage students to become members of the learner academy
- Develop, monitor and update the gifted and talented register

*Source: Leading Teacher Handbook Part 2 Page 8*

### A school that:

- ensures that every pupil's entitlement to have his/her needs is acknowledged and met, including those who are gifted and/or talented
- has a clear policy for gifted and talented (which might be a section on gifted and talented within a wider inclusion/personalisation policy and/or a strand in department and subject policies)
- identifies a coordinator and/or leading teacher for gifted and talented education who take(s) forward the school's policy on behalf of the senior leadership team
- identifies a link governor for gifted and talented
- has an agreed definition for gifted and talented pupils in its own context
- identifies its gifted and talented learners using a variety of measures as appropriate to the ages and skills of the pupils, including through the use of open-ended learning opportunities
- maintains a register of gifted and talented pupils that is broadly representative of the school population
  - NB. it is for the school to decide the number of pupils on the register but current guidance suggests that every school should identify around 10% of its pupils as gifted and/or talented
- provides appropriately creative and challenging activities in day-to-day lessons for gifted and/or talented pupils, using enrichment, extension and acceleration strategies relevant to the individual child or young person and his/her abilities
- ensures that the curriculum offer is designed in anticipation of exceptional performance from some children and young people
- seeks and acts upon the views of gifted and talented learners in improving provision
- recognises that gifted and/or talented children and young people may underachieve, including those from vulnerable groups
- provides and/or brokers additional opportunities for these pupils out of school hours, on and beyond the school site
- uses a range of quantitative and qualitative data to track, evaluate and maximise pupils' progress and to set appropriate targets
- uses a wide range of evidence to audit, evaluate and improve current practice and provision.
- communicates clearly with parents/carers and learners, and involves them in the identification process and when deciding appropriate provision
- has strong links with feeder schools and groups, and with other local groups, schools, colleges and higher/further education

## Weblinks in this document:

## Appendix 4

1. National Quality Standards [http://www.ygt.dcsf.gov.uk/FileLinks/347\\_MainLink.pdf](http://www.ygt.dcsf.gov.uk/FileLinks/347_MainLink.pdf)
2. Classroom Quality Standards <http://ygt.dcsf.gov.uk/Content.aspx?contentId=332&contentType=3>
3. Definitions of G&T [http://ygt.dcsf.gov.uk/FileLinks/312\\_new\\_guidance.pdf](http://ygt.dcsf.gov.uk/FileLinks/312_new_guidance.pdf)
4. The English Model for gifted education  
[www.ygt.dcsf.gov.uk/FileLinks/356\\_the\\_english\\_model.pps#262.6](http://www.ygt.dcsf.gov.uk/FileLinks/356_the_english_model.pps#262.6)
5. Predicted progress between key stages [www.standards.dfes.gov.uk/giftedandtalented](http://www.standards.dfes.gov.uk/giftedandtalented)
6. Identification of G&T <http://ygt.dcsf.gov.uk/Content.aspx?contentId=183&contentType=3> and  
[http://ygt.dcsf.gov.uk/FileLinks/312\\_new\\_guidance.pdf](http://ygt.dcsf.gov.uk/FileLinks/312_new_guidance.pdf)
7. Curriculum provision in different subjects [http://www.qca.org.uk/qca\\_2346.aspx](http://www.qca.org.uk/qca_2346.aspx)
8. Governors' roles and responsibilities [http://www.qca.org.uk/qca\\_1969.aspx](http://www.qca.org.uk/qca_1969.aspx)
9. The role of the Leading Teacher for G&T  
<http://ygt.dcsf.gov.uk/Content.aspx?contentId=193&contentType=1>  
and <http://www.nagcbrtain.org.uk/schools.php?id=33&anchor=26>
10. Support for parents <http://ygt.dcsf.gov.uk/HomePage.aspx?stakeholder=2>
11. The Bedfordshire Website for G&T Bedfordshire  
<http://www.schools.bedfordshire.gov.uk/g&t/index.htm>
12. Young, Gifted and Talented <http://ygt.dcsf.gov.uk/?stakeholder=14>
13. Professional Study Groups for G&T  
<http://www.schools.bedfordshire.gov.uk/g&t/educators/bedfordshire.html>
14. The National Association for Gifted Children <http://www.nagcbrtain.org.uk/>