

# Institutional Quality Standards (IQS) in Gifted and Talented (G&T) education – revised 2010

Generic elements	Entry	Developing	Exemplary
<b>A. Effective teaching and learning strategies</b>			
1. Standards and progress (SEF A2.1, 2.2, 2.4)	i. Levels of attainment and rates of progress for high attainers are in line with national averages.	i. Levels of attainment and rates of progress for high attainers show an improving trend and are above the national averages.	i. Levels of attainment and rates of progress for high attainers indicate sustainability over time and are well above national averages.
	ii. The school sets SMART targets in relation to other pupil outcomes, e.g. in talent areas, pupils' aspirations, confidence and learning behaviours. Progress is satisfactory.	ii. Progress against SMART targets is good.	ii. Progress against SMART targets is outstanding.
<b>Evidence</b>			
<b>Next steps</b>			
<b>Supporting resources</b>	To access the following resources go to <a href="http://www.standards.dcsf.gov.uk/nationalstrategies">www.standards.dcsf.gov.uk/nationalstrategies</a> and search using title or reference number. <ul style="list-style-type: none"> <li>• <i>Narrowing the Gaps: from data analysis to impact – The golden thread</i> Ref: 00792-2009PDF-EN-01</li> <li>• <i>Narrowing the Gaps: from data analysis to impact – A practical guide</i> Ref: 00912-2009PDF-EN-07</li> <li>• <i>Evaluating gifted and talented education: the school improvement partner's role in engaging the school</i> Ref: 00016-2009BKT-EN</li> </ul>		

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2. Effective provision in the classroom <b>(SEF A2.2, 2.10, 2.11, 3.1, 4.6)</b>	i. The school has an agreed understanding of what Quality First teaching (Wave 1) looks like for all, including gifted and talented pupils.	i. Teaching and learning strategies include targeted interventions to accelerate progress in order to address underachievement.	i. The school uses collaborative approaches to find out what works best in the classroom, both across the school and with other schools.
	ii. Teaching and learning is differentiated and builds upon prior learning. An appropriate balance of whole-class, group and individual activities engage pupils.	ii. Lesson planning and delivery demonstrate a range of strategies to support the development of independent learning skills. Questioning is used effectively to extend and improve learning.	ii. Lessons consistently challenge and inspire pupils, incorporating the breadth, depth and pace required to support exceptional rates of progress. Pupils routinely work creatively, independently and self-reliantly.
	iii. Opportunities exist to extend learning through new technologies.	iii. New technologies are used across the curriculum to provide targeted support and extension for gifted and talented pupils.	iii. The innovative use of new technologies makes a marked contribution to the progress and motivation of gifted and talented pupils.
<b>Evidence</b>			
<b>Next steps</b>			
<b>Supporting resources</b>	To access the following resources go to <a href="http://www.standards.dcsf.gov.uk/nationalstrategies">www.standards.dcsf.gov.uk/nationalstrategies</a> and search using title or reference number. <ul style="list-style-type: none"> <li>Classroom Quality Standards (CQS) guided resource</li> <li>Gifted and talented e-learning modules for leading teachers and then select Module 1: Teaching and learning</li> <li><i>Guidance on preventing underachievement: planning a whole-school approach</i> Ref: 00378-2009BKT-EN</li> </ul>		
3. Identification <b>(SEF A3.1, 4.6, B2.11)</b>	i. The school has an agreed definition of 'gifted and talented' and systems in place to identify gifted and talented pupils.	i. The school recognises that provision is the key to identification. It provides opportunities for teachers to consider what gifts and talents look like in their classrooms.	i. All teachers use a broad range of quantitative and qualitative data to identify gifts and talents.

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Generic elements	Entry	Developing	Exemplary
	<p>ii. The school keeps a record of the identified gifted and talented pupils, informs parents and keeps the record regularly updated.</p> <p>iii. The composition of the record broadly reflects the characteristics of the school population, and includes underachievers/pupils who demonstrate potential.</p>	<p>ii. The record is used to contribute to tracking and reviewing pupils' progress and planning targeted interventions.</p> <p>iii. The school provides opportunities for teachers to explore their understanding of inclusive approaches and issues of under-representation and underachievement in relation to gifted and talented pupils.</p>	<p>ii. All teachers share and contribute to the record.</p> <p>iii. Identification processes are regularly reviewed and the gifted and talented record is fully representative of the schools' population.</p>
<b>Evidence</b>			
<b>Next steps</b>			
<b>Supporting resources</b>	<p>To access the following resources go to <a href="http://www.standards.dcsf.gov.uk/nationalstrategies">www.standards.dcsf.gov.uk/nationalstrategies</a> and search using title or reference number.</p> <ul style="list-style-type: none"> <li>• <i>Identifying gifted and talented pupils – getting started</i> (revised May 2008) Ref: 00367-2008</li> <li>• <i>Guidance on preventing underachievement: planning a whole-school approach</i> Ref: 00378-2009BKT-EN</li> <li>• Gifted and talented e-learning modules for leading teachers and then select Module 2: Identification</li> </ul>		
<b>B. Assessment</b>			
4. Assessment <b>(SEF A3.2)</b>	<p>i. The school uses data analysis and assessment to plan learning for gifted and talented pupils.</p>	<p>i. The school makes effective use of prior, predictive and value-added data to plan for progression in learning. Routine progress reviews use both qualitative and quantitative data.</p>	<p>i. Teachers consistently use assessment data to ensure challenge and sustained progression in individuals' learning.</p>
	<p>ii. Marking and dialogue with pupils, including questioning, provide specific feedback which is used to plan next steps.</p>	<p>ii. Systematic oral and written feedback helps pupils to set challenging curricular targets. This is informed by robust and consistent</p>	<p>ii. Assessment, a whole-school approach to developing dialogue and individual target setting consistently combine to maximise</p>

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Generic elements	Entry	Developing	Exemplary
		teacher assessment.	and celebrate pupils' achievements.
	iii. Peer and self-assessment, based on clear understanding of success 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 consistently requires pupils to reflect on their own progress against targets and plan the direction of their own learning.
<b>Evidence</b>			
<b>Next steps</b>			
<b>Supporting resources</b>	To access the following resources go to <a href="http://www.standards.dcsf.gov.uk/nationalstrategies">www.standards.dcsf.gov.uk/nationalstrategies</a> and search using title or reference number. <ul style="list-style-type: none"> <li>• <i>Exemplification to support the use of Assessment for Learning (AfL) quality standards (Primary)</i> Ref: 00734-2009PDF-EN-02</li> <li>• Assessing Pupils' Progress (APP) guidance for senior leaders</li> </ul>		
5. Transfer and transition <b>(SEF A3.4)</b>	i. There are shared processes, using agreed criteria, to ensure effective transfer of information from one setting to another (e.g. between classes, years and institutions).	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 new admissions.	i. Transfer data concerning gifted and talented pupils are used to inform planning of teaching and learning at subject/aspect/topic and individual pupil level, and to ensure progression according to ability rather than age or phase.
<b>Evidence</b>			
<b>Next steps</b>			
<b>Supporting resources</b>	To access the following resources go to <a href="http://www.standards.dcsf.gov.uk/nationalstrategies">www.standards.dcsf.gov.uk/nationalstrategies</a> and search using title or reference number. <ul style="list-style-type: none"> <li>• Gifted and talented e-learning modules for leading teachers and then select Module 6: Transfer and transition</li> <li>• <i>Finding and exploring young children's fascinations – Strengthening the quality of gifted and talented provision in the early years</i> (Section 8 Next steps – moving into Key Stage 1) Ref: 00107-2010BKT-EN</li> </ul>		
<b>C. Enabling curriculum entitlement and choice</b>			

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Generic elements	Entry	Developing	Exemplary
6. Enabling curriculum entitlement and choice <b>(SEF A2.10, 2.11, A3.3)</b>	i. The curriculum is adequately matched to the needs, interests and aspirations of gifted and talented pupils. There are some opportunities for enrichment and cross-curricular provision.	i. A broad and appropriate curriculum is adjusted effectively to meet the needs of gifted and talented pupils, e.g. to enable pupils to work beyond their age and/or phase, and across subjects or topics, according to their aptitudes and interests.	i. The curriculum is highly tailored to meet the individual needs of gifted and talented pupils.
	ii. Pupils are provided with support and advice in making curriculum choices.	ii. The curriculum facilitates access to future ambitious learning pathways.	ii. There are innovative and flexible pathways which extend well beyond test/examination requirements and these result in sustained impact on pupil outcomes.
<b>Evidence</b>			
<b>Next steps</b>			
<b>Supporting resources</b>	<ul style="list-style-type: none"> <li>Personal, learning and thinking skills <a href="http://curriculum.qcda.gov.uk/key-stages-3-and-4/skills/plts/index.aspx">curriculum.qcda.gov.uk/key-stages-3-and-4/skills/plts/index.aspx</a></li> </ul>		
<b>D. Schools organisation and ethos</b>			
7. Leadership <b>(SEF A4.1, 4.2, 4.3)</b>	i. The headteacher actively champions provision for gifted and talented pupils. A named member of the governing body, senior leadership team and the leading teacher/coordinator have clear responsibilities for motivating and driving gifted and talented education.	i. All teachers are responsible for gifted and talented education, and evaluation of its impact is shared at all levels in the school. Staff subscribe to policy at all levels. Governors play a significant supportive and evaluative role.	i. Organisational structures, communication channels and the deployment of staff are flexible and creative in supporting personalised learning. Governors take a lead in celebrating achievements of gifted and talented pupils.
<b>Evidence</b>			
<b>Next steps</b>			

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Generic elements	Entry	Developing	Exemplary
<b>Supporting resources</b>	To access the following resources go to <a href="http://www.standards.dcsf.gov.uk/nationalstrategies">www.standards.dcsf.gov.uk/nationalstrategies</a> and search using title or reference number. <ul style="list-style-type: none"> <li>• <i>Excellence for All: A Gifted and Talented approach to whole-school improvement</i> Ref: 01019-2009PDF-EN-02</li> <li>• Gifted and talented e-learning modules for leading teachers and then select Module 3: Taking the lead in G&amp;T</li> <li>• Improving gifted and talented education: five workshops for school senior leaders</li> </ul>		
8. Monitoring and evaluation <b>(SEF A4.2)</b>	i. Subject and phase teams audit the quality of teaching and learning for gifted and talented pupils, e.g. using the Classroom Quality Standards. Whole-school 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 as well as numerical data.	i. Performance against ambitious targets is rigorously evaluated. Qualitative and quantitative outcomes inform whole-school planning processes.
	ii. The school plans elements of provision for gifted and talented pupils against clear objectives arising from effective whole-school self-evaluation processes.	ii. The school carries out detailed evaluation of all elements of provision for gifted and talented pupils, including non-academic aspects, against clear success criteria.	ii. The school examines and challenges its own provision to inform development of further innovative practice in collaboration with other schools.
<b>Evidence</b>			
<b>Next steps</b>			
<b>Supporting resources</b>	To access the following resources go to <a href="http://www.standards.dcsf.gov.uk/nationalstrategies">www.standards.dcsf.gov.uk/nationalstrategies</a> and search using title or reference number. <ul style="list-style-type: none"> <li>• <i>Evaluating gifted and talented education: the school improvement partner's role in engaging the school</i> Ref: 00016-2009BKT-EN</li> <li>• <i>Narrowing the Gaps: from data analysis to impact – The golden thread</i> Ref: 00792-2009PDF-EN-01</li> <li>• <i>Narrowing the Gaps: from data analysis to impact – A practical guide</i> Ref: 00912-2009PDF-EN-07</li> </ul>		
9. Policy <b>(SEF A4.1)</b>	i. The policy for gifted and talented education is integral to the school's inclusion agenda and	i. The policy directs and reflects best practice in the school, is regularly reviewed and is clearly	i. The policy includes input from the whole school community and is regularly refreshed in the

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Generic elements	Entry	Developing	Exemplary
	approaches to personalised learning. It feeds into the School Improvement Plan and is consistent with other policies.	linked to other policy documentation.	light of research and innovative national and international practice.
<b>Evidence</b>			
<b>Next steps</b>			
<b>Supporting resources</b>	To access the following resource go to <a href="http://www.standards.dcsf.gov.uk/nationalstrategies">www.standards.dcsf.gov.uk/nationalstrategies</a> and search using title. <ul style="list-style-type: none"> <li>• Gifted and talented e-learning modules for leading teachers and then select Module 3: Taking the lead in G&amp;T</li> </ul>		
10. School ethos and pastoral care <b>(SEF A2.8, 3.4, 4.6, 4.7)</b>	i. The school sets high expectations, recognises achievement and celebrates the successes of all its pupils.	i. The school fosters an environment which promotes positive behaviour for learning. Pupils are listened to and their views taken into account.	i. An ethos of ambition and achievement is agreed and shared by the whole school community.
	ii. The school identifies and addresses the particular social and emotional needs of gifted and talented pupils in consultation with pupils, parents and carers.	ii. There is specific support for able underachievers and pupils from vulnerable backgrounds.	ii. The school consistently places equal emphasis on high achievement and emotional well-being.
		iii. Strategies exist to counteract bullying and any adverse effects of social and curriculum pressures.	iii. Pupils use their gifts to benefit other pupils and the wider community.
<b>Evidence</b>			
<b>Next steps</b>			
<b>Supporting resources</b>	To access the following resources go to <a href="http://www.standards.dcsf.gov.uk/nationalstrategies">www.standards.dcsf.gov.uk/nationalstrategies</a> and search using title or reference number. <ul style="list-style-type: none"> <li>• <i>Guidance on preventing underachievement: planning a whole-school approach</i> Ref: 00378-2009BKT-EN</li> <li>• <i>Social and Emotional Aspects of Learning (SEAL): Improving Behaviour, Improving Learning</i> Ref: 0110-2005</li> <li>• Progression skills: A series of modules to raise pupils' aspirations, skills and confidence (search for this using just the term</li> </ul>		

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Generic elements	Entry	Developing	Exemplary
‘Progression skills’)			
11. Staff development <b>(SEF A4.6, 4.9)</b>	i. Staff have received professional development in meeting the needs of gifted and talented pupils.	i. The induction programme for new staff addresses issues about gifted and talented education, both at whole-school and specific subject/aspect level.	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.
	ii. The lead professional responsible for gifted and talented education has undertaken appropriate professional development.	ii. Subject/aspect and phase leaders have received specific professional development in meeting the needs of gifted and talented pupils.	ii. Priorities for the development of gifted and talented education are included within a professional development entitlement for all staff and are monitored through performance-management processes.
<b>Evidence</b>			
<b>Next steps</b>			
<b>Supporting resources</b>	<p>To access the following resources go to <a href="http://www.standards.dcsf.gov.uk/nationalstrategies">www.standards.dcsf.gov.uk/nationalstrategies</a> and search using title or reference number.</p> <ul style="list-style-type: none"> <li>• <i>Handbook for leading teachers for gifted and talented education</i> (Revised 2008) Ref: 00577-2008FLR-EN</li> <li>• Gifted and talented e-learning modules for leading teachers</li> </ul>		
12. Resources <b>(SEF A4.9)</b>	i. Provision for gifted and talented pupils is supported by appropriate budgets and resources.	i. Allocated resources include school-based and collaborative/externally available resources. These have a significant and measurable impact on pupils’ achievement and well-being, including the progress they make and their attitudes to learning.	i. Resources are used to stimulate innovative and experimental practice, which is shared throughout the school. Impact is regularly reviewed for best value.



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Evidence			
Next steps			
Supporting resources			
<b>E. Strong partnerships beyond the school</b>			
13. Engaging with the community, families and beyond <b>(SEF A4.4)</b>	i. The school informs parents/carers about its policy on gifted and talented education and developments in provision. Parents/carers contribute to identification processes.	i. The views of parents are used to inform gifted and talented education. Effective liaison contributes to improvement in achievement and well-being. There are strategies to engage and support hard-to-reach parents/carers.	i. The school provides tailored advice and guidance to parents of gifted and talented pupils to help them support their children's learning. Support for gifted and talented education is integrated with other children's services, e.g. children in care, English as an additional language.
	ii. The school shares good practice and has some collaborative provision with other schools and the wider community.	ii. There is a coherent strategy for networking with other schools and local organisations, which extends and enriches provision.	ii. There is strong emphasis on collaborative and innovative working with other schools, which impacts on quality of provision locally, regionally and nationally.
Evidence			
Next steps			
Supporting resources	To access the following resource go to <a href="http://www.standards.dcsf.gov.uk/nationalstrategies">www.standards.dcsf.gov.uk/nationalstrategies</a> and search using title. <ul style="list-style-type: none"> <li>Gifted and talented e-learning modules for leading teachers and then select Module 9: Working with parents and carers</li> </ul>		
14. Learning beyond the classroom <b>(SEF A3.3, 4.5)</b>	i. There is a shared understanding across the school of the importance of learning beyond the classroom. Pupils participate in dedicated gifted and talented activities (Wave 2 and 3 provision)	i. A coherent programme of enrichment and extension activities (through extended hours and out-of-school activities) helps to identify pupils' latent gifts and talents and to develop individual expert performance. The school evaluates	i. Innovative models of learning are developed in collaboration with schools locally and nationally, and these contribute to pupil achievement and well-being.

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Generic elements	Entry	Developing	Exemplary
	and their participation is recorded.	the impact on pupil achievement.	
<b>Evidence</b>			
<b>Next steps</b>			
<b>Supporting resources</b>	To access the following resource go to <a href="http://www.standards.dcsf.gov.uk/nationalstrategies">www.standards.dcsf.gov.uk/nationalstrategies</a> and search using title. <ul style="list-style-type: none"> <li>• Gifted and talented e-learning modules for leading teachers and then select Module 8: Learning beyond the classroom</li> </ul>		