



# **University Academy Keighley**

## **Gifted and Talented Policy**

**'Inspiring Education in the Bradford District'**

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## **1.0 Roles and Responsibilities**

- 1.0 The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the Assistant Principal – Student Progress

## **2.0 Suggested Audience:**

All teaching and support staff

## **3.0 Related Policies**

- 3.1 This policy is part of a suite of policies which should also be referred to:
- Equal opportunities for students
  - Mentoring and guidance of students
  - Assessment and reporting arrangements
  - SEN policy

## **4.0 University Academy Keighley Mission Statement**

**'Inspiring Education in the Bradford District'**

## **5.0 Introduction**

- 5.1 University Academy Keighley is fully committed to supporting and nurturing the Gifts and Talents of all its students in line with the latest advice and guidance given in the DCSF publication Excellence for All (DCSF ref:01019-2009PDF-EN-02)
- 5.2 The 'Excellence for All' guidance assumes that good provision for gifted and talented students is good provision/provided for all students. Using this guidance we will explore/identify the characteristics of successful gifted and talented students and consider how those characteristics can be developed in under-achieving or potential Gifted and Talented (G & T) students, particularly those from disadvantaged backgrounds.

## **6.0 Objective**

- 6.1 To provide a rich, challenging and differentiated curriculum, in which all students, including gifted and talented students, can achieve their full potential.

## **7.0 Aims**

- 7.1 This policy is intended to support the following aims:

- the raising of aspiration for all students;
- higher expectations of achievement for all students: and
- greater opportunities to develop enterprise, self-reliance and independence for all students.

7.2 In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

## 8.0 Definitions

*"Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)."*

### **(DCSF, 2007)**

'Gifted' students are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE; these will be entered on the National Register.

### **(DCSF, 2007)**

'Talented' students are those who have abilities in art and design, music or PE.

### **(DCSF, 2007)**

The term 'gifted and talented' refers to the top 10% the University Academy of Keighley students from age 11 to 19. We recognise that some students who are gifted and talented do not always show their ability. We intend to still recognise them as gifted and talented even though their abilities may be hidden or remain as potential. Parents and Carers will be consulted and kept updated on their child's progress.

## 9.0 Identification

9.1 The Academy will identify those students who are gifted and talented, relative to their peers in their own year group, by making a judgement based on an analysis of various sources of quantitative and qualitative information including:

- consultation with all teaching staff (nominations based on classroom observation and discussions with students);
- test scores (end of key stage levels; CAT's/ MidYIS/FFT scores);
- relevant outside agencies;
- parents'/carers' perceptions and observations;
- peer group nomination;
- self nomination; and
- nomination by primary schools for students entering the Academy in Year 7.

9.2 Identification will be on-going, never "once and for all" and will always veer on the side of the positive. Concerted efforts will be made to search out and address the needs of under achievers with latent high ability. It is important to remember that some gifted and talented students may also be on the SEN register. The gifted and talented register will be regularly reviewed and updated termly, by the named G&T coordinator, to ensure it broadly reflects the Academy's population in terms of gender, ethnic and socio-economic background.

## **10.0 Provision**

### **10.1 Provision within the curriculum**

10.1.1 All departments will have high expectations of their most able students and provide them with appropriate work and opportunities for development. Opportunities for extension work will be identified within Schemes of Work. The Academy is currently developing the capacity for independent learning, and we envisage giving gifted and talented students more access to independent extension activities.

### **10.2 Out of class activities**

10.2.1 The following are offered on a regular basis and, although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practice and extend their skills.

- Flexible Learning Days, Enrichment days, including Aim Higher events
- Residential experiences
- Academy clubs
- Musical and sporting activities

### **10.3 Provision through extra-curricular activities within the Academy**

10.3.1 Many departments provide extra-curricular activities for students with a particularly strong motivation within their subjects. There will be support for young people to develop talents for activities outside the curriculum offered within the Academy according to need.

10.3.2 University Academy Keighley will work closely with its partner primary schools to offer enrichment activities for their gifted and talented students.

### **10.4 Provision through outside agencies**

10.4.1 Parents/carers should inform the Academy if their son/daughter is engaged with any gifted and talented programme outside the Academy, e.g elite squad in a sporting activity. The Academy will then, through discussion with the parents/carers and coaches, support the student to manage both their learning and their activity to success.

10.4.2 Engagement with specific agencies, e.g. National Associations for particular support, will be identified for students, where appropriate. (See appendix 2)

## **11.0 Organisational and in-class approaches**

### **11.1 Important strategies include**

- The coherent management of groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented students in some groups there will be students who have gifts and talents in all groups.
- Adding breadth (for example, enrichment through broader range of tasks and resources).
- Increasing depth (for example, extension through complexity).
- The provision of opportunities for gifted and talented students to work with those of similar ability. This will mean that it is appropriate for students to work with older students where appropriate.
- Promotion of thinking skills through curriculum areas.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas to ensure high expectations in teachers and students.
- The development of independent learning by allowing students to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Accelerating the pace of learning within and across key stages.
- Providing personalised learning pathways that offer limitless opportunities for gifted and talented students to develop skills and expertise.
- Using students to review the curriculum content and effectiveness of different approaches to learning being used.

## **12.0 Opportunities afforded by the Virtual Learning Environment**

- 12.1 The Academy recognises that there is great potential in the Virtual Learning Environment to enhance the personalisation of learning for gifted and talented students and their teachers. We believe that the innovative use of new technologies will raise the achievement and motivation of gifted and talented students and give them opportunities to work beyond the boundaries of the national curriculum, learning from and with students in Further Education and Higher Education.

## **13.0 Co-ordination and Monitoring**

### **13.1 The Gifted and Talented Coordinator has overall responsibility for:-**

- Ensuring that the policy is implemented.
- Compiling and updating the central register termly.
- Coordinating the monitoring of progress by mentoring the gifted and talented students on the central register. Each student should be interviewed for about 15 minutes with a view to establishing some targets (individual progress plan). The targets need to be achievable and a practical limit is about two to three targets. The targets should be reviewed regularly (every six weeks is usually appropriate), not necessarily with the Gifted and Talented Coordinator, but the first negotiator needs to rewrite the individual progress plan after the review.
- Ensuring that the professional development programme includes relevant aspects of gifted and talented provision.
- Using the Institutional Quality Standards for Gifted and Talented Education (IQS) as a basis for developing a whole school development plan for gifted and talented students. (See appendix 3)
- Ensuring that all staff are fully aware of the G and T cohort and their targets.

### **13.2 The Principal is responsible for overseeing progress and providing feedback to the Academy Governors and SLT by:-**

- ensuring that the G&T coordinator implements the policy and coordinates the monitoring of progress
- ensuring that the professional development programme for all staff includes relevant aspects of gifted and talented provision.

### **13.3 All Academy staff have a responsibility for:-**

- identifying students who should be on the G&T register and referring them to the G&T coordinator for assessment;
- ensuring gifted and talented students are considered in every aspect of dept planning;
- supporting staff in the preparation and delivery of appropriate gifted and talented activities; and
- ensuring that all curriculum staff consider the range of strategies identified in this policy(see 11.1).

## **14.0 Monitoring and Review**

14.1 The Assistant Principal – Student Progress will work closely with other staff to ensure the implementation and full development of this policy and provision.

This person will regularly monitor and review this policy and make an annual written report to the Governing Body

## **15.0 Approval by the Governing Body and Review Date**

15.1 This policy has been formally approved and adopted by the Governing Body at a formally convened meeting

Policy approved: \_\_\_\_\_  
(Chair of Governing Body)

Date: \_\_\_\_\_

Date of Policy review: \_\_\_\_\_



# 16.0 Appendix 1: The National Strategies Guidance on Gifted and Talented Education in the classroom

## The National Strategies

### G&T education in the classroom

#### The G&T Programme

The main purpose of the National Strategies Programme is to support the mainstreaming of gifted and talented education, in other words to improve challenge and opportunities in the classroom so that the special gifts, abilities and talents of all pupils are revealed and nurtured, and pupils are able to fulfil their potential.



 department for  
children, schools and families

#### The essentials

The most important aspect of provision for gifted and talented pupils is the day-to-day experience in the classroom (and on the sports field, in the gym and dance studio).

- Add breadth (for example, enrichment through a broader range of tasks and resources).
- Increase depth (for example, extension through complexity).
- Accelerate the pace of learning within and across key stages.
- Promote independence in thinking and learning, and provide opportunities to self-regulate learning.
- Foster high expectations in teachers and pupils.

Handbook for leading teachers for gifted and talented education  
([www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies).  
Search using the ref 00577-2008/FLR-EN)

#### What works well

*In Year 5 maths lessons, through observations, I noticed that many pupils were not equipped with the skills or hadn't been given enough opportunities to think at a higher level or work collaboratively.*

This led to some collaborative work between a primary and a secondary leading teacher, using a coaching model and focusing on developing pupils' thinking skills.

*We coached each other in the planning of 2 sessions and observed each other teach 1 lesson, giving constructive feedback... Coaching is a great way of supporting professional development.*

*[It helped me to realise] how much pupils can do without the teacher guiding them. It is essential to plan for collaborative work so that these important life skills are developed.*

Karen Smith,  
Coppetts Wood Primary School, Barnet

(<http://whatworkswell.standards.dcsf.gov.uk/viewcasestudy/introduction/casestudyid=2829&recordid=2442>)

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## 17.0 Appendix 2: Further information

### Key websites

#### **National Strategies**

The gifted and talented focus area provides a range of guidance, materials and resources to support school leaders and leading teachers in meeting the needs of gifted and talented students, including identifying and supporting the 'hidden gifted'.

[www.standards.dcsf.gov.uk/secondary/keystage3/issues/focus/ws\\_gt\\_pri\\_sec](http://www.standards.dcsf.gov.uk/secondary/keystage3/issues/focus/ws_gt_pri_sec)

#### **Young, Gifted and Talented**

A key site that hosts the Student Academy and the IQS and CQS with user guides, plus information and advice, details about resources and information about Regional Partnerships. Includes opportunities for gifted and talented students and also offers guidance and information for parents and governors. Leading teachers will be particularly interested in the school/college area accessed from the home page. (NB: The information from this website is being moved to the National Strategies website above).

<http://ygt.dcsf.gov.uk>

#### **National Association for Able Children in Education (NACE)**

NACE is for teachers of able, gifted and talented children and offers training, resources and the Challenge Award. For a comprehensive list of books on the teaching of able, gifted and talented children visit the NACE website.

[www.nace.co.uk](http://www.nace.co.uk)

#### **The National Association for Gifted Children (NAGC)**

The main organisation that supports the parents of gifted children and provides advice and guidance.

[www.nagcbrtain.org.uk](http://www.nagcbrtain.org.uk)

#### **Physical Education and School Strategy for Young People (PESSYP)**

The focus of PESSYP is to improve the identification, support and provision gifted students in PE and talented performances in sport. This website gives access to the major elements of the programme, including PE Quality Standards for gifted and talented students.

[www.teachernet.gov.uk/teachingandlearning/subjects/pe](http://www.teachernet.gov.uk/teachingandlearning/subjects/pe)

#### **National Competition Framework for PE and sport**

The Talent Ladder website for the Youth Sport Trust is a source of information that enables support to be given to gifted and talented sports people in schools.

[www.talentmatters.org](http://www.talentmatters.org) and [www.talentladder.org](http://www.talentladder.org)

### **Oxford Brookes University (OBU)**

OBU has led the national training for the Excellence in Cities (EiC) National Development Programme in gifted and talented education and has a range of publications and guidance available to teachers.

[www.brookes.ac.uk/schools/education/rescon/cpdgifted/cpdmatsguide.html](http://www.brookes.ac.uk/schools/education/rescon/cpdgifted/cpdmatsguide.html)

### **Qualifications and Curriculum Authority (QCA) guidance**

The QCA's website contains detailed subject-specific guidance for both core and foundation subjects and covers all phases, web-based downloadable national guidance on gifted and talented education. Comprehensive, generic, subject-specific, Foundation Stage, Key Stage 1, Key Stage 2 (plus secondary).

[www.nc.uk.net/gt/](http://www.nc.uk.net/gt/)

### **QCA Tasks for the More Able**

Key Stage 1 at: [http://www.qca.org.uk/qca\\_9146.aspx](http://www.qca.org.uk/qca_9146.aspx)

Key Stage 2 at: [http://www.qca.org.uk/qca\\_9222.aspx](http://www.qca.org.uk/qca_9222.aspx)

Key Stage 3 at: [http://www.qca.org.uk/qca\\_9399.aspx](http://www.qca.org.uk/qca_9399.aspx)

### **Guidance for teaching students gifted and talented in the arts (DfES, 2006)**

This guidance has been produced specifically to help schools identify and support students talented in art and design, dance and drama, including moving image and music. It can be downloaded from:

[www.creativegeneration.org.uk](http://www.creativegeneration.org.uk)

### **The Primary Framework for literacy and mathematics**

The aim of the Primary Framework for literacy and mathematics is to support and increase all children's access to excellent teaching, leading to exciting and successful learning.

[www.standards.dcsf.gov.uk/primaryframeworks](http://www.standards.dcsf.gov.uk/primaryframeworks)

### **The Secondary Framework**

The renewed Secondary Frameworks for English, mathematics, science and ICT offer:

- learning objectives for both Key Stages 3 and 4;
- direct links to new programmes of study;
- increased emphasis on key concepts and processes
- guidance on planning and teaching to ensure effective progression;
- an electronic format to support flexible planning.

[www.standards.dcsf.gov.uk/secondary/frameworks](http://www.standards.dcsf.gov.uk/secondary/frameworks)

Mensa UK

<http://www.mensa.org.uk/>

## 18.0 Appendix 3: National Quality Standards

### NATIONAL QUALITY STANDARDS IN GIFTED AND TALENTED EDUCATION

Generic Elements	Entry	Developing	Exemplary
<b>A- Effective teaching and learning strategies</b>			
1. Identification	i. The school/college has learning conditions and systems to identify gifted and talented students 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 students are screened annually against clear criteria at school/college and subject/topic level	i. <b>Multiple criteria and sources of evidence</b> are used to identify gifts and talents, including through the use of a broad range of quantitative and qualitative data
	ii. An <b>accurate record</b> of the identified gifted and talented population is kept and updated.	ii. The record is used to identify under-achievement and <b>exceptional achievement</b> (both within and outside the population) and to track/review student <b>progress</b>	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 <b>social and economic composition</b> , gender and ethnicity	iii. <b>Identification</b> systems address issues of <b>multiple exceptionality</b> (students with specific gifts/talents and special educational needs)	iii. <b>Identification</b> processes are regularly reviewed and refreshed in the light of student performance and value-added data. The gifted and talented population is fully representative of the school/college’s population
<b>Evidence</b>			
<b>Next steps</b>			
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	i. Teaching and learning strategies are diverse and flexible, meeting the needs of distinct student groups within the gifted and talented population (e.g. able	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/college and with

	teaching repertoire		underachievers, exceptionally able)		other schools and colleges
	ii. Teaching and learning is differentiated and delivered through both individual and group activities		ii. A range of challenging learning and teaching strategies is evident in lesson planning and delivery. <b>Independent learning</b> skills are developed.		ii. Teaching and learning are suitably challenging and varied, incorporating the <b>breadth, depth</b> and <b>pace</b> required to progress high achievement. Students routinely work independently and self-reliantly
	iii. Opportunities exist to extend learning through <b>new technologies</b>		iii. The use of <b>new technologies</b> across the curriculum is focused on <b>personalised learning</b> needs		iii. The innovative use of <b>new technologies</b> raises the achievement and motivation of gifted and talented students
<b>Evidence</b>					
<b>Next steps</b>					
3. Standards	i. Levels of <b>attainment</b> and <b>achievement</b> for gifted and talented students are comparatively high in relation to the rest of the school/college population and are in line with those of similar students in similar schools/colleges		i. Levels of <b>attainment</b> and <b>achievement</b> for gifted and talented students are broadly consistent across the gifted and talented population and above those of similar students in similar schools/colleges		i. Levels of <b>attainment</b> and <b>achievement</b> for gifted and talented students indicate sustainability over time and are well above those of similar students in similar schools/colleges
	ii. Self-evaluation indicates that gifted and talented provision is satisfactory		ii. Self-evaluation indicates that gifted and talented provision is good		ii. Self-evaluation indicates that gifted and talented provision is very good or excellent
	Schools/colleges gifted and talented education programmes are explicitly linked to the achievement of SMART outcomes and these highlight improvements in students' attainment and achievement				
<b>Evidence</b>					
<b>Next steps</b>					
<b>B - Enabling curriculum entitlement and choice</b>					

4. Enabling curriculum entitlement and choice	i. Curriculum organisation is flexible, with opportunities for enrichment and increasing subject/topic choice. Students are provided with support and guidance in making choices	i. The curriculum offers opportunities and guidance to students which enable them to work beyond their age and/or phase, and across subjects or topics, according to their aptitudes and interests	i. The curriculum offers <b>personalised learning pathways</b> for students which maximise individual <b>potential</b> , retain flexibility of future choices, extend well beyond test/examination requirements and result in sustained impact on student <b>attainment and achievement</b>
<b>Evidence</b>			
<b>Next steps</b>			
<b>C- Assessment for learning</b>			
5. Assessment for learning	i. Processes of data analysis and student assessment are employed throughout the school/college to plan learning for gifted and talented students	i. Routine progress reviews, using both qualitative and quantitative data, make effective use of prior, predictive and value-added <b>attainment</b> data to plan for progression in students' learning	i. <b>Assessment data</b> are used by teachers and across the school/college to ensure challenge and sustained progression in individual students' learning
	ii. Dialogue with students provides focused feedback which is used to plan future learning	ii. Systematic oral and written feedback helps students to set challenging curricular targets	ii. Formative assessment and individual target setting combine to maximise and celebrate students' achievements
	iii. Self and peer assessment, based on clear understanding of criteria, are used to increase students' responsibility for learning	iii. Students reflect on their own skill development and are involved in the design of their own targets and tasks	iii. Classroom practice regularly requires students to reflect on their own <b>progress</b> against targets, and engage in the direction of their own learning
<b>Evidence</b>			
<b>Next steps</b>			
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 students, including parental input, informs targets for students to ensure <b>progress</b> in learning. Particular attention is given to including new admissions	i. Transfer data concerning gifted and talented students are used to inform planning of teaching and learning at subject/aspect/topic and individual student level, and to ensure progression according to ability rather

				than age or phase
<b>Generic Elements</b>	<b>Entry</b>	<b>Developing</b>	<b>Exemplary</b>	
<b>Evidence</b>				
<b>Next steps</b>				
<b>D – School/College organisation</b>				
7. Leadership	i. A named member of the governing body, Senior Management Team and the lead professional responsible for Gifted and Talented education have clearly directed responsibilities for motivating and driving gifted and talented provision. The Head teacher actively champions gifted and talented provision	i. <b>Responsibility</b> for gifted and talented provision is <b>distributed</b> , and evaluation of its impact shared, at all levels in the school/college. 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 (e.g. workforce remodelling) are flexible and creative in supporting the delivery of <b>personalised learning</b> . Governors take a lead in celebrating achievements of gifted and talented students	
<b>Evidence</b>				
<b>Next steps</b>				
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	
<b>Evidence</b>				
<b>Next steps</b>				
<b>D – School/College organisation</b>				
9. School /College ethos and	i. The school/college sets high expectations, recognises achievement and celebrates the successes of all its students	i. The school/college fosters an environment which promotes positive behaviour for learning. Students are listened to and their views taken into	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	

pastoral care		account.	celebrated
	ii. The school/college identifies and addresses the particular social and emotional needs of gifted and talented students in consultation with students, parents and carers	ii. Strategies exist to counteract bullying and any adverse effects of social and curriculum pressures. Specific support for able underachievers and students from different cultures and social backgrounds is available and accessible	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 students. There are opportunities for students to use their gifts to benefit other students and the wider community
<b>Evidence</b>			
<b>Next steps</b>			
10. Staff development	i. Staff have received professional development in meeting the needs of gifted and talented students	i. The induction programme for new staff addresses gifted and talented issues, both at whole school/college and specific subject/aspect level	i. There is <b>ongoing audit of staff needs</b> 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. The lead professional responsible for Gifted and Talented education has received appropriate professional development	ii. Subject/aspect and phase leaders have received specific professional development in meeting the needs of gifted and talented students	ii. Priorities for the development of gifted and talented provision are included within a professional development entitlement for all staff and are monitored through performance management processes
<b>Evidence</b>			
<b>Next steps</b>			
11. Resources	i. Provision for gifted and talented students 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 the	i. Resources are used to stimulate innovative and experimental practice, which is shared throughout the school/college and which are regularly



			progress that students make and their attitudes to learning		reviewed for impact and best value
<b>Evidence</b>					
<b>Next steps</b>					
<b>D – School/College organisation</b>					
12. Monitoring and evaluation	i. <b>Subject and phase audits</b> focus on the quality of teaching and learning for gifted and talented students. Whole school/college targets are set using prior <b>attainment</b> data		i. Performance against targets (including at student level) is regularly reviewed. Targets include qualitative pastoral and curriculum outcomes as well as numerical data		i. Performance against targets is rigorously evaluated against clear criteria. Qualitative and quantitative outcomes 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, including non-academic aspects of gifted and talented provision 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
<b>Evidence</b>					
<b>Next steps</b>					
<b>E - Strong partnerships beyond the school</b>					
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 <b>identification</b> processes and are kept informed of developments in gifted and talented provision, including through the School Profile		i. Progression of gifted and talented students 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 (e.g. Sure Start, EAL, traveller, refugee, <b>LAC Services</b> )
	ii. The school/college shares good practice and has some collaborative provision with other schools, colleges and the		ii. A coherent strategy for networking with other schools, colleges and local community organisations extends and		ii. There is strong emphasis on collaborative and innovative working with other schools/colleges which

	wider community		enriches provision		impacts on quality of provision locally, regionally and nationally
<b>Evidence</b>					
<b>Next steps</b>					
14. Learning beyond the classroom	i. There are opportunities for students 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 students' 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. Students participate in dedicated gifted and talented activities (e.g. summer schools) and their participation is recorded		ii. Local and national provision helps meet individual students' 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
<b>Evidence</b>					
<b>Next steps</b>					

