



Meeting the Challenge

Quality Standards in Education for More Able and Talented Pupils



Guidance

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National Association
for Able Children
in Education
Cymru 

Meeting the Challenge

Audience	Local Education Authorities (LEAs) and all maintained schools in Wales; school Governors, parents and interested organisations.
Overview	This guidance document has been designed to provide advice to schools and LEAs on meeting the educational needs of more able and talented pupils. The Standards contained within this guidance aim to support schools and LEAs in identifying assessing and providing for more able and talented pupils as part of a whole school improvement agenda.
Action required	None - for information.
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Related documents	'A Curriculum of Opportunity,' ACCAC (2003) Inclusion and Pupil Support, Welsh Assembly Government (2005)

Acknowledgement

The Quality Standards contained in this guidance were developed by the Welsh Assembly Government in collaboration with the National Association for Able Children in Education (Cymru). Grateful thanks to Johanna Raffan, Director of NACE and Val Scott, Chair of NACE Cymru. They are based on the NACE Challenge Award "Provision for Able, Gifted and Talented pupils: A Self Evaluation Framework for Schools and Local Authorities" written and developed by Heather Clements, Deputy Director Children Services, Harrow Council and Elaine Ricks, School Improvement Adviser, West Berkshire in conjunction with NACE.

Foreword

The Welsh Assembly Government aims to develop Wales as a 'learning country' in which all children and young people are given opportunities and encouragement to maximise their potential. We want all our pupils to have the best start in life, the opportunity to reach their full potential, and a clear entitlement to influence the services that affect them.

There is no universally agreed definition of the pupils who generally would be assessed as 'more able'. Descriptions can include genius, gifted, exceptionally able, very bright, high flyer, very able and more able. In Wales, we have adopted the term 'more able and talented' to describe pupils who require opportunities for enrichment and extension that go beyond those provided for the general cohort of pupils. More able pupils, given extended opportunities, will not only discover but also develop their talents. The term 'more able and talented' encompasses pupils who are more able across the curriculum as well as those who show talent in one or more specific areas and strengths in leadership, team working and entrepreneurial skills.

These Standards have been developed to support schools and LEAs in meeting the needs of more able and talented pupils. It complements the guidance issued by ACCAC in 2003, "A Curriculum of Opportunity." In this guidance we consider how schools and LEAs might develop a supportive ethos to meet the needs of all pupils regardless of emotional, social, linguistic, cultural, physical or intellectual differences.

Schools that meet these standards are likely to be well placed to demonstrate that they have effective procedures for monitoring and self evaluation of their work to raise standards for more able and talented pupils. Estyn Inspectors will take account of this work in their inspections of schools and LEAs.

All pupils must be allowed to discover their potential through a curriculum of opportunity. All abilities and talents can then be nurtured through an enriched curriculum and extended learning experiences. Making provision to meet the needs of more able and talented pupils therefore will benefit all pupils.

I hope you find this guidance useful.

A handwritten signature in black ink that reads "Jane Hutt". The signature is written in a cursive, flowing style.

Jane Hutt

Minister for Children, Education, Lifelong Learning and Skills

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Introduction

“All learners have individual learning requirements and need access to a range of approaches to meet their needs. We aim to ensure that all learners have the best possible start in life, the opportunity to reach their full potential, and a clear entitlement to influence the services that affect them. We recognise that the health, emotional, and social needs of learners are significant factors in supporting their access to learning.”

The Learning Country2: Delivering the Promise

1. The Welsh Assembly Government aims to develop Wales as ‘a learning country’ in which all individuals are given the opportunities and encouragement to achieve their full learning potential. The Welsh Assembly Government is committed to fostering high levels of achievement for all its pupils:

2. In July 2003 the Welsh Assembly Government issued a consultation document ‘*Educating Pupils who are More Able and Talented: Guidance for Local Education Authorities*’. The consultation focused on:

- **Definition:** in terms of creating an inclusive definition in Wales;
- **Aims and objectives of the Guidance in relation to LEAs:** promoting inclusive practice and equality of opportunity, and clarifying issues in relation to identification, assessment and provision;
- **Identification:** discussing a range of approaches and procedures that LEAs can implement to support schools in identifying their more able and talented pupils;
- **Effective provision for more able and talented pupils:** examining teaching and learning styles, matching provision to individual needs, and extra curricular activities and partnerships;
- **Managing provision for more able and talented pupils:** describing roles and responsibilities in relation to LEAs; and
- **Management guidelines for LEAs:** ways in which LEAs can monitor, assess and evaluate their own strategies.

3. In 2003, ACCAC issued *A Curriculum of Opportunity: Developing Potential into Performance*, guidance for schools on meeting the needs of more able and talented pupils. It included detailed guidance for schools on a range of issues including the identification of more able and talented pupils, learning styles, organisation of teaching groups, opportunities beyond the classroom, and developing effective school policy.

4. This guidance complements ‘*A Curriculum of Opportunity*’ and provides advice to LEAs on how to support schools in meeting the needs of more able and talented learners. It also aims to enhance and support the documentation and procedures that some LEAs already have in place.

Definition

5. This guidance subscribes to the definitions of 'more able and talented' set out in *A Curriculum of Opportunity: Developing Potential into Performance*. In Wales the term 'more able and talented' encompasses approximately 20% of the total school population, and is used to describe pupils who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas. In every school there will be a group of pupils who require greater breadth and depth of learning activities than is normally provided for the usual cohort of learners.

6. Ability and talent can manifest itself in many different ways e.g. academic, practical, creative and social fields of human activity. The needs of more able and talented pupils cannot be separated from the move to raise standards for all pupils. Research shows that schools that focus on the needs of more able and talented pupils improve the quality of learning and raise standards of achievement for all pupils.

'It is important that the LEA takes a leadership role in supporting schools in the development of good practice, and raises awareness of the fact that meeting the needs of more able pupils leads to higher standards for all.'

Curriculum of Opportunity 2003

The Role of the LEA

7. It is the role of the LEA to support schools in helping all pupils, including those who are considered to be more able and talented, to achieve their full learning potential.

8. LEAs can support schools in **developing their provision** by providing:

- in-service training for senior managers, co-ordinators, curriculum leaders and class teachers;
- good quality materials, including reference to relevant websites;
- links with external agencies e.g. arts, business;
- opportunities for curriculum leaders and school managers to share best practice in making provision for more able and talented pupils; and
- training opportunities and support for school governors to develop their understanding about the identification and provision for more able and talented learners.

9. LEAs can help schools to **extend their provision** for more able and talented pupils by:

- monitoring and evaluating the effect of school and LEA provision for more able and talented pupils;
- identifying sources of funding that can support the further development of provision;
- encouraging joint planning and use of resources to meet the needs of these pupils e.g. groups of schools, LEA consortia, summer schools; and
- enhancing the provision for such pupils through joint work with schools and partnerships with other national and local groups and providers.

10. LEAs can help schools **to secure high standards** and promote school improvement by:

- providing relevant information to schools to encourage them to offer appropriate challenges to more able and talented pupils;
- providing help and advice on school leadership and management, curriculum, pedagogy and transition in relation to these pupils, and disseminating best practice;
- identifying and promoting improvements in schools in which provision for more able and talented pupils is causing concern; and
- giving advice and support to parents and teachers about making provision for more able and talented pupils.

11. LEAs can support schools in **identifying** more able and talented pupils by providing:

- guidance and training for teachers and school managers on a variety of assessment methods and using assessment information;
- schools with information about pupils' attainment that will ensure identification especially after transition between schools;
- relevant feedback to schools to develop their practices; and
- specific guidance and support in the assessment of pupils from minority groups.

12. To ensure that the needs of more able and talented pupils from different socio-economic groups and minority groups are met, the LEA should promote arrangements for identification and assessment of needs and subsequent provision that is equally accessible to children who:

- are educated in mainstream schools;
- are educated otherwise than at school;
- are from minority ethnic groups;
- are travellers;
- are in the 'looked after' system;
- have additional needs or disabilities;
- have English as an additional language;
- are educated 'out of county'; and
- are excluded from school.

13. In order **to provide consistent and coherent support** for schools to develop and implement effective provision for more able and talented learners, LEAs need to:

- establish an LEA policy on the education of more able and talented learners;
- develop the policy in partnership with schools;
- make the policy available to all relevant partners in the education of such pupils;
- encourage and assist schools to develop and implement their own school policy on provision for able and talented learners;
- monitor and evaluate the impact of the LEA policy on practice and standards; and
- review the policy at regular intervals.

14. In **considering strategies and developing a policy** LEAs should consider:

- how to raise teachers' awareness and ability to identify and respond to pupils who are more able and talented;

- how to use data that is LEA/school/individual pupil based to assist in the identification of such pupils;
- what training schools need to interpret the data for themselves;
- guidance on the implementation of schools' policies on providing for more able and talented learners;
- how to recognise and address underachievement of pupils;
- the roles and responsibilities of the LEA in relation to parents, learners and governors;
- how the policy may be monitored and evaluated.

15. The LEA should **monitor the implementation and effectiveness of the policy** on a regular basis through:

- monitoring the extent to which the objectives in the Authority's strategy are met;
- analysing progress of high attaining pupils using a range of indicators;
- annual joint reviews of standards and school provision by performance management consultations and head teachers;
- review of Estyn inspection reports;
- analysis of any parental concerns or complaints about provision;
- review of participation of teachers in relevant training; and
- review of the addition to the range of provision made within the authority.

16. A **self evaluation framework** for schools is included at Appendix 1. LEAs should look at ways of supporting schools in implementing and developing the following:

- a whole-school policy that is being implemented effectively (Standard 1);
- accurate identification of pupils (Standard 2);
- regular tracking of pupil attainment, including at transition (Standard 3);
- a range of teaching approaches to reflect pupils' learning needs, suitably broad and flexible curriculum and appropriate pastoral care (Standard 4);

‘Schools should ensure that they develop an ethos which challenges negative stereotypes about more able and talented pupils, together with effective pastoral systems to support their personal, social and emotional needs. Schools need to be alert to under-achievement, particularly among groups who may be disadvantaged.’

**Curriculum
of Opportunity
2003**

- clear procedures in place to identify under-achievement, including targets and learning goals (Standard 5);
- a professional development programme that includes a focus on teaching and learning and reflects individual staff needs (Standard 6);
- strategies to support exceptionally able pupils e.g. additional and different curriculum opportunities (Standard 7);
- appropriate resources including ICT and access to opportunities for independent learning (Standard 8);
- taking account of the views of parents/carers and more able and talented pupils and working with partners to enhance provision (Standard 9);
- procedures for monitoring and evaluating the effectiveness of the whole school policy (Standard 10).

Provision in Schools

17. Underpinning provision for able pupils is the recognition that schools provide educational opportunities, recognising that all pupils have a range of abilities, talents and learning needs. Pupils need to have a range of opportunities and challenges to make the most of their talents and skills, inside and outside the classroom. Underachievement needs to be identified as well as ensuring that the needs of exceptionally able pupils are met. This will also have implications for staff training that will need to equip all teachers to develop the talents and abilities of these pupils. This task, although challenging, will link with schools’ developing approaches to teaching and learning, and will raise expectations for all pupils.

18. More able and talented 14-19 year olds will benefit from enhanced opportunities offered through the Assembly Government’s Learning Pathways policy. Each learner should have an individual learning pathway which meets their needs, and which may involve some provision at another school or learning setting. 14-19 Networks in each local authority area should ensure that provision is made for more able and talented learners in this age group.

'Making provision to meet the needs of more able and talented pupils therefore will benefit all pupils.'

Curriculum of Opportunity 2003

Meeting the Challenge - Quality Standards

19. The Standards contained in this guidance have been devised to support schools by providing a clear framework for whole school quality provision for more able and talented pupils. The Standards will help schools to develop an action plan for their provision, and will ensure that their approach is inclusive. The Standards will cover all aspects and will support a whole school approach to raising standards. Inspection has shown that schools that provide well for able pupils, generally provide well for all pupils because individual needs are focussed upon across the curriculum.

Success for All

20. Research has shown that high ability and talent are a developmental phenomena, which can rise and fall over time. Young people who go on to be successful also need to have self-belief, perseverance and the courage to take risks. A rich educational environment will shape these attitudes to learning, developing intrinsic motivation, curiosity, and love of learning that will equip young people with what Renzulli (1995) describes as the "task commitment" to succeed in life. These Standards describe how schools can set about ensuring that all pupils have the educational experience that will help lead them on to that fulfilment in life.

The Three Levels of Entry

21. In developing quality provision for more able and talented pupils, schools will be at different starting points and the Standards can therefore be used flexibly to meet the needs of individual schools.

The Standards can be used on three levels as:

1. a development tool
2. an audit/action plan tool
3. as an assessment tool

The Standards as a Development Tool

22. For schools that are at an early stage of developing whole school provision for more able and talented pupils, the Standards will provide a clear structure and direction for longer term planning. The Standards will aid planning and will also provide purposeful links with other whole school teaching and learning initiatives in the school development plan. A school at the Development Stage may typically have some of the following characteristics:

- Whole school policy for more able and talented provision is not recent, or not yet formulated and auditing provision is at emergent stages. The SMT/ co-ordinator has not yet undertaken whole school or subject auditing and action planning.
- Identification of more able and talented pupils is not yet part of a whole school rationale, and provision will be limited. Identification may only be linked to academic ability.
- Whole staff or departmental discussion around able pupil issues may not have taken place, and monitoring of teaching, learning and pupil tracking does not have a systematic focus on able pupils across the curriculum
- The concept of underachievement, including that of very able pupils, may not be recognised on a whole school basis.

23. The overarching purpose of the Standards is to provide schools with a mechanism to develop a whole school strategy, including an action plan, to support provision for more able and talented pupils. Schools in the Development Stage may wish to use the Standards initially as a prompt for further action to develop their provision with a focus on particular key areas. However, it is important that the key issues around identification and provision as outlined in "Overcoming Difficulties" are discussed as early as possible so that staff can be considering the implications for their day-to-day teaching.

24. Schools may find that they progress in some Standards quite quickly through the Development Stage once whole staff discussion has taken place, and will soon be ready to move to the next step to use the Standards to audit and action plan for whole school improvement.

The Standards as an Audit/Action Planning Tool

25. Schools that have already developed policies and practices for more able and talented pupils will be ready to use the Standards as a whole school audit. The audit will recognise the good practice that is already in place, but will provide appropriate next steps to achieve whole school quality provision. Please refer to Annex 2.

The Standards as an Assessment Tool

26. Schools that have been systematically developing quality provision and action planning for more able and talented pupils can use the Standards to continually assess their provision as part of their ongoing assessment and self evaluation.

The Challenge Award

The Standards contained within this guidance have been developed by the National Association of Able Children in Education and adapted by the Welsh Assembly Government. They have been piloted across schools in England and Wales and have been developed and refined to aid school improvement and improve support for more able and talented pupils.

NACE also offers schools the opportunity to achieve a quality mark based on these Standards, known as "The Challenge Award". This is an award for primary and secondary schools that recognises and celebrates quality whole school provision for more able and talented pupils. The Award is separated into 10 Elements as illustrated by the Standards in this guidance and which provide a whole school framework for the continuous improvement of provision for those able pupils. The Elements cover all the key areas that impact on the learning of more able and talented pupils and to achieve the Award a school would have to provide evidence that it can meet the criteria outlined in each Standard.

Further information can be obtained from:

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Meeting the Challenge - The Quality Standards

Standard 1: A whole school strategy, including an action plan, to support more able and talented Pupils

27. The success of provision for more able and talented pupils will depend on the development of a whole school approach and understanding of how to meet the needs of such pupils. The school Action Plan, will make clear how schools will manage and develop provision. The criteria, linked to the suggested evidence, will provide an audit framework. It may be that standards contained in schools' action plans will link with the strategy for Teaching and learning, as well as the School Development Plan (Curriculum of Opportunity Section 6).

Standard 2: Identification strategies and criteria

28. It is necessary to identify more able and talented pupils in order to create appropriate opportunity and provision. Schools will need to demonstrate a wide range of assessment strategies to ensure that all types of abilities are recognised, and that talents in sports and arts as well as academic subjects are identified (*Curriculum of Opportunity Section 2*).

Standard 3: A target for improvement of the school's provision and the performance of more able and talented pupils

29. The whole school action plan for provision for more able and talented should make clear what improvements will be brought about through its implementation. Those outcomes will be both quantitative and qualitative. For example, schools may aim to increase the breadth of extra-curricular programmes, or improve National Curriculum attainment levels. Individual pupil targets will be an important part of the evidence in this standard, and schools will need to show that they track the progress of more able and talented pupils. In some, cases schools will also need to target the performance of your selected pupils (*Curriculum of Opportunity Section 6*).

Standard 4a: The school uses a range of learning styles, teaching approaches and organisational strategies to meet the needs of more able and talented pupils

Standard 4b: The curriculum offers breadth, depth and flexibility to meet the needs of more able and talented pupils

Standard 4c: The provision addresses the pastoral care of more able and talented pupils as well as their learning needs

30. Providing challenge in day to day teaching is central to meeting the needs of more able and talented pupils. Evidence will show that teaching is motivational, provides challenge, reflects assessment for learning principles, and is appropriately differentiated to meet the needs of learners. Pupils also need the opportunity to develop the skills of independent learning. There also needs to be evidence of regular staff development which focuses on improving teaching and learning. The curriculum should be suitably broad, balanced and flexible to take account of the personal learning needs of more able and talented pupils. High quality careers guidance and pastoral support ensures that more able and talented pupils make choices that are appropriately aspirational, and helps secure their emotional well being. (*A Curriculum of Opportunity Sections 1, 3, 4*).

Standard 5: Regular reviews to identify underachievement and support individual pupils

31. The recognition that some pupils, for various reasons, may not be fulfilling their potential is an important aspect of ensuring quality provision for all pupils. To meet this standard, schools will have to demonstrate not only that the progress of more able and talented pupils is regularly discussed and reviewed, but also that there are clear procedures to identify underachievement. These pupils will then have to have specific targets or learning goals. Too many pupils, either for social or personal reasons, or simply through lack of good provision and low expectations, have abilities or talents that remain undeveloped throughout their school career. This is sometimes because such pupils can seem disaffected with school and can often

lack motivation, or they are content just to “get by” in an attempt to hide their exceptionality. There are also pupils whose abilities may be not be recognised because they are “masked” through barriers to learning e.g. dyslexia, dyscalculia, or through speaking Welsh/English as an additional language (*Curriculum of Opportunity Section 2*).

Standard 6: A commitment to improve the skills of all staff in the school to meet the needs of more able and talented pupils.

32. In order to develop quality provision for more able and talented pupils, it is essential that all staff are trained in understanding the needs of more able and talented pupils and how to provide for them in their daily classroom teaching. Research has shown that these pupils cannot make progress without the means to learn, and with specific provision and adult guidance, pupils will learn at a far greater speed than that of their peers. All curriculum subjects need to offer high-level learning opportunities in their classrooms. Teachers need to have a wide repertoire of approaches, and be able to challenge pupils’ thinking through probing questioning and a problem solving approach to learning. Teachers also need to help pupils reflect on their own learning and thinking, so that pupils know how they learn best. It will be the role of the school co-ordinator for more able and talented pupils to ensure that the needs of able pupils are met through the staff development programme (*Curriculum of Opportunity Sections 1,3,4,5*).

Standard 7: The school has programmes to support exceptionally able pupils

33. Most schools will be able to meet the needs of exceptionally able pupils through their own quality curriculum provision, but there will be times when support needs to be provided through links with other organisations, subject specialist support, or with learning mentors. For this standard, schools need to show that they have strategies to provide for exceptionally able pupils and that they recognise that, without supportive intervention, these pupils’ needs may not be met (*Curriculum of Opportunity Definition and Section 5*).

Standard 8: The school has a range of appropriate resources including ICT

34. It is important that teachers have access to appropriate resources to provide for differentiation, extension and enrichment activities. The teaching and learning materials used need to promote an approach of active learning that challenges pupils' thinking. Resources should also reflect the fact that pupils learn in different ways. It is also essential that pupils are able to develop the skills of independent learning. Increasingly, the role of ICT has become important in providing more able and talented pupils with access to on-line learning opportunities. To achieve this standard, schools will need to show that they have taken an audit of resources within the school (*Curriculum of Opportunity Sections 1,3,4,5*).

Standard 9a: Listening to and taking account of the views of more able and talented young people and encouraging them to take responsibility for their own learning

Standard 9b: Listening to and taking account of the views of parents/carers of more able and talented pupils, keeping them informed and encouraging them to take responsibility for supporting their child's learning at school

Standard 9c: Working with partners to enhance the provision for more able and talented pupils

35. One of the most important ways in which schools can evaluate their success in providing for more able and talented pupils is to consult with them to seek their views and take action based on what they have to say. These pupils will tend to attain well because of their natural ability, but whether they are being challenged sufficiently to achieve their best outcomes can be judged through honest, regular, pupil consultation processes. The involvement of parents or carers plays a vital role in supporting the learning of more able and talented pupils. Some parents need help and advice about how to support a very able child. Parents are also a source of information about abilities and talents their child may demonstrate out of school. Knowing

that their child has been identified as able means that parents can encourage their child to achieve their best and develop self-belief. Even if parents do not wish to become involved, they should still receive information about the school's approach to supporting more able and talented pupils, and opportunities that are available. Some schools will be working with a range of partners in order to enhance provision. Partnerships need to work collaboratively to ensure that the learning experiences of more able and talented pupils is coherent and of a consistently high quality. Resources should be deployed across partnerships to maximise opportunities for more able and talented learners (*Curriculum of opportunity Section 2, Appendix 5*).

Standard 10: An effective procedure for monitoring the action plan and the effectiveness of the school's policy for more able and talented pupils

36. It is important that action plans are regularly monitored and reviewed to assess the effectiveness of the whole school policy. To meet this standard, schools will need to demonstrate that the policy will be reviewed and that teaching and learning are monitored through a variety of means. Talking to pupils is a valuable way of evaluating provision. Governors also need to be involved in this process, and be fully informed about the school's policy for providing for more able and talented pupils (*Curriculum of Opportunity Section 6*).

Implementing the Standards

The co-ordination of practice and provision for more able and talented pupils will be strengthened by having a nominated member of staff as a 'champion'. The co-ordinator will require support from senior managers to meet responsibilities effectively.

Curriculum of Opportunity

Whole School Commitment

37. Commitment to meeting the Standards needs to be shared by the whole school with a strong involvement from the head teacher and the senior management team. Governors also need to be involved. The starting point might be for the senior management team with the able pupil co-ordinator to discuss the Standards to see which aspects are being covered and what priorities for development areas might be. The next stage might be to make a presentation to whole school staff, highlighting what the school does already. This will give staff confidence. It would also be useful to indicate the time scale needed so that staff do not feel that it will be a pressure.

Audit and Action Planning

38. At this stage, the Standards need to be looked at in more detail, using the criteria as an audit to create an Action Plan. Schools will need to identify relevant evidence to show that they have met the criteria. In a secondary school, information to support the audit should come from a wide range of sources. Using staff meetings or departmental meetings to carry out a whole school audit may be a useful strategy.

39. The action plan needs to address the areas for which schools do not currently have evidence. The success criteria for the actions to be undertaken need to be specific, measurable, achievable, realistic and timely (SMART), stating clearly who will do what, and how schools will know when they have achieved it. The timescale also needs to be realistic. For some schools, developing provision to meet the Standards will be a major undertaking in terms of development of practice.

Gathering Evidence

40. At this stage, schools should be able to start gathering evidence to show how they have met the criteria. All staff should be encouraged to contribute to the gathering of evidence. The "Possible Evidence" is only a guide, and schools will have further examples of their own. Evidence does not have to be only in written form and might include photographs, tapes, video material etc. Schools must make clear how evidence relates to the Standard and meets the criteria. Some schools have found it useful to focus on gathering evidence for one Standard at a time.

Overcoming Difficulties

41. Managing the implementation of a whole school initiative is not an easy task! Getting all staff on board, assuring them that it will not add to their workload, and developing a whole school understanding of issues related to provision for more able and talented pupils will take time. Whoever leads on the Standards within school will need to have some dedicated time to oversee the action plan, and to co-ordinate the compiling of evidence. Working towards the Standards will lead to discussion amongst staff on issues relating able pupils, possibly for the first time. Discussion is a healthy part of the process, and will help to establish how much understanding staff have about what the school is trying to achieve and why. Some of the more complex issues that need to be discussed may include:

The identification of more able and talented pupils is linked to context and in every school there will be groups of pupils who require extended educational opportunities, regardless of how they compare to more able and talented pupils in other schools.

Curriculum of Opportunity

What do you mean by 'More able and talented' pupils in the context of your school? What is going to be your school's definition of more able and talented?

42. Staff should work together to draft a working definition, and it may take some time to reach an agreement. Some schools will already have a definition in their able pupil policy that could be revisited. There may also be subject specific definitions for staff to consider. There are various definitions available that schools could use, as a starting point in formulating their own definitions. It may also be helpful to consider definitions of intelligence as part of this work. It is important that schools come to an agreed understanding about the nature of intelligence - that it is not fixed and that no-one is ever fully aware of an individual's potential for learning. Discussion about how schools recognise this in practice should follow and schools may wish to use LEA resources, or seek the use of a NACE consultant to take the lead in such an activity. There is also a wealth of print and web based materials on more able and talented that schools can use to stimulate staff discussion. Schools should not be tempted to hurry this stage as it is crucial to everything else that follows. There is no single definition. It is the process of ensuring that staff do not hold stereotypical or narrow views.

Issues in identification

Creating a Register

43. It is not necessary to have a register but schools need to identify more able and talented pupils to ensure that they are monitoring both the progress of individuals and the overall quality of their provision. How many pupils should be identified? Should pupils move off the register for any reason? If schools have worked on their principles these questions will be easier to answer. A good starting point is to ask staff "Why create a register?" Ask them to undertake a "PMI" i.e. jot down Plus, Minus and Interesting points about having a register. It is useful to follow this by considering the strengths and limitations of various types of quantitative and qualitative identification methods, some of which may already be in use e.g.

Teacher Assessments, Classroom observation, Teacher nomination, Generic checklists, Subject specific checklists, Parental/Peer nomination, Tests, Ability profile tests, etc

44. The above process should help staff to recognise that a wide variety of assessment methods need to be used to identify the abilities and talents of all pupils. It is important also at this stage to consider those who may be underachieving. Ability can often be masked by non-compliance. Some able pupils may be "coasting". Unless schools are providing a range of opportunities and sufficient challenge and stimulation in the classroom, some pupils will never have the chance to develop their particular talent, or be motivated enough to show what they can really achieve.

Identification is not an end in itself, and is only worthwhile to the extent that able pupils progress as a result of the school using it.

Curriculum of Opportunity

Changing practice

45. As a result of their audit, schools may have a number of development points on their action plan. These issues are likely to require professional development for a number, if not all, of the staff. Schools will need to think about the training staff need to provide more "challenge" in the classroom, or to provide appropriate extension or enrichment resources and activities. This may involve in-house INSET, or LEA or external consultancy. It is important not to separate out the Standards from other school developments on teaching and learning, particularly in the secondary school where this may be more likely to happen. Networking with other schools may also be beneficial and should be encouraged.

Appendix 1

A Self-Evaluation Tool for Meeting the Quality Standards for More Able and Talented Pupils

Standard 1: A whole school strategy, including an action plan, to support more able and talented pupils

Criteria	Possible Evidence	Actions	Comments
1.1 The school seeks to create a climate/ethos where the achievements of all are valued and success is celebrated	Celebration assemblies, displays of pupils' work, certificates, rewards, Award ceremonies, prizes that acknowledge talents, abilities & activities outside the curriculum and are culturally and socially inclusive School Mission Statement		
1.2 The commitment to support more able and talented pupils is an intrinsic part of Teaching and learning strategies and is reflected in all other school policies over time	Teaching and Learning Policy Subject policies Department handbooks Other policies including assessment		
1.3 The school has a comprehensive whole school strategy for More Able and Talented Pupils that: <ul style="list-style-type: none"> has aims and objectives linked to the school's aims and objectives defines more able & talented pupils in the context of the school has appropriate strategies to identify more able and talented pupils outlines the provision that the school makes accepts that supporting more able and talented pupils is the responsibility of all staff includes the principles of equality of opportunity 	Policy on provision for more able and talented pupils School's Prospectus School development plan Range (see Standard 2) Statement re provision Pastoral care policy Staff meeting minutes where strategies discussed Policy for Inclusion and/or Equal Opportunities Policy Action Plan for promoting provision for more able and talented pupils School Development Plan		
1.4 The school has an action plan that supports the implementation, monitoring and evaluation of provision			

Standard 2: Identification strategies and criteria

Criteria	Possible Evidence	Actions	Comments
<p>2.1 The school has a clear rationale for the identification of more able and talented pupils that is inclusive and:</p> <ul style="list-style-type: none"> encompasses all children who have abilities and talents above those found normally within the school recognises particular talents in the arts and sport as well as academic subjects recognises that provision is a key part of identification is based on a range of objective criteria seeks the views of all those involved with the child including parents, carers, teachers, teaching assistants, the pupils themselves, other pupils and other professionals that the school may consult 	<p>Policy on provision for more able and talented pupils</p> <p>Policy for Inclusion or equality of opportunity</p> <p>Subject policies</p> <p>Curriculum Policy Statement showing breadth and balance and range of opportunities</p> <p>Appropriate subject specific criteria as well as generic</p> <p>Pupil questionnaires and/or semi-structured interviews</p> <p>Teacher, parent/carer, peer nomination forms</p>		
<p>2.2 The school has an appropriate range of strategies to identify more able and talented pupils that:</p> <ul style="list-style-type: none"> involves all staff includes a wide range of assessment opportunities 	<p>Assessment Policy</p> <p>Range of assessment strategies</p> <p>Uses expertise of subject leaders</p> <p>Analysis of qualitative and quantitative data including appropriate tests/ observations/judgements</p>		

Standard 3: A target for improvement of the school's provision and the performance of more able and talented pupils

Criteria	Possible Evidence	Actions	Comments
<p>3.1 The school has targets to improve both the quality and range of its provision to support all potential talent to ensure</p> <ul style="list-style-type: none"> • breadth • depth • pace 	<p>School development plan Policy and action plan for provision for more able and talented pupils Annual Report to Parents Curriculum Statement School-wide opportunities Extra Curricular programmes School based enrichment opps Community based enrichment opps</p>		
<p>3.2 The school has SMART targets for improving the performance of:</p> <ul style="list-style-type: none"> • the most able pupils • the whole school • individual pupils 	<p>School Target Setting Individual Pupil Targets Evidence that progress towards these targets is monitored and evaluated</p>		
<p>3.3 The school tracks pupil attainment to ensure that more able and talented pupils make suitable progress</p>	<p>Teacher Assessments Pupil tracking</p>		
<p>3.4 The school ensures that records/data are used to support transition</p>	<p>Transition records Transition planning</p>		
<p>3.5 The school analyses its data and compares performance with similar schools</p>	<p>Value Added Data</p>		
<p>3.6 Teachers use formative assessment and positive marking to assess the next steps in pupil's learning</p>	<p>Teacher Assessment Pupils' books Teachers' Records Annotated Planning</p>		
<p>3.7 Teachers encourage more able and talented pupils to assess their own performance and set personal targets</p>	<p>Self assessment recording Pupil contributions to reports Individual pupil targets</p>		

Standard 4a: The school uses a range of learning styles, teaching approaches and organisational strategies to meet the needs of more able and talented pupils

Criteria	Possible Evidence	Actions	Comments
4a.1 The school's policy for Teaching and learning includes:	Teaching and Learning Policy		
4a.1.i. recognition of the need to meet the range of learning styles of all pupils	School Curriculum Department handbook Staff handbook		
4a.1.ii. promotion of independent learning	Schemes of work and teaching plans		
4a.1.iii. guidance on providing a range of teaching approaches	Lesson observation Annotated plans Formative assessment records Inspection reports		
4a.1.iv. teaching strategies which are based on assessment for learning	Medium and short term plans that include: Extension/enrichment tasks Activities to develop independent learning		
4a.1.v. guidance on differentiation so that more able and talented pupils are challenged in lessons	Tasks that require a problem solving approach/built in choice Opportunities for higher order questioning Evidence of planning for pupil self review and reflection		
4a.1.vi. promotes teaching pupils in different ways including lectures, seminars, tutorials and one-to-one sessions	Guidance on classroom organisation Evidence of flexible grouping, individual, paired and collaborative work		
4a.2 Provision for more able and Talented learners is identified as a focus in the school's policy for monitoring teaching and learning	Identified as a focus in the lesson observation proforma Completed proformas show comments on provision for more able and talented pupils		

Standard 4b: The curriculum offers breadth, depth and flexibility to meet the needs of more able and talented pupils

Criteria	Possible Evidence	Actions	Comments
4b.1 The school has a commitment to offering a broad, balanced and flexible curriculum in order to recognise that:	School Curriculum		
4b.1i. a wide range of opportunities will support identification of particular abilities, talents and skills	School Prospectus Departmental guidance, Schemes of work Taster courses Enterprise learning opportunities to allow for the identification of leadership, entrepreneurial and interpersonal skills		
4b.1ii. pupils' preferred learning styles need to be taken account of so that pupils can progress at different rates and along different pathways	School Curriculum which includes innovative models of learning beyond the classroom which is developed in collaboration with schools/colleges/ HE/employer partnerships Vocational units to enhance learning in academic programme		
4b.1iii. all pupils need to have a broad range of learning experiences including work-related learning	Links with other partners inc. schools, colleges, clubs and national organisations for sport and the arts, the community and employers Work experience programme and reports. Feedback from partners and employers		
4b.1iv. creativity and enterprise is important in all aspects of learning	Schemes of work, Plans, School Curriculum Teaching and learning Policy		
4b.1v. new technologies have the potential to broaden learning opportunities	ICT policy, Partnership agreements Records of achievement		

Criteria	Possible Evidence	Actions	Comments
4b. 1vi. opportunities to take risks should be given	<p>Schemes of work, Plans, School Curriculum Teaching and learning policy, enrichment programmes, work experience Collaborative learning Risk and Challenge activities Opportunities to be active independent thinkers</p>		

Standard 4c: The provision addresses the pastoral care of more able and talented pupils as well as their learning needs

Criteria	Possible Evidence	Actions	Comments
4c.1 The school has a programme of pastoral support that:	PSHE policy Pastoral care programmes		
4c.1i. provides appropriate mentoring and support for more able and talented pupils	Pupil mentors Tutorials Counselling services		
4c.1ii. provides regular reviews of pupils' attitudes to learning	Review programme Attendance Course completion rates		
4c.2i Careers Education and Guidance provides opportunities for self-development, career exploration and career management skills <i>NB. Most of this is in a secondary context but schools should be able to demonstrate that pupils understand what adults do and the range of possibilities open to them</i>	Careers guidance programme linked with a range of providers Destination of more able and talented pupils Work placements Pupil feedback on careers advice Experience of the world of work i.e. visits and visitors Mini-enterprise activities Real-life contexts for learning		
4c.2ii. Careers guidance is appropriately aspirational	Business and enterprise activities Inspirational speakers Destination of more able and talented pupils		
4c.2iii. Pupils with talents receive appropriate guidance on the continuing development of their talents and their long term opportunities	Pupil interviews Transition strategies Transition plan		

Criteria	Possible Evidence	Actions	Comments
4c.3 The school has strategies to support transition into the next phase of education, higher education and work	Transition policy/transfer documentation Pupil's Record		
4c.4. More able and talented pupils are encouraged to make a positive contribution to the school and the community	Evidence of participation in charity and community activities Active participation in School's Council Taking on leadership roles Mentoring Younger able learners		

Standard 5: Regular reviews to identify underachievement and support individual pupils

Criteria	Possible Evidence	Actions	Comments
5.1 The provision for and progress of more able and talented pupils are reviewed and discussed by all staff	Primary - termly staff meeting Secondary - termly dept/annually whole school		
5.2 The school regularly reviews the performance of specific groups of pupils to ensure that there is no significant underachievement i.e. gender, ethnic groups	Analysis of pupil attainment by specific group Where underachievement identified targets are set and actions agreed		
5.3 The school has appropriate systems in place to identify under achievement	Teacher observation Pupil tracking Test results Generic checklists Pupil/parent interviews		
5.4 More able and talented pupils who are underachieving have specific targets and learning goals including: <ul style="list-style-type: none"> • SMART targets (Specific, Measurable, Achievable, Realistic and Time related) • details of steps to be taken to help pupils achieve their targets • the skills to be learned are outlined in the plan • an appropriate personalised programme of study that they have helped to develop 	Record of review meetings School, group or individual targets and action plans		

Standard 6: A commitment to improve the skills of all staff in the school to meet the needs of more able and talented pupils

Criteria	Possible Evidence	Actions	Comments
6.1 There is a whole school co-ordinator for more able and talented pupils	Job description Co-ordinator's handbook		
6.2 Training for staff includes: <ul style="list-style-type: none"> strategies for the identification of able pupils formative assessment strategies to provide appropriate challenge and support strategies to develop/enhance pupils' self esteem differentiation learning styles questioning Skills thinking skills problem solving skills 	CPD programme including: <ul style="list-style-type: none"> external courses longer accredited courses reading action research twinning/group working with other schools staff meetings staff library with range of materials to promote ideas inset days opportunities for staff to feedback ideas from training 		
6.3 Staff development shows progression and is based on analysis of need	Individual staff development profiles Performance Management/Appraisal Policy and records		
6.4 The performance of more able and talented pupils is the subject of regular staff discussion	Staff meeting minutes		

Criteria	Possible Evidence	Actions	Comments
6.5 Provision for more able and talented pupils is part of the induction programme for new staff and information about the school's policy and practice are included in the staff handbook	Induction programme Staff handbook Department handbooks Networking, external support, membership of national organisations		
6.6 Support staff receive appropriate training and development	CPD programme		

Standard 7: The school has programmes to support exceptionally able pupils

Criteria	Possible Evidence	Actions	Comments
7.1 Exceptionally able pupils are identified	Pupil records		
7.2 The school provides an individualised programmes for each exceptionally able pupil	Individualised programmes/plans		
7.3 A range of teaching strategies has been identified to meet the needs of exceptionally able pupils	Policy on provision for more able and talented pupils Teaching and learning Policy Lesson observations		
7.4 The school has established links with other organisations and institutions to support exceptionally able pupils, including: <ul style="list-style-type: none"> links with other phases and HE on line support links with out-of-school providers and national associations master classes 	NACE Infant to Junior Primary to Secondary Secondary to HE Internet links Specialist Associations inc. sports, music, arts		

Standard 8: The school has a range of appropriate resources including ICT

Criteria	Possible Evidence	Actions	Comments
8.1 Teaching and learning materials are used effectively to support more able and talented pupils in all curriculum areas	Audit of resources including teachers' resources for all curriculum areas Teaching Plans Classroom observation		
8.2 Teaching materials are regularly reviewed by the co-ordinator for more able and talented pupils to ensure they meet the needs of the pupils, provide appropriate challenge but are age appropriate	Challenging texts for younger readers Maths resources with less written text Subject resources that develop higher order skills/problem solving ICT based learning programmes Sports and Arts facilities/resources		
8.3 The school library has books that will meet the needs of all abilities within the school	Wide range of texts guidance on use of library/resources offered to pupils and teachers		
8.4 Pupils have independent access to both library and ICT resources and are encouraged to make use of these resources for private study - incl before/after school	Library policy ICT policy Timetables		
8.5 The technology within the school is being used to support more able and talented pupils	Access to ICT beyond IT lessons		
8.6 The school teaches pupils study skills that will encourage independent working	Curriculum policy Teaching and learning Policy Policy on cross curricular skills		
8.7 The school has a range of teachers' resources to support planning and innovation	Staff library		

Standard 9a: Listening to and taking account of the views of more able and talented young people and encouraging them to take responsibility for their own learning

Criteria	Possible Evidence	Actions	Comments
<p>9a.1 The school has strategies to regularly listen to the views of more able and talented pupils on:</p> <ul style="list-style-type: none"> • what it is like to be a more able and talented pupils pupil in their institution • what helps them to learn • what are the barriers to their achievement • what their aspirations are 	<p>Pupil surveys Pupil interviews Careers interviews Academic review days Focussed group discussions Inspection reports Pupil representative groups</p>		
<p>9a.2 The school has acted on the views of the more able and talented pupils</p>	<p>Feedback to the above Examples of actions taken and impact</p>		
<p>9a.3 More able and talented pupils are encouraged to take responsibility for their own learning and have high expectations of what they can achieve</p>	<p>EEPs/Target setting Self directed learning opportunities Home/own learning Assignments/course work</p>		

Standard 9b: Listening to and taking account of the views of parents/carers of more able and talented young people, keeping them informed and encouraging them to take responsibility for supporting their child's learning outside school

Criteria	Possible Evidence	Actions	Comments
9b.1 Information on more able and talented pupils and the strategies the school uses to support them is included in the school's prospectus and reported on	School prospectus Strategies to engage hard to reach parents		
9b.2 Parents/carers are invited to nominate pupils as being more able and talented	Nomination forms		
9b.3 The school actively seeks the views of parents/carers of more able and talented pupils on the provision that it makes	Parental surveys Focus groups Parent teacher meetings		
9b.4 Parents/carers are given guidance on how to support more able and talented pupils at home	Workshops, newsletters, guidance notes		
9b.5 Parents/carers of pupils identified as being more able and talented are invited to be involved in reviews of progress and target setting	Parent teacher meetings Reports Record of other opportunities/visits (open door)		
9b.6 Parents/carers are given information about national organisations and local networks including sports associations	Examples of information provided for parents/carers on other sources of support		
9b.7 Parents/carers are kept informed of local and national initiatives such as summer schools, master classes	Newsletters, web-site information and updates, booklets and leaflets		

Standard 9c: Working with partners and stakeholders to enhance the provision for more able and talented pupils

Criteria	Possible Evidence	Actions	Comments
9c.1 Information on more able and talented pupils and the strategies the school uses to support them is included in the school's prospectus	School prospectus Evidence of information shared through correspondence meeting minutes		
9c.2 The school seeks to develop consistency of provision for more able and talented pupils across partnerships including business partnerships	Partnership agreements Joint MAT pupil policy Shared Inset		
9c.3 The school seeks to maximise opportunities for more able and talented pupils through the use of shared resources, facilities and expertise	Partnership agreements Matched timetables Resource and facility audit		
9c.4 The school takes account of the views of partners and other stakeholders in planning its provision for more able and talented pupils	Surveys Focussed discussions Minutes of meetings Feedback from business partners		
9c.5. The school has developed a range of partnerships with other schools and colleges to meet the needs of AG&T pupils	MAT Co-ordinator meetings Liaison/Cluster Groups		
9c.6. The school actively engages with other services to ensure that there is integrated support for more able and talented pupils, and in particular for vulnerable pupils	Clear strategies to links with other children's services including therapeutic services Policy/strategy for EAL, Ethnic Minorities, Travellers, Looked After Children Minutes of joint service meetings Learning mentors		

Standard 10: An effective procedure for monitoring the action plan and assessing the effectiveness of the schools policy for provision for more able and talented pupils

Criteria	Possible Evidence	Actions	Comments
10.1 The school regularly reviews its policy to ensure that it is meeting the needs of more able and talented pupils	Cycle of policy reviews and developments Staff discussions		
10.2 The action plan is regularly monitored to ensure progress	Feedback on action plan School development plan		
10.3 Teaching and learning is monitored through: <ul style="list-style-type: none"> • lesson observations • work sampling • moderation of work • scrutiny of planning • discussions with pupils 	Monitoring Policy Planned programme for monitoring Teaching and learning Record of lesson observations Lesson observation proforma that clearly identify recognition of strategies to provide appropriate challenge in lessons Work sampling records Other non-written evidence inc. photographs, journals etc Portfolios of moderated work Record of moderation sessions Procedure for monitoring planning Records of scrutiny Records of discussions with pupils		
10.4 The governors have regular reports on the effectiveness of the school's policy and procedures (at least annually)	Governor with responsibility for more able and talented provision reporting to governors Reports from co-ordinator for more able and talented pupils		
10.5 The governors support the policy by allocating appropriate resources	Minutes of Governors' Meetings School development plan School Budget Plan		

Appendix 2 - Action Plan

School:	Date:
Overall Success Criteria	What will success look like in our school
Overall Responsibility	
Time scale	For completion of the whole project
Evaluation	

Standards	Key Issues	Actions Required	By Whom	Time Scale	Resource	Monitor
Standard 1 - Success criteria A whole school strategy, including an action plan, to support more able and talented pupils						
Standard 2 - Success criteria Identification strategies and criteria						
Standard 3 - Success criteria A target for improvement of the school's provision and the performance of more able and talented pupils						

Standards	Key Issues	Actions Required	By Whom	Time Scale	Resource	Monitor
Standard 4a - Success criteria The school uses a range of learning styles, teaching approaches and organisational strategies to meet the needs of more able and talented pupils						
Standard 4b - Success criteria The curriculum offers breadth, depth and flexibility to meet the needs of more able and talented pupils						
Standard 4c - Success criteria The provision addresses the pastoral care of more able and talented pupils as well as their learning needs						

Standards	Key Issues	Actions Required	By Whom	Time Scale	Resource	Monitor
Standard 5 - Success criteria						
Regular reviews to identify underachievement and support individual pupils						
Standard 6 - Success criteria						
A commitment to improve the skills of all staff in the school to meet the needs of more able and talented pupils						
Standard 7 - Success criteria						
The school has programmes to support exceptionally able pupils						
Standard 8 - Success criteria						
The school has a range of appropriate resources including ICT						

Standards	Key Issues	Actions Required	By Whom	Time Scale	Resource	Monitor
Standard 9a - Success criteria						
Listening to and taking account of the views of more able and talented young people and encouraging them to take responsibility for their own learning						
Standard 9b - Success criteria						
Listening to and taking account of the views of parents/carers of more able and talented young people, keeping them informed and encouraging them to take responsibility for supporting their child's learning outside school						
Standard 9c - Success criteria						
Working with partners and stakeholders to enhance the provision for more able and talented pupils						
Standard 10 - Success criteria						
An effective procedure for monitoring the action plan and assessing the effectiveness of the schools policy for provision for more able and talented pupils						