



Narrowing the Gaps

Resources to support the achievement of Black and minority ethnic, disadvantaged and gifted and talented pupils



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Disclaimer

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The websites referred to in these materials existed at the time of going to print.

Please check all website references carefully to see if they have changed and substitute other references where appropriate.

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Introduction

The National Strategies is committed to providing high-quality resources, rooted in good practice from effective schools and local authorities (LAs), to support development across the country in their work to narrow gaps.

This publication provides an overview of materials currently available. Many of these are available to order from DCSF publications and all are available to download at www.standards.dcsf.gov.uk/nationalstrategies.

Narrowing the Gaps (NtG) is about focused action to improve the progress of underachieving disadvantaged and vulnerable pupils, looked-after children and those at risk of exclusion. The target groups are:

- underachieving children who are eligible for free school meals (FSM), with particular focus on Black and minority ethnic (BME), White British, gifted and talented (G&T) pupils and those with special educational needs (SEN);
- other underachieving BME learners;
- disadvantaged gifted and talented pupils.

It is important to remember that vulnerable pupils may be disadvantaged in a number of ways.

Many of the materials here have been used as part of Ethnic Minority Achievement (EMA) and Gifted & Talented (G&T) programmes that have demonstrated clear and powerful impact. They are available here for all schools, in all phases, to use and adapt.

Although many of these resources have been developed with particular groups in mind, there are opportunities to use and adapt approaches to support wider work, to accelerate the progress of all disadvantaged pupils to meet the key national challenge to narrow gaps.

Principles

The Narrowing the Gaps programme is based on the following principles.

- Poverty is not destiny.
- A 'no excuses' culture must prevail, supported by a relentless focus on visibility, learning and progress.
- Closing the gap is everyone's responsibility and requires mainstreamed action, with shared focus and common vocabulary.
- Good teaching can close gaps through personalised provision linked with effective planning, Assessing Pupils' Progress (APP), good pedagogy and appropriate intervention.
- The engagement of school and LA leaders is fundamental: school leadership is second in importance only to the quality of teaching.
- The knowledge base to narrow gaps exists and the National Strategies have good resources to challenge, support and hold schools and LAs to account.
- Home-family learning, with particular emphasis on fathers, has a profound, significant and sustained impact.

Focus

Within EMA our challenge is to build on successful work, to narrow attainment gaps in line with LA ethnicity performance targets for BME groups. These are:

- Black Caribbean;
- White/Black Caribbean;
- Black African and White/Black African;
- Black Other;
- Pakistani;
- White Other;
- Gypsy, Roma and Traveller.

Many children from BME backgrounds do well at school, go to university at 18 and make the most of their life chances. However, many do not. Gaps in attainment for BME pupils start wide and, although they narrow by the end of Key Stage 4, many of the identified groups have not yet caught up with their White British peers.

The challenge within education for G&T pupils is to unlock the potential that goes unrecognised and undeveloped in many who are vulnerable or disadvantaged. Underachievement is not found exclusively among pupils who are failing to meet national expectations. National data sources show that:

- there is significant underachievement among our more-able pupils;
- marked gaps exist between the progress and attainment of some of the most vulnerable and disadvantaged groups and their peers.

In addition, many vulnerable pupils are far less likely than their peers to be identified as gifted and talented; their abilities are not recognised and nurtured. This includes, for example, those:

- from low socio-economic groups;
- in public care;
- from BME groups with a record of underperformance;
- who have special educational needs;
- who are poor attenders, or at risk of disaffection and exclusion for a variety of reasons.

Narrowing the Gaps now also includes a major new challenge, which is to focus on a wider group of underachieving pupils who are entitled to free school meals.

Web development



To bring together key resources to support primary and secondary schools in their work to narrow gaps, a new Narrowing the Gaps focus area has been planned, to be available on the web from autumn 2009.

EMA resources

Cross-phase support and guidance available

New Arrivals Excellence Programme (NAEP)

The NAEP aims to offer guidance for the induction and integration of newly arrived pupils learning English as an additional language (EAL) and to build capacity in LAs and schools. This DVD-ROM, with a booklet of case studies, jointly developed by the National Strategies and the DCSF, shows how six schools – three primary and three secondary – responded creatively to meet the needs of newly arrived pupils and their families.

(00426-2007DVD-EN)

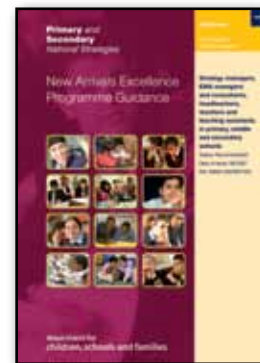


New Arrivals Excellence Programme Guidance

This guidance focuses on supporting teachers in meeting the needs of pupils who have arrived in school as a result of international migration and are beginners in learning EAL.

A key principle underpinning this guidance is that all newly arrived bilingual learners have a right of access to the National Curriculum, and that provision for newly arrived EAL learners is not separate but integrated into all subject areas. The focus is therefore on assessing pupils' prior learning and building on that to develop learning and teaching in the mainstream classroom.

(00650-2007BKT-EN)



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Narrowing the Gaps: Resources to support the achievement of Black and minority ethnic, disadvantaged and gifted and talented pupils

New Arrivals Excellence Programme CPD Modules

These continuing professional development (CPD) modules have been developed to enable LAs and school leaders to focus training with school staff on meeting the needs of new arrivals in areas or schools where there is little experience of working with such pupils.

Schools' contexts and priorities are very different, so these modules have been designed to be delivered as a complete series or individually, according to the time available and the level of priority given by the school.

The modules can be delivered to the whole staff or to selected groups, according to need.

Trainers' notes, including references from other useful publications, are provided to support presenters in ensuring that aims and key messages are covered. The modules have been designed to be delivered by the LA EMA team, secondary National Strategy consultants or by senior leaders in schools.

The activities provided in the modules are intended as examples, for trainers to choose from and adapt as necessary to fit local priorities.

(00041-2008DOM-EN)



New Arrivals Excellence Programme Management guide

This guide is intended to support senior leaders in the welcome, induction and inclusion of newly arrived pupils learning English as an additional language (EAL), through rigorous self-evaluation and targeted action.

The guide recognises that newly arrived EAL learners are not a homogeneous group. Some new arrivals, for example, may be new to English, some may have achieved social but not academic fluency and some may be advanced bilingual learners.

In addition, a complex interplay of factors such as language development in English and the first language(s), the pupil's experience of working in more than one language and their culture, ethnicity, previous educational history and socio-economic status will all form part of their experience.

The management guide is a web-based publication.

(00041-2008DWO-EN)



New Arrivals Excellence Programme: New arrivals e-learning course

This course offers introductory guidance, practical resources and videos of proven primary and secondary school provision for newly arrived beginner speakers of EAL. It is particularly useful for teachers new to working with beginner learners of EAL.

The course includes advice, from both pupils and adults, on inclusive strategies, awareness-raising activities, checklists and reference to the many resources available to ensure good planning and provision. The user is able to explore, for either the primary or secondary sector, case studies showing how schools can provide appropriate emotional, academic and social support for newly arrived pupils who may speak little or no English. Key generic teaching and learning principles are identified, which provide access to the curriculum and support learning of the English language. Effective ongoing assessments of subject knowledge and English provide evidence for setting appropriate curricular and language targets.



Raising the achievement of Gypsy, Roma and Traveller pupils

This publication is intended to support school leaders in developing provision for Gypsy, Roma and Irish Traveller pupils in their schools.

The booklet and DVD-ROM feature case studies from three primary schools that have been particularly successful at engaging Gypsy, Roma and Irish Traveller pupils and their parents in the life of the school. Two of the case studies feature strong links with partner secondary schools.

(00102-2008DVD-EN)



Moving forward together: Raising Gypsy, Roma and Traveller achievement

The materials consist of four interrelated booklets, available from November 2009:

Moving forward together: Raising Gypsy, Roma and Traveller achievement Booklet 1: Introduction (00660-2009BKT-EN)

Moving forward together: Raising Gypsy, Roma and Traveller achievement Booklet 2: Leadership and management (00661-2009BKT-EN)

Moving forward together: Raising Gypsy, Roma and Traveller achievement Booklet 3: Learning and teaching (00662-2009BKT-EN)

Moving forward together: Raising Gypsy, Roma and Traveller achievement Booklet 4: Engagement with parents, carers and the wider community (00663-2009BKT-EN)

The four booklets are also available, from November 2009, as a pack (00710-2009FLR-EN)



Support and guidance available from the Early Years Foundation Stage (EYFS)

Supporting children learning English as an additional language: Guidance for practitioners in the Early Years Foundation Stage

Increasing numbers of children for whom English is not the dominant language in the home are entering Early Years Foundation Stage (EYFS) settings. Many practitioners in settings across the country already work successfully with children and families who speak languages other than English. Practitioners in every setting want to ensure that their provision matches the development and learning needs of all their children. This advice and guidance booklet is drawn from existing good practice developed by practitioners working with babies, young children and their families.

The guidance is set within the themes, principles and commitments of the EYFS and should be read in conjunction with the Principles into Practice cards.

(00683-2007BKT-EN)



Building Futures: Believing in children – A focus on provision for Black children in the Early Years Foundation Stage

This guidance invites all practitioners to reflect on the quality of their provision for children of Black African and Black Caribbean heritage or any mixed Black background. Set within the themes and principles of the EYFS, this publication is one of a set of EYFS materials giving additional guidance on inclusion. The aim is, by challenging attitudes and asking sometimes difficult questions, to encourage practitioners to give due regard to the specific backgrounds and circumstances of all their children, thereby improving the quality of their experiences.

The accompanying DVD-ROM (available to order from Prolog) can be used alone or with the guidance booklet. It is referred to at certain points in the text to support the discussion activities and to exemplify the experience of settings that are developing effective practice.

(00008-2009BKT-EN)



Building futures: Developing trust – A focus on provision for children from Gypsy, Roma and Traveller backgrounds in the Early Years Foundation Stage

00741-2009BKT-EN

(Available from November 2009)

Primary support and guidance available from the National Strategies

Excellence and Enjoyment: learning and teaching for bilingual children in the primary years (professional development materials)

These materials support learning and teaching for bilingual children who are conversationally fluent in English. The resource provides a range of strategies for developing speaking and listening as a tool for learning English, as well as the curriculum. It also suggests approaches for using children's first language to provide access to the curriculum, and strategies for developing reading comprehension as well as writing. The accompanying DVD-ROM provides exemplification of the strategies. Guidance is also given on developing an inclusive curriculum to support learning and teaching.

This resource is intended to increase the expertise and confidence of mainstream practitioners in teaching children and supporting schools in raising standards for their bilingual learners.

(0013-2006PCK-EN)



Teaching units to support guided sessions for writing in English as an additional language (pilot material)

These pilot materials provide guided teaching sessions that aim to address the specific needs of advanced bilingual learners in developing writing. They are designed to be used by trained adults working with small groups of children in Years 2–6 as part of day-to-day 'Quality First teaching'.

They provide a useful resource to enable children to choose words adventurously and for effect, to develop accuracy in the use of grammatical features such as determiners, verb forms and subject–verb agreement, and to begin to extend meaning in complex, grammatically accurate sentences. Each unit includes explicit teaching of the sentence-level feature and its application in writing.

The materials supplement the guidance provided in the 2006 Primary Framework, continuing professional development (CPD) materials *Excellence and Enjoyment: learning and teaching for bilingual children in the primary years*, and in teaching resources such as:

- Developing Early Writing
- Grammar for Writing.

(00068-2007FLR-EN)



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Excellence and Enjoyment: learning and teaching for Black children in the primary years

The introductory guide and e-learning modules will help practitioners to establish the current areas of strength in the teaching of Black children in their schools, and the priorities that need to be addressed to improve their attainment. They provide advice on the systematic review and monitoring of school policy.

Three additional units provide guidance.

- Unit 1 explores how the school ethos can support children's diverse cultural identities to ensure they feel safe and valued.
- Unit 2A addresses key principles underpinning effective planning and assessment for Black children and how the curriculum can support children's cultural identities.
- Unit 2B explores how a focus on language and learning can raise the attainment of Black children; there are clear links to the Primary Framework for literacy and mathematics.

The e-learning module can be used in conjunction with these units to provide professional development, either for the whole staff or for individual teachers.

(00058-2008PCK-EN)



Secondary support and guidance available from the National Strategies

Ensuring the attainment of more advanced learners of English as an additional language: CPD modules

Developed out of the three-year secondary EAL programme, these CPD modules are now available for download. The materials contain resources to support the development of provision for more advanced learners of EAL and can be delivered by local authorities or schools themselves.

Although the materials were designed to support provision for EAL learners, an important additional finding of the programme was that other underperforming pupils, such as those eligible for free school meals, also benefited from the focus on:

- developing higher-order thinking skills;
- developing academic language and register;
- improving extended writing.

The introduction provides advice on how to use the modules, the potential audiences and possible routes through the materials to enhance a school's programme of CPD.

Further exemplification, including resources, video clips and lesson plans, are on the accompanying guided resource.

(00045-2009FLR-EN folder)

(00045-2009DVD-EN)



Ensuring the attainment of pupils learning English as an additional language: A management guide

More than 10 per cent of secondary-age pupils speak English as an additional language (EAL); almost 90 per cent of this group could be categorised as more-advanced learners.

The secondary EAL management guide supports senior leaders in raising the attainment of this group by:

- highlighting the issues;
- developing a range of responses;
- embedding the responses in schools' systems and practices.

The secondary EAL management guide is a web-based publication.

(00011-2007BKT-EN)



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Access and engagement: Teaching pupils for whom English is an additional language

This guidance focuses on how the principles of the Key Stage 3 National Strategy (expectations, progression, engagement and transformation) apply to teaching and learning for pupils learning English as an additional language (EAL).

Learners of EAL may need support to develop language and to access the curriculum. It is easy to underestimate what pupils can do, simply because they are new learners of English. Planning, teaching and learning for pupils learning EAL should be underpinned by the following key principles.

- Bilingualism is an asset, and the first language has a continuing and significant role in identity, learning and the acquisition of additional languages.
- Cognitive challenge can and should be kept appropriately high through the provision of linguistic and contextual support.
- Language acquisition goes hand-in-hand with cognitive and academic development, with an inclusive curriculum as the context.

The *Access and engagement* booklets suggest some strategies to help teachers provide access for pupils at different stages of learning English.

(English: 0609/2002)

(mathematics: 0251/2002)

(science: 0610/2002)

(ICT: 0611/2002)



Raising the attainment of Pakistani, Bangladeshi, Somali and Turkish heritage pupils: A management guide

The Government's drive to improve secondary education is based upon high expectations for all pupils, with appropriate support and intervention to reduce inequalities.

Promoting inclusion and tackling underperformance are important aspects of the Secondary National Strategy for school improvement. Nationally, pupils of Pakistani and Bangladeshi heritage underperform when compared to other groups; there is also local evidence showing underperformance of pupils of Somali and Turkish heritage.

This management guide will support schools in personalising the learning of pupils of Pakistani, Bangladeshi, Somali and Turkish heritage in order to raise their attainment.

(00069-2007BKT-EN)



Raising the attainment of Pakistani, Bangladeshi, Somali and Turkish heritage pupils: Guidance for developing inclusive practice

This guidance document and DVD have been informed by academic research and by strategies that have been found to make a difference to Pakistani, Bangladeshi, Somali and Turkish heritage pupils in schools that demonstrate effective practice in their inclusion of Muslim pupils, and which promote high standards of academic attainment for the target groups of pupils.

It is intended to be used with the management guide booklet to support school senior leaders in developing a strategic approach to raising the attainment of the pupils of Pakistani, Bangladeshi, Somali and Turkish heritage in their schools. Through a focus on key elements of effective inclusive practice, self-evaluation and targeted action, this guidance emphasises identifying the needs of, and providing support for, Muslim pupils.

(00043-2008BKT-EN, 00043-2008DVD-EN)



Ensuring the attainment of Black pupils

These guidance materials aim to support secondary senior leaders and teachers in raising the achievement of Black pupils through self-evaluation and targeted action. They consist of a management guide booklet and six units. The units focus on the use of data, the learning environment and Quality First teaching, providing guidance for senior leaders, professional development modules and additional activities and resources.

Ensuring the attainment of Black pupils: Management guide is intended to support senior leaders in raising the achievement of Black pupils through self-evaluation and targeted action, closely integrated with other aspects of whole-school improvement.

The units provide guidance for senior leaders, professional development modules and additional activities and resources. The guidance provides for pauses for reflection and action-planning, enabling senior and middle leaders to identify priorities and areas to develop within whole-school systems and classroom practice.

Each module contains:

- an overview of the session;
- the intended audience;
- expected outcomes;
- a selection of activities to engage colleagues (resource sheets are supplied);
- an opportunity to review, evaluate and identify next steps.

(00750-2007FLR-EN)



Gifted and Talented resources

All support and guidance materials are cross-phase unless otherwise indicated.

Handbook for leading teachers for gifted and talented education (revised 2008)

This handbook and the accompanying CD-ROM focus on developing an understanding of how a leading teacher might work across a school, or a group of schools, to improve provision and outcomes for gifted and talented pupils. It provides some of the resources that will support this and identifies further resources, including online materials, that leading teachers and others may adapt for their use.

(00577-2008FLR-EN)



Gifted and talented e-learning modules

This suite of e-learning modules for leading teachers and classroom teachers covers aspects of gifted and talented education in schools. The materials offer professional development opportunities on teaching and learning, developing good practice, working with parents and carers, transfer and transition, supporting learners with particular needs, learning beyond the classroom, career development, primary science and English and mathematics.

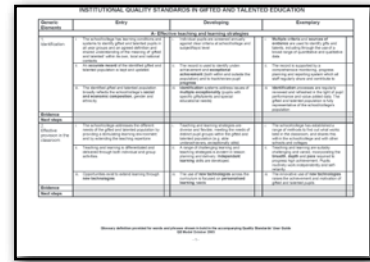
The suite includes generic and subject-specific modules; as well as professional development opportunities for leading teachers, these modules offer a training resource for all teaching practitioners.



Quality Standards

Institutional Quality Standards (IQS)

The Institutional Quality Standards are designed as a self-evaluation tool for schools and colleges. The tool can be used to pinpoint strengths and weaknesses in support for gifted and talented learners. It will provide a sound basis for an action plan that can form part of the institution's overall improvement plan.



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Gifted and talented – Classroom Quality Standards (CQS) guided resource: a subject focus

This online resource, launched in November 2008, features the generic and subject Classroom Quality Standards self-evaluation tools, together with case studies, guidance and exemplification to support improvement. (00556-2008)



Local Authority Quality Standards (LAQS)

The LAQS Framework is based upon a set of design principles arising from discussion with LAs, including G&T leads and other practitioners. It is designed to capture all dimensions of effective support for G&T education at LA level.

The LAQS are closely aligned to the IQS, in order to help authorities to best support schools in progressing through the levels of the IQS. As in the IQS, there are three levels to support progression, aligned with the positive Ofsted ratings for inspection of Children's Services: 'adequate', 'good' and 'outstanding'.



Evaluating gifted and talented education: the school improvement partner's role in engaging the school

This document aims to support school improvement partners (SIPs) in the key aspects of their role as these relate to outcomes for gifted and talented pupils and education.

(00016-2009BKT-EN)



National Challenge: Raising standards, supporting schools – Gifted and Talented Pilot Programme introduction and overview

This is the first in a series of resources to be published by the National Strategies to help schools in this National Challenge pilot to accelerate the progress and enrich the learning of gifted and talented pupils. It sets out:

- the principles and objectives of the programme;
- the commitment required from schools and local authorities (LAs);
- the nature of the intervention and the support available to schools and LAs;
- the first steps for implementation.

(00390-2009BKT-EN)



Further titles

Titles to be published in 2009–10 include a focus on:

- leading and managing improvement for G&T education;
- tracking progress of gifted and talented pupils;
- pedagogy for G&T education.

Identifying gifted and talented learners – getting started (revised May 2008)

This is the second edition of core guidance on the identification of gifted and talented learners, and provides an update on the 2006 initial guidance.

(00367-2008)



Preventing underachievement series

This is a series that seeks to address support and provision for gifted and talented pupils who are either underachieving or at risk of underachieving.

Gifted and Talented education: Guidance on preventing underachievement: a focus on dual or multiple exceptionality (DME)

The focus of this guidance is the discussion of underachievement due to dual or multiple exceptionalities. Pupils with gifts or talents exist within all groups. This includes those pupils who have been identified as having additional learning needs.

(00061-2007BKT-EN)



Gifted and Talented Education: Helping to find and support children with dual or multiple exceptionalities

This booklet provides details on identifying and supporting children who are highly able but have sensory impairment, learning problems, conduct issues and/or other disabilities.

(00052-2008BKT-EN)



Gifted and Talented Education: Guidance on preventing underachievement: a focus on children and young people in care

The focus of this guidance is the prevention of underachievement for children and young people in care (children who are looked after).

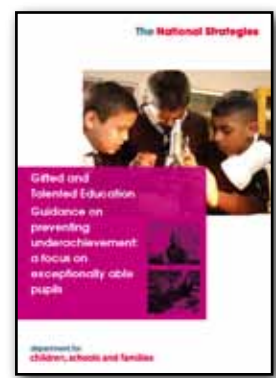
(00873-2007BKT-EN)



Gifted and Talented Education: Guidance on preventing underachievement: a focus on exceptionally able pupils

This booklet aims to support further development of teachers' shared knowledge and understanding of the nature of high-quality gifted and talented education, specifically for exceptionally able pupils.

(00066-2008BKT-EN)



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Gifted and Talented education: Guidance on addressing underachievement – planning a whole-school approach

This is the final booklet in the series. The information and guidance builds on previous publications by:

- offering a definition of underachievement in the context of gifted and talented education;
- suggesting a model for planning whole-school provision within the context of personalisation;
- providing examples of some effective strategies for recognising and addressing underachievement resulting from current practice in schools;
- identifying further relevant materials and resources.

(00378-2009BKT-EN)



Gifted and talented Black pupils' achievement Continuing professional development (CPD) module and briefing pack

A CPD module to support schools in improving the identification of gifted and talented Black learners and in exploring ways to stretch these students to raise their achievement. There is also a briefing pack to accompany the CPD materials.

This publication will be available from autumn 2009.

(00526-2009BKT-EN)



Effective provision for gifted and talented children in primary education (revised May 2008)

Updated guidance on general principles for primary schools on planning and delivering effective provision for gifted and talented learners. It sets out expectations, as well as the range of support and resources available through the national programme.

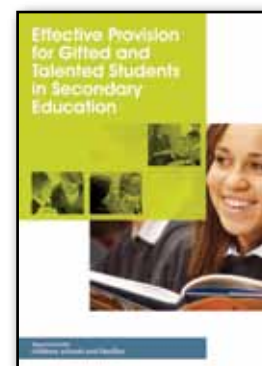
(00379-2008)



Effective Provision for Gifted and Talented Students in Secondary Education

Of interest to all senior leaders responsible for whole-school provision, this guidance also provides support for all staff in identifying gifted and talented pupils and providing them with appropriately personalised education.

(00830-2007)



Quick resource reference and order guide

Ethnic Minority Achievement (EMA) resources

Title	Resource	Reference
Cross-phase		
<i>New Arrivals Excellence Programme</i>	DVD-ROM	00426-2007DVD-EN
<i>New Arrivals Excellence Programme Guidance</i>	Booklet	00650-2007BKT-EN
<i>New Arrivals Excellence Programme: Management guide</i>	Booklet	Web only 00041-2008DWO-EN
<i>New Arrivals Excellence Programme: CPD modules</i>	Folder	00041-2008FLR-EN
<i>New Arrivals Excellence Programme: New arrivals e-learning</i>	e-learning course	Web only
<i>Raising the achievement of Gypsy, Roma and Traveller pupils</i>	DVD-ROM	00102-2008DVD-EN
<i>Moving forward together: Raising Gypsy, Roma and Traveller achievement</i> <i>Booklet 1: Introduction</i>	Booklet	00660-2009BKT-EN (Available from November 2009)
<i>Moving forward together: Raising Gypsy, Roma and Traveller achievement</i> <i>Booklet 2: Leadership and management</i>	Booklet	00661-2009BKT-EN (Available from November 2009)
<i>Moving forward together: Raising Gypsy, Roma and Traveller achievement</i> <i>Booklet 3: Learning and teaching</i>	Booklet	00662-2009BKT-EN (Available from November 2009)
<i>Moving forward together: Raising Gypsy, Roma and Traveller achievement</i> <i>Booklet 4: Engagement with parents, carers and the wider community</i>	Booklet	00663-2009BKT-EN (Available from November 2009)
<i>Moving forward together: Raising Gypsy, Roma and Traveller achievement</i> <i>The four booklets, as a pack</i>	Booklets	00710-2009FLR-EN (Available from November 2009)

EYFS and primary		
<i>Supporting children learning English as an additional language: Guidance for practitioners in the Early Years Foundation Stage</i>	Booklet	00683-2007BKT-EN
<i>Building futures: Believing in children – A focus on provision for Black children in the Early Years Foundation Stage</i>	Booklet and DVD-ROM	00008-2009BKT-EN
<i>Building futures: Developing trust – A focus on provision for children from Gypsy, Roma and Traveller backgrounds in the Early Years Foundation Stage</i>	Booklet and DVD-ROM	00741-2009BKT-EN (Available from November 2009)
<i>Excellence and Enjoyment: learning and teaching for bilingual children in the primary years (professional development materials)</i>	Box containing booklets, posters and DVD-ROM	0013-2006PCK-EN
<i>Excellence and Enjoyment: learning and teaching for bilingual children in the primary years – Teaching units to support guided sessions for writing in English as an additional language (pilot materials)</i>	Folder	00068-2007FLR-EN
<i>Excellence and Enjoyment: learning and teaching for Black children in the primary years</i>	Box containing booklets, posters, photographs and DVD-ROM	00058-2008PCK-EN
Secondary		
<i>Ensuring the attainment of pupils learning English as an additional language: CPD modules</i>	Folder, CD and DVD-ROM	00045-2009FLR-EN 00045-2009DVD-EN
<i>Ensuring the attainment of pupils learning English as an additional language: A management guide</i>	Booklet	Web only 00011-2007BKT-EN
<i>Access and engagement series for core and Foundation subjects 2002</i>	Booklets	English: 0609/2002 Mathematics: 0251/2002 Science: 0610/2002 ICT: 0611/2002
<i>Raising the attainment of Pakistani, Bangladeshi, Somali and Turkish heritage pupils: A management guide</i>	Booklet	00069-2007BKT-EN
<i>Raising the attainment of Pakistani, Bangladeshi, Somali and Turkish heritage pupils: Guidance for developing inclusive practice</i>	Booklet and DVD-ROM	00043-2008BKT-EN 00043-2008DVD-EN
<i>Ensuring the attainment of Black pupils</i>	Folder containing booklet and DVD-ROM	00750-2007FLR-EN

Gifted and Talented (G&T) resources

Title	Resource	Reference
Handbook for leading teachers for gifted and talented education (Revised 2008)	File and CD-ROM	00577-2008FLR-EN
G&T e-learning modules	e-learning modules	Web only
Institutional Quality Standards	Download	Web only
Gifted and talented Classroom Quality Standards (CQS) guided resource: a subject focus	Interactive resource	Web only
Local Authority Quality Standards (LAQS)	Download	Web only
Evaluating gifted and talented education. The school improvement partner's role in engaging the school	Booklet and CD-ROM	00016-2009BKT-EN
The National Challenge: Raising standards, supporting schools Gifted and Talented Pilot Programme introduction and overview	Booklet	00390-2009BKT-EN
Identifying gifted and talented learners – getting started (Revised May 2008)	Booklet	00367-2008

Preventing underachievement series

Gifted and Talented education Guidance on preventing underachievement: a focus on dual or multiple exceptionality (DME)	Booklet	00061-2007BKT-EN
Gifted and Talented Education: Helping to find and support children with dual or multiple exceptionalities	Booklet	00052-2008
Gifted and Talented Education Guidance on preventing underachievement: a focus on children and young people in care	Booklet	00873-2007BKT-EN
Gifted and Talented Education Guidance on preventing underachievement: a focus on exceptionally able pupils	Booklet	00066-2008BKT-EN
Gifted and Talented education: Guidance on preventing underachievement – planning a whole-school approach	Booklet	00378-2009BKT-EN
Gifted and talented Black pupils' achievement: Continuing professional development (CPD) module and briefing pack	Booklet and CD-ROM	00526-2009BKT-EN (Available from autumn 2009)
Effective provision for gifted and talented children in primary education (Revised May 2008)	Booklet	00379-2008
Effective Provision for Gifted and Talented Students in Secondary Education	Booklet	00830-2007

All National Strategies EMA resources are available from:

www.standards.dcsf.gov.uk/nationalstrategies

Select Inclusion then Ethnicity, social class and gender achievement.

All National Strategies Gifted and Talented resources are available from:

www.standards.dcsf.gov.uk/nationalstrategies

Select Inclusion then Gifted and talented.

Alternatively, all resources (except web-only resources) may be available from DCSF publications, tel: 0845 60 222 60, email: dcsf@prolog.uk.com.

Audience: EMA and Strategy managers and consultants, G&T leads, primary and secondary headteachers and teachers

Date of issue: 09-2009

Ref: **00781-2009BKT-EN**

Copies of this publication may be available from:
www.teachernet.gov.uk/publications

You can download this publication and obtain further information at: **www.standards.dcsf.gov.uk**

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Fax 0845 60 333 60

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email: dcsf@prolog.uk.com

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