



Excellence for All

A Gifted and Talented approach to whole-school improvement



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Preface

Who is this booklet written for?

This booklet is one of a series of publications designed to support secondary schools in developing Gifted and Talented (G&T) education as part of a whole-school approach to improving provision and outcomes for all pupils. They form part of a suite of National Strategies guidance and resources supporting school improvement and raising attainment. Excellence for All (EfA) offers materials for use by school leaders, G&T leading teachers, subject teachers and governors with responsibility in this area. It will also be of interest to National Challenge Advisers (NCAs) and school improvement partners (SIPs).

The materials have been developed as a resource for schools that are supported by the National Challenge Gifted and Talented Project, a network of secondary schools committed to improving opportunities for disadvantaged G&T pupils across England. This project will be supported by a formative and ongoing external evaluation.

Subsequent publications will draw on this development work and provide further guidance to support the achievement of Excellence for All in schools, whatever their context.

The National Challenge Gifted and Talented Project

The National Challenge Gifted and Talented Project is set within the secondary school National Challenge Programme. The project has two clear objectives:

- to focus specifically on understanding and meeting the needs of a target group of disadvantaged G&T and potential G&T pupils, to narrow the gap between their achievement and the achievement of more advantaged gifted and talented pupils;
- to establish Excellence for All by demonstrating, in schools that are working with powerful social and economic barriers to learning, that methods for improving outcomes for a target group of G&T pupils will also improve achievement and progress for all pupils.

Content overview

This booklet provides guidance, tools, frameworks and resources. Section 1 sets out the concept, Section 2 provides an implementation guide, Section 3 sets out development of Quality First Teaching (QFT) and Section 4 explores how to plan effective intervention to meet pupils' needs. Finally, Section 5 provides a range of CPD activities and highlights some useful resources to support schools in designing, implementing and monitoring the impact of their work.

The materials include:

- exploration of key concepts and overview;
- examples of successful pedagogy and practice;
- guidance on the effective use of six-week 'enquiry into practice' cycles, consistent with the raising achievement cycle;
- questions for review.

Section 1: An introduction to Excellence for All

A rising tide lifts all ships

Joseph Renzulli, in his statement, 'A rising tide lifts all ships'¹, eloquently expresses the principle underpinning Excellence for All. It describes two separate aspects – strategies for improvement for G&T learners (*a rising tide*), which also have wider impact in enabling all pupils to gain maximum benefit (*lifts all ships*).

Firstly, there is expertise associated with the pedagogy of challenge, independence and creative, higher-order and critical thinking skills that, when applied to all teaching and learning, will significantly improve pupil outcomes.

Secondly, there are the rich experiences and subsequent opportunities, resources and encouragement associated with G&T provision that, if widely accessible, will enable all pupils to develop potential gifts and talents.

Taken together, these developments mean that in achieving Excellence for All:

- teachers understand and acquire expertise in a pedagogy of G&T to apply to all their teaching;
- teachers benefit through the application of more engaging teaching practices;
- all pupils benefit from a programme of enriched, challenging learning that is targeted at their needs as well as their strengths.

This booklet aims to support schools in both aspects:

- ensuring that schools are the best they can be at supporting their G&T learners, especially those from disadvantaged backgrounds;
- making a deliberate and sustained effort to transfer this effective G&T practice to all other learners.

Enabling Excellence for All

A school that prioritises the understanding and development of effective practice for G&T has an aspirational ethos, higher expectations and greater levels of challenge in the curriculum. Leaders and teachers who focus on developing professional knowledge, expertise and skills, through working on G&T provision, will improve provision and outcomes for all. That is not the same as saying all children are potentially gifted. However, in an inclusive school, disadvantage should not be a barrier to progress. A high-challenge, high-support curriculum will enable all pupils to make the best of their ability, whatever their starting point. Most significantly, disadvantage is not a barrier to progress; G&T pupils entitled to free school meals (FSM) are able to make good progress.

Schools working to implement Excellence for All strategies will take practical steps to ensure that all pupils can make good progress and avoid underachievement. These strategies will help the school develop their own distinctive definition of Quality First Teaching (QFT), and also to put in place interventions that particularly benefit disadvantaged pupils.

1 (Renzulli, J.S. *A Rising Tide Lifts All Ships: Developing the Gifts and Talents of All Students* www.gifted.uconn.edu/sem/semart03.html).

Unlocking potential: a focus on disadvantage

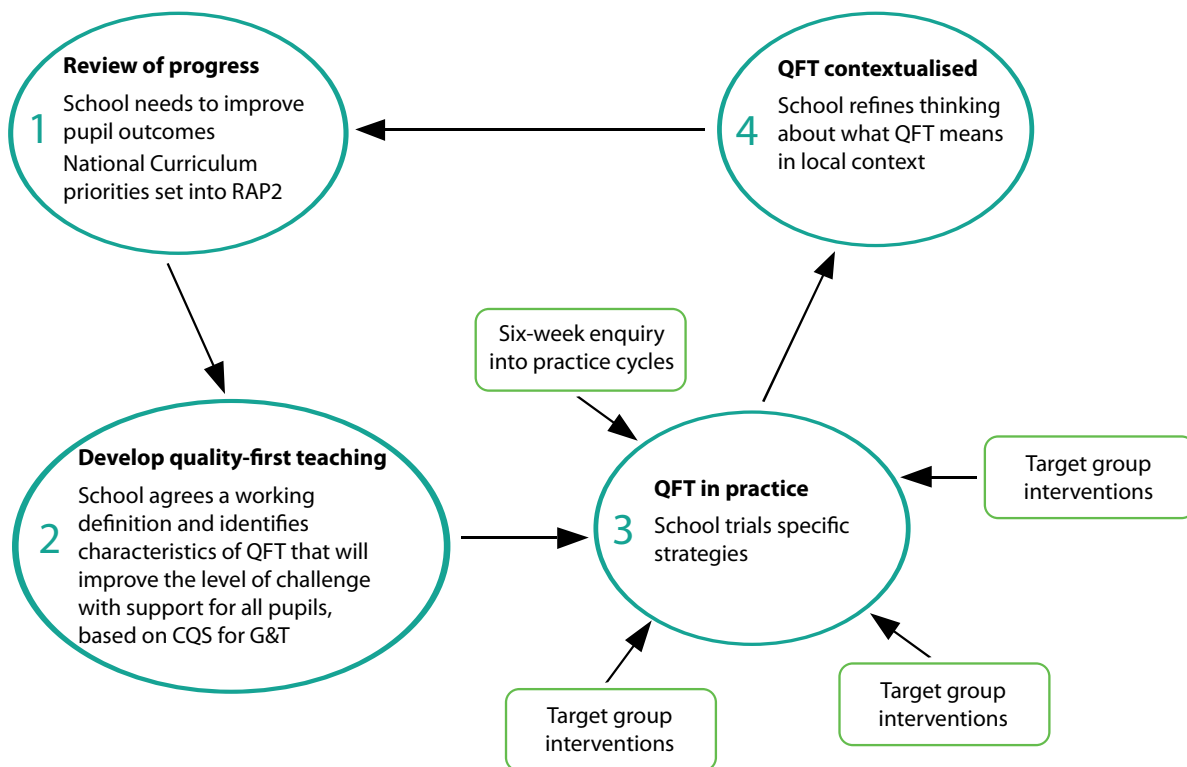
Learners who are eligible for free school meals are consistently less likely to be identified as G&T, in both primary and secondary schools.

Summary of findings from the National Register Annual Report (2008)

Many socially and economically disadvantaged pupils are at risk of underachieving at Key Stage 4. We know that, for many, underachievement will have started as early as Key Stage 1, with under-performance in snapshot summative assessments leading to lower targets and expectations at the next phase of learning. As pupils entitled to FSM progress through the primary and secondary school system, they are increasingly less likely to be identified as gifted and talented.

Schools may find it helpful to take a project/phased approach to implementing a whole-school EFA strategy, perhaps using the materials initially to develop provision for G&T pupils across the school. This is likely to begin with pupils who are already on the G&T register. It may include a particular focus on younger pupils, to ensure that they have excellent learning experiences from Year 7. There is a particular challenge, however, for schools to focus on disadvantaged pupils. On a simple level, this means considering whether pupils entitled to FSM are properly represented on the G&T register.

Achieving Excellence for All is supported when whole-school improvements in teaching are informed by learning from enquiry into practice. The diagram below shows how leadership can encourage professional learning through the G&T project interventions and enquiry cycles, and use the learning from this to support planning for school improvement and the development of QFT.



Section 2: Leadership and implementation

Key messages

1. Implementation of EfA requires a whole-school strategy.
2. Learning from this project will lead to whole-school changes in practice.
3. Significantly more pupils than the target group will benefit from improved practice.
4. Robust self-evaluation, based on G&T quality standards, should be used to demonstrate impact.
5. Action-planning for the target group should build on an audit of needs.

School improvement must begin by placing the act of learning at the centre of the change process...

...school improvement can be initiated and built upon through gentle and evolutionary strategies for change. These strategies must concentrate first on the act of learning as represented by the interactions of learners, teachers, and the curriculum. In the early stages of the change process, these strategies should make minimal, but specific, changes in existing schedules, textbook usage, and curricular conventions. And these strategies should be based on practices that have already demonstrated favourable results in places where they have been used for reasonable periods of time and with groups from varying ethnic and economic backgrounds.

A Rising Tide Lifts All Ships: Developing the Gifts and Talents of All Students, Renzulli (1998)

Key message 1: Implementation of EfA requires a whole-school strategy

Good leaders foster good leadership at other levels. Leadership at other levels produces a steady stream of future leaders for the system as a whole.

Building Leadership Capacity for School Improvement, Fullan (2003)

In summary, senior leaders need to agree, articulate and explain:

- the bigger vision of the project;
- what they are aiming to achieve with the target group;
- what wider benefits they expect to achieve through Excellence for All that will extend to the whole-school community;
- who they expect to be engaged in project development;
- the methodology to be used to achieve improvement and to share professional learning across the school.

To support implementation, a three-tiered approach is recommended, as described below.

A three-tiered approach

1. The big picture – a rationale

See Appendix 1a.

Purpose: For the senior leadership team (SLT) and the G&T leading teacher (G&T LT) to agree on and articulate a common focus and vision for embarking on the road to Excellence for All. This ‘big picture’ document will help clarify communication within and beyond the school and should ensure the G&T project is fully integrated with the school’s priorities and moves G&T provision forward.

It is important that the rationale is shared and discussed within the school community to ensure the following principles.

- The aims, objectives and intended outcomes are understood by all.
- All have an opportunity to engage with these questions.
 - What’s in it for me?
 - What will I have to do?
 - What will I have to give or give up?
 - What will I get out of it?

2. Project-planning for a two-year overview

See Appendix 1b(i) and 1b(ii).

Purpose: To support an overview of key objectives and outcomes for the whole project. This will be useful to senior leader(s) and the G&T leading teacher. Leaders need to ensure that suitably challenging targets are set for pupils. The combined effect of underachievement over many years is continually to lower expectations and targets. If indeed these pupils are capable of significant progress, with personalised support, then schools should expect them to make rapid gains in progress, and exceed school, national and even families’ expectations at Key Stage 4.

3. Enquiry into practice: a six-week cycle

See Appendix 1c(i) and 1c(ii).

Interventions should follow a 6 week ‘enquiry into practice’ methodology. This methodology will support teachers in collaboratively devising and implementing interventions to support the project implementation plan. It will also be **consistent with the six-week Raising Achievement Plan (RAP) cycle** and support the wider school priorities set by this group. For example, if the school has set a priority to improve the levels of English achieved in Year 10 (monitored through half-termly assessment), then the enquiry may focus on the specific barriers to achievement in English for the target group.

Enquiry brings important opportunities to build school leadership capacity and support the effective transfer of knowledge about Quality First Teaching. All schools are expected to have a key professional lead for G&T, usually a trained G&T leading teacher. However, schools supported by the National Challenge and, increasingly, a wider group of schools engaged in rapid, focused improvement, will also have in place a RAP management group to maintain a sharp focus on progress against priorities. Further guidance on developing a school RAP and management group is available at www.standards.dcsf.gov.uk/nationalstrategies, search on ‘00748-2008PDF-EN-01’.

It is crucial that the National Challenge G&T project is consistent with and supportive of this work.

Questions for review

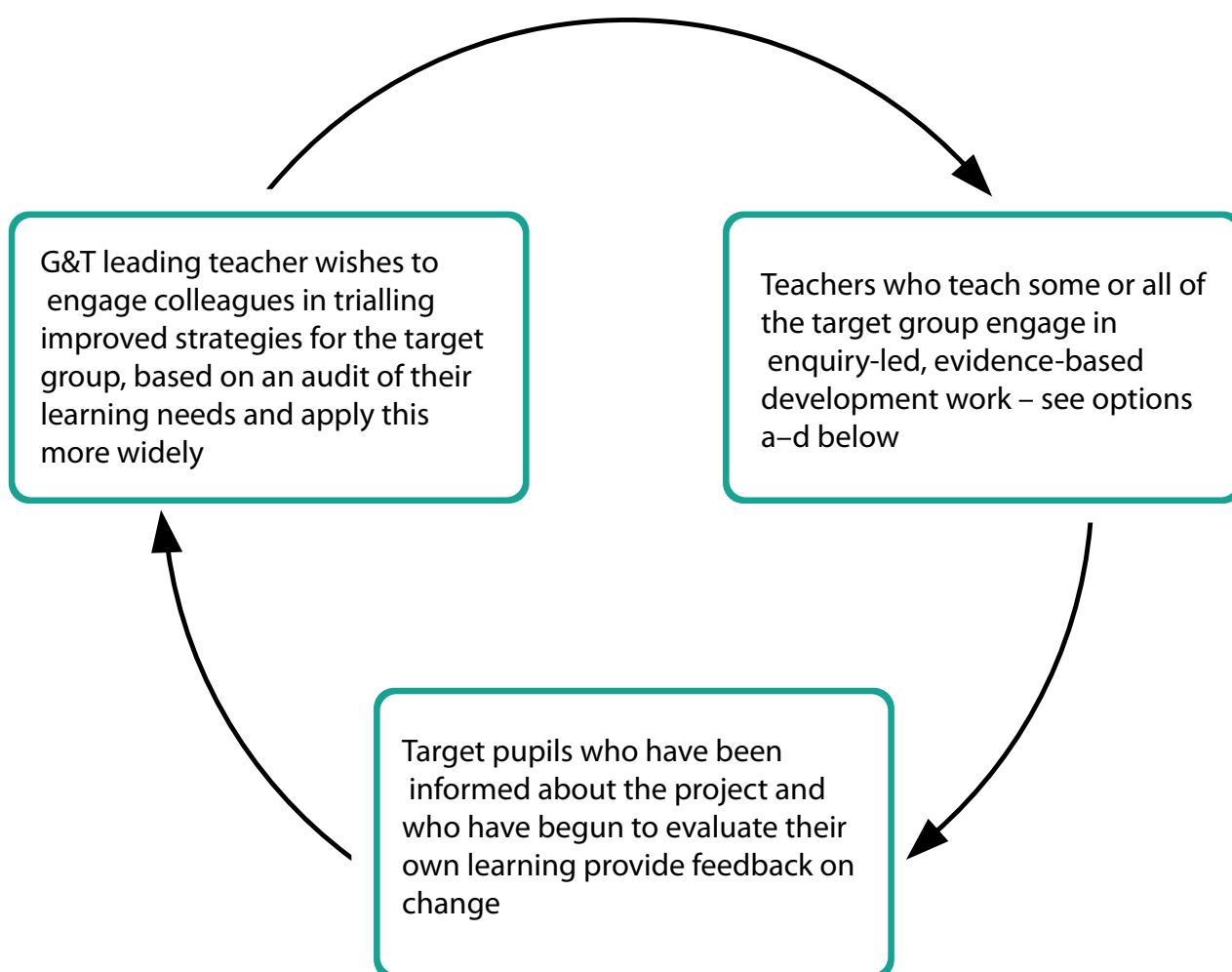
- Do departments and teachers understand the priority of the G&T project and how it can contribute to delivering whole-school improvements?
- Does the G&T leading teacher have access to, and influence with, the appropriate school leaders?

Key message 2: Learning from this project will lead to whole-school changes in practice

In developing Excellence for All, schools will be working:

- to develop their own school-specific approach to QFT that will benefit **all** pupils by adding challenge with support to all lessons. Section 5: continuing professional development (CPD) support materials, provides useful guidance materials;
- to focus specifically on developing understanding and meeting the needs of a target group of disadvantaged G&T and potential G&T pupils, which will enable the school to further refine and review its understanding of QFT.

There are several collaborative models that will influence planning to achieve these, based on the diagram below.



The basis of collaborative models

Some possible models for developing enquiry groups

a) The constituency of the willing

The G&T leading teacher (G&T LT) works initially with a small group of willing volunteers. These volunteers become a pilot group who develop their practice, perhaps using the three-lesson cycle (see Appendix 1). They then undertake to cascade this, first within their own departments or teams and then to others.

b) Every department or team has a role to play

The G&T LT establishes a cross-curricular group of staff, who teach the target group of pupils, and develops trios of teachers to work together. This allows every department to be involved in the project from the start. The target pupils provide a useful focus for measuring the impact of the development work, although improvements and interventions will be of benefit to all.

c) Target core subjects only

The G&T LT focuses on the core subjects initially and establishes a small working party of teachers from the mathematics, English and science departments to develop curriculum-specific interventions that will develop challenge, with support, to improve QFT. This is shared with other departments, that are then expected to develop curriculum-specific strategies and resources.

d) School-to-school networking

The leaders of two or three local schools agree to work together, developing their practice and using a shared methodology to devise, implement and evaluate strategies for challenge with support.

Notes

1. The Classroom Quality Standards (CQS) are the key resource for ensuring that enquiry into practice is based on common standards.
2. Use of pupils as researchers of learning can be a valuable additional resource for evaluating the impact of any change. Schools may wish to consider training the target group to observe, reflect on and evaluate the impact of any change. Pupils who are regularly engaging in reflection on learning, for example, using the discussion frameworks (see Appendix 4), will be well placed to provide support and will themselves benefit from the process.

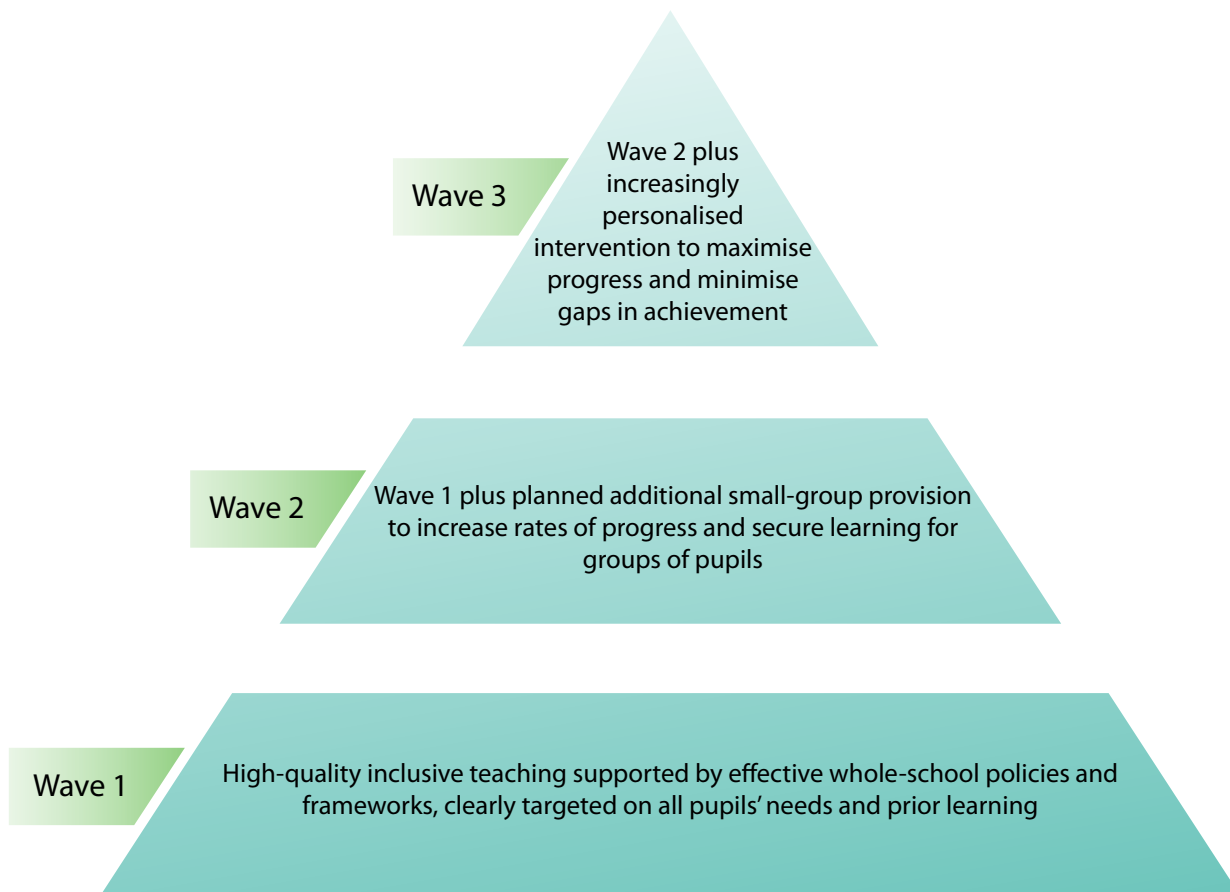
Questions for review

- Which model best fits the school's development priorities and capacity?
- Which model will deliver the biggest improvement over the life of the project?



Key message 3: Significantly more pupils than the target group will benefit from improved practice

Many schools will be familiar with the three-waves model of intervention in relation to learning needs of all pupils, which is a helpful way to focus planning for development of Excellence for All.



The three-waves model

The National Challenge G&T project should impact on all three waves of intervention.

Wave 1: QFT for every classroom. This requires teaching that builds challenge, with support for all pupils. This requires that all teachers have a common understanding of what this means for pupils in their school. Section 5 provides CPD suggestions.

Wave 2: Small-group provision for identified pupils with similar specific needs. The project target group of pupils in Key Stage 4 is an example of a group that could receive Wave 2 intervention and support.

Wave 3: Personalised intervention for individual pupils who face specific barriers to learning or who need specialised support to enable them to achieve excellence. The audit of pupils' needs may uncover specific gaps in learning, such as poor literacy, personal and emotional barriers to learning or a need for expert or specialist tuition or training to develop a particular gift or talent. Any of these areas may require an individualised support programme. A good example of Wave 3 intervention is one-to-one tuition.

A more detailed exploration of this model is provided in Section 4: Planning effective interventions for the G&T target group. See also *Gifted and Talented Education: Guidance on addressing underachievement – planning a whole-school approach* (DCSF Ref: 00378-2009BKT-EN).

Key message 4: Robust self-evaluation, based on G&T quality standards, should be used to demonstrate impact

As a result of taking part in the project, National Challenge G&T Project schools will have opportunities to become leading schools for G&T practice. The criteria for this include demonstrating progress in practice and provision, based on the Quality Standards for G&T.

Institutional quality standards for G&T

Schools are advised to use the institutional quality standards (IQS) as a starting point to provide a baseline of their status. The G&T LT needs to work in conjunction with senior and middle leaders to audit the school's current status. It is advisable to conduct an overview or snapshot audit of all 14 elements, and then to focus on four or five elements that will best support and demonstrate progress over the lifetime of the project. For more information on how to use the IQS, see the *IQS User Guide* (www.standards.dcsf.gov.uk/nationalstrategies, search on 'IQS User guide') and also the *Handbook for leading teachers for Gifted and Talented education* (www.standards.dcsf.gov.uk/nationalstrategies, search on '00577-2008FLR-EN').

Classroom quality standards for G&T

The classroom quality standards (CQS) define provision for G&T learners at entry, developing and exemplary levels. They support a strategic approach to developing QFT. The CQS online resource has linked subject-specific materials that exemplify how to meet the standards. Teachers working collaboratively will find this resource, above all others, a key document to ensure a consistent and common approach to developing practice.

See Appendix 2: The CQS and the new Ofsted Framework, for a cross-referencing of these statements to the Ofsted Framework.

For more guidance on using the CQS see *Gifted and Talented: Classroom Quality Standards (CQS) guided resource – A subject focus* (www.standards.dcsf.gov.uk/nationalstrategies, search on '00556-2008BKT-EN'), Section 5 of this booklet, and also the *Handbook for leading teachers for Gifted and Talented education* (www.standards.dcsf.gov.uk/nationalstrategies, search on '00577-2008FLR-EN').

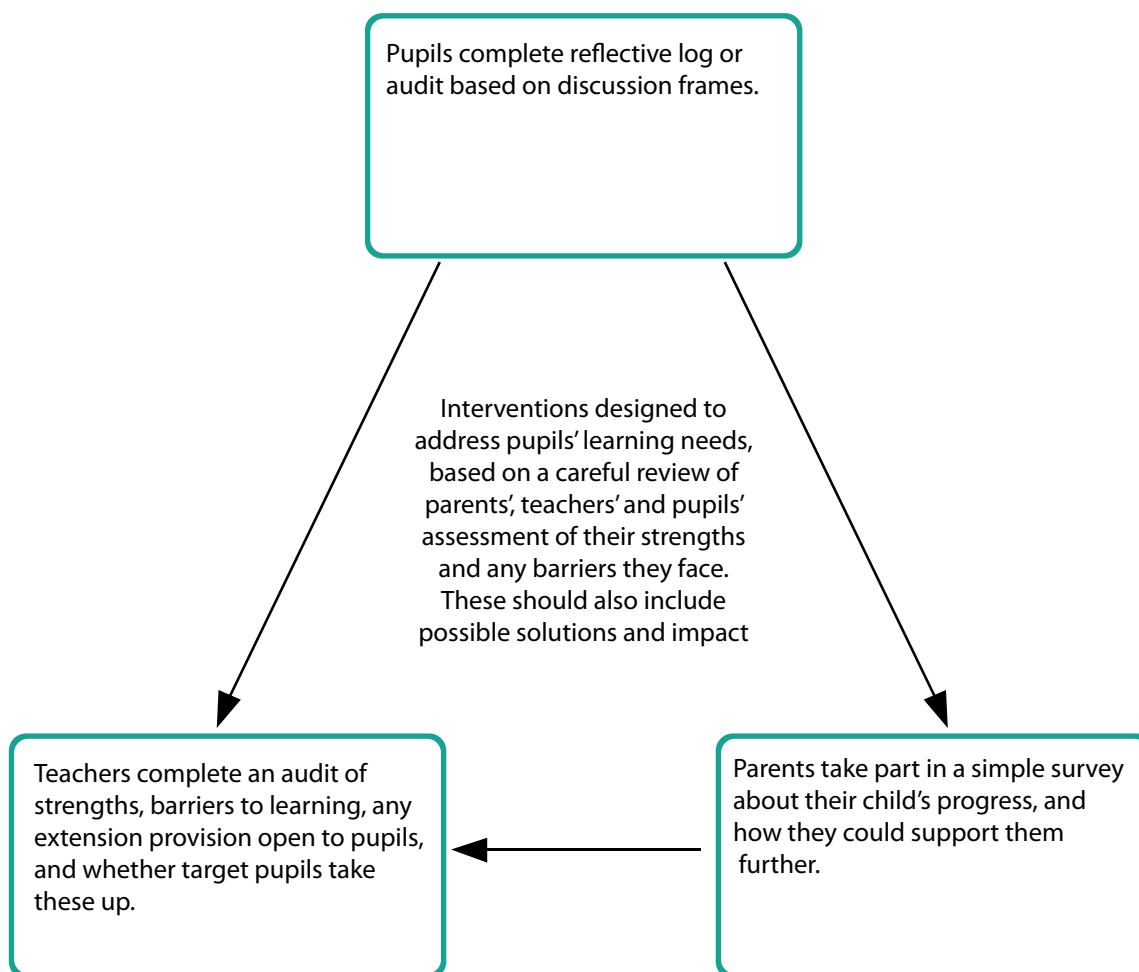
Key message 5: Action-planning should build on an audit of needs

G&T leading teachers will have used the IQS and CQS to conduct whole-school self-evaluation. This will highlight key areas for both whole-school and departmental development.

Before the school begins intervention planning for the target pupils, however, their needs should be clearly analysed to identify the most effective personalised interventions and support. Leaders must ensure this analysis is as rigorous as possible and incorporates analysis of pupil and school-level data, alongside the views of teachers, pupils and parents, as outlined in the diagram below.

See the appendices for simple survey tools.

Audit of learning needs – a triangulated approach, based on discussion frames or simple survey instruments



Questions for review

- What interventions are needed to ensure the greatest impact?
- What would you expect to have achieved by the end of this term and the end of the academic year, and beyond?
- How will you know this has been achieved?
- What planning do you need to undertake now to ensure the school and pupils achieve their goals?
- Who needs to support each element of the process?
- How will progress be communicated?

Section 3: Enriching classroom experiences – developing Quality First Teaching

Key messages

1. Quality First Teaching needs to be clearly understood.
2. Staff benefit from co-planning, collaborative delivery and shared reflection.
3. Parents have a role to play.

Key message 1: Quality First Teaching needs to be clearly understood

Teaching is just too damned difficult to get right. It is always possible to improve. I am supposed to know about these things, but I am still changing what I do. If you step out of your comfort zone and experiment with new methods you will find this enormously rewarding, just so long as you are in control of the change...

Reproduced with the permission of Nelson Thornes Ltd, from *Evidence Based Teaching: A Practical Approach*, by Geoff Petty. ISBN 978 1 4085 0452 9. First published in 2009.

Quality First Teaching (QFT) means different things to different people.

A good starting point for all schools is to reach a shared understanding and definition of QFT.

See Section 5: Continuing professional development (CPD), activity 1.

Another way to reflect on QFT in your school is to define what success, including academic success, looks like and consider what is required to achieve it. Teachers can then plan to deliver the learning opportunities that enable pupils to succeed.

The following ten characteristics are important factors in academic achievement and longer-term success.

1. Self-awareness and a sense of control and influence over learning
2. Sophisticated vocabulary and good command of academic English
3. Knowing what an A or A* requires – the AfL approach
4. Self-confidence and motivation
5. Good speaking, listening and critical thinking skills
6. Good social skills
7. Good independent study skills
8. Learning beyond the syllabus (depth)
9. Linking learning to the real world (breadth)
10. Significant family resources and support

Each of these characteristics is now considered more fully.

1. Self-awareness and a sense of control and influence over learning

Too often, underachieving pupils focus on their strengths and the subjects and lessons they enjoy, rather than addressing their weaknesses. They may not perceive themselves as active participants, but rather as passive recipients of teaching and learning. With support from a key mentor or adult, pupils can learn how to change this. It is very important that this is a regular, guided process if pupils are to understand and use the language of learning, and feel they can take responsibility and improve.

Schools have used a variety of models including:

- regular completion of a pupil learning log, with support from the G&T LT, either individually or in a focus group;
- use of successful sixth-form or undergraduate subject-specific or general mentors to support academic development, based on a discussion framework;
- use of learning mentors, where there are non-academic barriers to progress.

An example of a simple pupil learning log is included in Appendix 3a.

2. Sophisticated vocabulary and good command of academic English

Effective schools provide pupils with a range of formal and informal language repertoires, both spoken and written. Teachers share good examples, explain their features, model their use and define their conventions. They give pupils opportunities to try them out in 'real' situations, scaffolding and evaluating their use as appropriate. They expose pupils to a range of reading material, taking pupils outside of their 'comfort zone' in order to challenge and extend their thinking and broaden their vocabulary. In this way, pupils understand that they have choices, that there is an appropriate way to speak or write depending on purpose, context and audience. They are able to access the linguistic currency of more formal situations, which may otherwise be denied them.

The Extra Mile: How schools succeed in raising aspirations in deprived communities
(DCSF ref: 00447-2008BKT-EN)

Pupils need to be able to achieve the highest grades and levels and work with a wide range of challenging resources. This is a recognised area for development among learners of English as an additional language (EAL), but is just as likely to impede the progress of many pupils from disadvantaged backgrounds. Undoubtedly, a limited understanding of key academic terms and concepts will be a barrier to the highest grades. Schools have used some innovative approaches to developing academic language, including:

- an academic word list, and teaching guidance, see www.nottingham.ac.uk/~alzsh3/acvocab/index.htm and also the REAL project, www.realproject.org.uk;
- raising teachers' and pupils' awareness of embedded metaphors and idioms in texts, sources and questions;
- enabling pupils to access appropriately advanced and complex language in books, articles and other texts;
- teaching debate and public-speaking skills.

3. Knowing what an A or A* requires – the AfL approach

High expectations from school, teachers, self and family are important but pupils need to understand what it takes to achieve a B or A/A* grade, if they are realistically to aspire to this. They need to know what the requirements are for top grades and understand the differences between one grade and another. They need to understand what skills, knowledge and understanding they need to demonstrate to achieve a grade B (for example), and what more is required for a grade A or A*. Able pupils respond very positively and engage well with such activities.

Schools have worked in a range of ways to develop an A/A* culture, for example, training pupils to self or peer assess and provide feedback for each other. Many schools provide annotated examples of work at B, A and A* grades to familiarise their pupils with what is expected to achieve the higher grades. Discussion and dialogue with pupils is central to this process.

4. Self-confidence and motivation

Pupils develop self-belief and motivation through being identified and acknowledged as having significant potential. The target pupils in the National Challenge G&T Project may not be aware they are perceived as potential high achievers. This information alone may have a powerful impact on their self-esteem and aspirations. Disadvantaged pupils are even more dependent on their school for support and encouragement, if there is little investment in learning at home.

5. Good speaking, listening and critical thinking skills

Pupils need support, encouragement and opportunities to express themselves in a range of contexts and roles. Many G&T learners who are entitled to FSM have a narrow experience of social and cultural activities within their communities, and lack the skills required to take part in activities that require a formal register of communication. These skills and techniques can be explicitly taught through, for example, approaches to developing an understanding of philosophy with children, communities of enquiry, debating skills or mock interview skills.

6. Good social skills

Many disadvantaged pupils are more comfortable working with others who they perceive to be like themselves and from their own communities. They benefit from opportunities to work with pupils of similar ability but from very different schools and communities, which will widen their social networks and give them a different perspective on their own future.

Carefully planned enrichment and extension programmes that require pupils to work with other able pupils from different backgrounds can open minds to new possibilities.

Some schools have noticed that pupils who take up these additional opportunities go on to gain higher grades. However, many FSM pupils do not feel comfortable and may avoid taking part.

7. Good independent study skills

Successful pupils can work confidently and effectively, at home and in their own time, and prepare well for examinations. Many pupils, however, depend on the teacher to set them explicit tasks and flounder when asked to work on their own. Many disadvantaged pupils lack space, resources and support at home to work independently. However, space and time can be provided in school where study and research skills can be taught.

8. Learning beyond the syllabus (depth)

The curriculum and the examination syllabus can restrict the learning opportunities open to pupils. Successful pupils are inspired to pursue their passions and interests beyond the syllabus, for example, in wider reading or research. Many will have parents who can help them to access opportunities and resources. Schools can provide opportunities, though, within lessons and can offer extra resources or clubs to foster this level of commitment. A history pupil with a fascination for the study of World War 1 can explore texts, poetry, paintings and memoirs that go beyond the syllabus, for example. An art student can be encouraged to visit museums and art galleries to explore their interests further.

9. Linking learning to the real world (breadth)

Successful pupils may have a broad experience of the world. They are more adept at drawing links between their experience and knowledge of the world and the learning that takes place in lessons. For example, pupils who have a wide range of family and social networks can relate the study of languages or science to real jobs and professions. Many pupils, however, will lack the experiences and awareness to make these connections, and this will restrict their engagement in learning.

10. Significant family resources and support

Parental experience of higher education and academic study, access to computers and the internet and a space to study are all positive indicators of future achievement. Many bright pupils will not have this type of support at home.

Questions for review

Answer these questions in relation to the ten characteristics described above.

- Which describe gaps and barriers faced by pupils in your school?
- What learning opportunities and specific teaching and support are available to enable your pupils to acquire these? What needs to be developed?
- How can you use the ten characteristics above to help to define the needs of pupils in your school and ensure staff plan and deliver QFT for all?

If you are targeting particular pupils:

- what is your school doing to open minds and broaden horizons?
- how independent are your target pupils? How do you know? What skills do they need to develop, for example, to be able to research and revise effectively? What additional support can the school offer?
- what opportunities do your pupils have to meet and work with pupils from different communities? How many of them avoid taking up these opportunities? How can you support them to access these opportunities?
- what opportunities are offered to your pupils to make the link between their learning and their future or even current personal lives?
- what can the school do to provide them with access to resources, which other pupils access at home?



Key message 2: Staff benefit from co-planning, collaborative delivery and shared reflection

Working in small groups or sub-groups within a larger progress team ensures that new practice will be properly tested and evaluated. It will provide an important 'critical mass' of teachers who can disseminate practice. Staff who have experience of working in trios or groups have found this enormously rewarding and supportive.

Question for review

Which staff will take part in the six-week enquiry cycles?

See Section 2: Leadership and implementation, for some suggested models.

Key message 3: Parents have a role to play

Schools in disadvantaged communities are particularly influential in making a difference to their pupils' outcomes. However, they cannot achieve transformation without the support of pupils and families. Most parents are delighted and may be surprised to hear their son or daughter has been identified as gifted or talented. But parents often say they do not know how to help. It is not just a question of money. Many pupils who took part in the Realising Excellence and Achievement for All (REAL) project said that the single most important thing their parents could do for them was to spend time talking to them about their work, their progress and their ambitions. Schools that provide practical advice for parents notice a big improvement in parental engagement.

Examples of effective ways of encouraging parents include:

- offers of mother-tongue language translation;
- offers of a crèche for smaller children;
- personal telephone calls before a parents' evening to remind and encourage parents to attend;
- offers to pay for taxis for disabled parents;
- provision of food and refreshments;
- using a smaller space (such as library) rather than an intimidating large area such as the school hall;
- preparing and publicising performances or presentations by pupils.

Question for review

What additional support do your parents need to be able to make that extra difference to progress?

Section 4: Planning effective interventions for the G&T target group

Key messages

1. The target group of pupils will be typical of many more pupils in your school.
2. Interventions need to focus on the gaps in pupils' learning.
3. Developing effective interventions for the target group needs to lead to improved QFT for all.

Key message 1: The target group of pupils will be typical of many more pupils in your school

No matter what their starting point, disadvantaged pupils are less likely to make two levels of progress between key stages than their more advantaged peers with the same prior attainment.

Breaking the link between disadvantage and low attainment – Everyone's business
(DCSF ref: 00357-2009)

A G&T target group will be typical of many more pupils in your school, so if new evidence-based practice meets their needs it follows that this practice should support many more similar pupils. The definition of QFT in your school will need to take these needs into account.



Key message 2: Interventions need to focus on the gaps in pupils' learning

As explained in Section 2, the design of effective interventions begins with an audit of the learning needs of the target group of pupils. This audit requires input from teachers, pupils and their parents to provide a holistic perspective of their strengths, passions, gaps, barriers to learning and support needs. It will indicate, for example, which of the ten characteristics (outlined in Section 3, Enriching classroom experiences – developing Quality First Teaching) it will be most appropriate to develop.

Key message 3: Developing effective interventions for the target group needs to lead to improved QFT for all

The key to QFT is to match closely classroom learning experience with learners' needs and to ensure all pupils make good progress. Excellence for All is based on the expectation that what works well for the target group will be of real value to a much wider group of pupils. Teachers engaged in the interventions and six-week cycles of enquiry into practice will be expected and encouraged to adapt their findings more generally to their teaching.

Schools will need to consider how this sharing of practice based on learning through enquiry features as an important aspect of regular professional conversations and CPD.

Section 5: Continuing professional development (CPD) support materials

A. What do we mean by Quality First Teaching in our school? A discussion framework, with stimulus, for teaching staff.

This is adapted from National Challenge G&T Pilot Element 3 (pages 14–22).

Some key questions for discussion

1. Establishing a shared understanding: What does QFT mean in your school? Consider a working definition and common understanding that will be used by senior leaders, middle leaders and teachers consistently.
2. What will QFT for your G&T target group need to include? You may find extracts 1 and 2 (below) useful starting points for discussion.
3. What are the key teaching strategies that will make the most difference in improving progress and attainment in your school?
4. How can you develop these strategies within your teaching programme?

Extract 1: Inclusive QFT

Reproduced in Gifted and Talented education: Guidance on addressing underachievement – planning a whole-school approach (DCSF ref: 00378-2009BKT-EN, extract, pages 13 and 14)

The main focus should be to create the right opportunities within the classroom, to help pupils to develop the desire to learn and positive learning behaviours, such as resourcefulness and resilience. This will be achieved by planning activities that challenge and excite pupils on a daily basis, in an environment that celebrates success and recognises and rewards perseverance.

The key characteristics of QFT can be summarised as:

- highly focused lesson design with sharp objectives;
- high demands of pupil involvement and engagement with their learning;
- high levels of interaction for all pupils;
- appropriate use of teacher questioning, modelling and explanation;
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- an expectation that pupils will accept responsibility for their own learning and work independently;
- regular use of encouragement and authentic praise to engage and motivate pupils.

Personalised Learning – A Practical Guide (DCSF, 2008, page 12)

Extract 2: A focus on QFT

It is vital that pupils engage actively with what they are learning. This is the basis for developing (scientific) understanding, particularly when dealing with abstract phenomena. Without it, learning is superficial and soon lost.

Aim to spend a proportion of each (science) lesson in leading interactive tasks that involve all pupils, but remember that intervention, direct teaching and interaction are as crucial during individual, paired and group work as they are in whole-class sessions, whether they be practical work or other activities.

High-quality interactive teaching is oral, collaborative and lively. It is not achieved by lecturing the class, or by expecting pupils to teach themselves indirectly during practical work or from books. **It is a two-way process in which pupils are expected to play an active part by answering questions, working together collaboratively during (scientific) enquiry, contributing points to discussions, and explaining and demonstrating their methods, conclusions and solutions to others in the class.**

Quality First Teaching is achieved by balancing different teaching and learning approaches:

Directing and telling

Sharing your teaching objectives and expected learning outcomes with the class, ensuring that pupils know what to do and drawing attention to points over which they should take particular care: for example, showing how to ensure that one step follows from another in a (scientific) argument, the degree of accuracy to adopt when making a measurement, how to communicate findings, how to label axes correctly or plot a smooth curve.

Demonstrating

Giving clear, well-structured demonstrations using appropriate resources and visual displays: for example, showing a particular technique or a (scientific) method for a practical activity, showing how to interpret a graph or develop a rigorous (scientific) argument, (interpreting a view through a microscope, using photographic slides or electronic views from a mini-camera or CD-ROM using a data projector or whiteboard).

Explaining and illustrating

Giving accurate, well-paced explanations and referring to previous work or methods: for example, using models and analogies to assist understanding, giving the meaning of a (scientific) term, symbol or form of notation, and explaining how evidence leads to an acceptable conclusion.

Questioning and discussing

Questioning in ways that match the direction and pace of the lesson to ensure that all pupils take part (supported, where necessary, by a teaching assistant or other adult and/or by appropriate equipment); using open and closed questions, skilfully framed, adjusted and targeted to make sure that equal numbers of girls and boys, and pupils of all abilities, are involved and contribute to discussions; asking for explanations; giving time for pupils to think before inviting an answer and deciding when it is apt to have a 'no hands up' approach; listening carefully to pupils' responses and responding constructively in order to take their learning forward; and challenging pupils' assumptions and making them think.

Exploring and investigating

Asking pupils to pose problems, suggesting a line of enquiry or designing a fair test or hypothesis, to investigate for themselves or identify anomalous results; equipping pupils with the skills required to plan

and carry out investigations, including opportunities to extend the range of equipment and resources they can use successfully in their work.

Consolidating and embedding

Providing varied opportunities to practise and develop newly learned skills, through a variety of activities, in class and as well-focused homework; asking pupils to work either with a partner or as a group.

Reflecting on and talking through a process

Inviting pupils to expand their ideas and reasoning, or to compare and then refine their methods and ways of recording their work; encouraging them to use and apply their scientific skills to solve scientific problems across the curriculum.

Reflecting and evaluating

Identifying pupils' errors, using them as positive teaching points by talking about them and any misconceptions that led to them; discussing pupils' justifications of the methods or resources they have chosen; evaluating pupils' presentations of their work to the class; giving them oral feedback on their written work.

Summarising and reminding

Reviewing, during and towards the end of a lesson, the (science) that has been taught and what pupils have learnt; identifying and correcting misunderstandings; inviting pupils to present their work and picking out key points and ideas; making links to other work in (science) and other subjects; giving pupils an insight into the next stage of their learning.

Guided learning

Guided learning is an instructional sequence for small groups which is integrated into lessons to bridge between whole-class teaching and independent work. It is more than just listening in – it involves supporting and challenging in a sustained and proactive way at the point of learning and sustained time with specific groups. It could be a systematic and ongoing rotating programme.

Adapted from a science example that can be easily transferable to other areas of the curriculum, (www.nationalstrategies.standards.dcsf.gov.uk, search on 'A focus on quality first teaching')

B. Working on a six-week enquiry into practice

1. Living graph: Developing teachers' confidence in providing challenge

How confident are teachers about providing appropriate challenge to their classes?

Place statement cards like those below on a continuum. Add further statements that better describe your position.

Try this activity at the start of your G&T enquiry cycle and then revisit it after a period of change and implementation to see how colleagues may have developed. Use some of the blank cards for teachers' own statements or use statements from the CQS.

Very unlike me ←————→ Very like me

Working collaboratively with other teachers is empowering	I find it hard to add challenge and stretch to my lessons	My pupils seem very dependent on me – they lack independence and don't think for themselves
My pupils lack focus and don't apply themselves	My lessons always include extension and challenge	Pupils often ask me for more work
My pupils don't want to write and their work is often incomplete and superficial	I feel more confident about introducing change if others are doing the same thing	

2. A Collaborative planning model for a three-lesson cycle within a six-week enquiry into practice

Trios or groups of teachers may find a simple organisation planner useful:

Teach Lesson 1	Date:
Collaborative review – and planning for Lesson 2	Date:
Teach Lesson 2	Date:
Collaborative review – and planning for Lesson 3	Date:
Teach Lesson 3	Date:
Collaborative review – plan dissemination to wider group	Date:

3. Collaborative review template

This could be used in conjunction with Handout 4.6 from *Leading in Learning: Developing thinking skills at Key Stage 3 – Guide for school leaders* (0036-2005 G) pages 20–22.

What evidence is there that pupils have made progress over the three lessons?

Examples

What were the key activities or strategies that enabled this?

Examples

Were there any issues or barriers that you needed to address?

Examples

What are you going to do next? And why?

Examples

What are the longer-term implications of this change for the way the school supports and develops learning?

Examples

C. Developing learning conversations for staff

Taken from *Learning Conversations in Learning Networks – transferring knowledge, creating solutions, learning together* (NCSL)

The kind of talking needed to educate ourselves cannot rise spontaneously and unaided from just talking. It needs to be carefully planned and scaffolded.

The Power of Protocols, Joseph P. McDonald, (2003)

A learning conversation is a planned and systematic approach to professional dialogue that supports teachers to reflect on their practice. As a result the teacher gains new knowledge and uses it to improve his or her teaching.

General Teaching Council for England (2004)

Planning effective staff learning conversations: Activity 1

Scenario A.

A group of teachers who are interested in the G&T project have volunteered to join a working party in your school. Which of the models below would you use at the first meeting?

Scenario B.

The head has indicated he wants a member of every curriculum area to join a working party on the G&T project. Which of the models below would you use at the first meeting?

Four frames (models)

Workshop	Where the conversation group comes together to share resources and create new ideas and solutions. <i>You would host this kind of conversation if you have developed a resource/solution which you want to share with others.</i>
Consultation	Where the conversation group comes together to transfer their knowledge about an area of learning focus with the built-in discipline of accountability to peers. <i>You would host this kind of conversation if you wish to share your knowledge about your chosen area of focus and receive feedback on your progress.</i>
Forum	Where the conversation group engages together to create new networked solutions to shared problems through debate and challenge.
Hot seat	Where a network member explores their personal learning journey and lessons learned along the way through engaging with questions from the audience. <i>You would host this kind of conversation if you wish to share your personal perspectives on learning and leadership within your network and share the lessons learned from your experience.</i>

Planning effective staff learning conversations: Activity 2

For each of the scenarios above, work in groups to plan for a learning conversation.

Use the following four steps.

Four steps

1. Preparing the ground	Choose a focus.
2. Framing the facilitation	Select a conversation frame (<i>see four examples above</i>).
3. Planning for participation	Plan out how you will encourage participation – what strategies will you use to create the right conditions? What questions will you pose?
4. Reflection for action	Decide how you will capture the key learning points – how will you ensure this informs future action?

D. Using a lesson-study approach to enquiry

Planning a lesson study: a model for training teachers engaging in the six-week 'enquiry into practice' cycle

Facilitator notes

Explain to learners the benefits of lesson study as a tool for supporting each other's lessons. Stress that this needs to be a two-part workshop. The first will explain the process and provide tools. Participants then go and try a lesson study before the second session.

Workshop session 1

Classrooms are busy places. Teachers make up to 30 per cent more decisions in their lives than other professionals. Alone in their classroom, a teacher may see only five per cent of pupil interactions. Networked Research Lesson Study (RLS) helps slow lessons down. You can see much more. You can improve, innovate and transfer practice more effectively.

Focusing on a few target pupils enabled a number of really important things to be revealed.

Taken from *Network Leadership in Action: Getting Started with Networked Research Lesson Study* (NCSL, 2005)

Explain the process

(It may help if facilitators put the following on to a slide to share with participants.)

This can provide the basis of a planning tool.

1. Analyse your data and identify your focus.
2. Identify your lesson study group – two, three or more people with dedicated time and support. Set ground rules for assessed risk-taking and joint ownership of the research lessons, where it is expected that learning is from what goes wrong as well as right.
3. Connect with, and draw on, what is already known about your focus before you start your work.
4. Identify three case pupils (or multiples of three when you are experienced in Research Lessons Study).
5. Jointly plan a research lesson based on the needs of the case pupils.
6. Joint observation and data capture.
7. Joint analysis and recording, being explicit about what you have learned.
8. Finding ways of helping others to learn from what you have learned.

Provide an example of a lesson for colleagues to watch – Teachers TV.

After Workshop 1, learners use the following table to record their learning and find time to share this with the teacher whose lesson they observed.

Research lesson analysis record

(Taken from *Network leadership in action: Networked Research Lesson Study tools and templates - Booklet 3* (NCSL), pages 6-7)

	Pupil A	Pupil B	Pupil C
What progress did each pupil make?			
What worked well ... and what worked less well?			
What have we learned ... ? What else is there to think about?			
So, what should we try next time?			

Workshop session 2

Learners bring back their completed observation record and then work as a group to complete the following template, which will enable the school to take the learning forward.

Taking the learning forward

(Taken from *Network leadership in action: Networked Research Lesson Study tools and templates - Booklet 3* (NCSL), pages 6-7)

	Colleague 1	Colleague 2	Colleague 3
What have I learned from this?			
What new knowledge do we think we have gained from the process? eg What aspect of teaching and learning have we developed which could be shared? How do we know it works – or doesn't work?			
What pieces of research will we check our findings against to make sure it is: <ul style="list-style-type: none"> ● new? ● not countered by other work? 			
What do colleagues in the school and network need to do as a result of the work? How are they going to find out? eg How are we making the learning ... transferable to others?			

Appendices

Appendix 1: The three-tiered approach to project planning – templates and worked examples

Appendix 1a: Headline framework for project development (template)

Appendix 1b(i): Project plan (template)

To enable the senior leadership team (SLT) and G&T leadership team (G&T LT) to develop the aims set out in the headline framework

Appendix 1b(ii): Project plan (worked example)

Appendix 1c(i): Enquiry into practice six-week intervention cycle (template)

To enable the G&T LT and a group of teachers to work together on a specific intervention

Appendix 1c(ii): Enquiry into practice six-week intervention cycle (worked example)

Appendix 2: The CQS and the new Ofsted Framework

Appendix 3: Audit tools – sample audit instruments for parents, staff and pupils

Appendix 3a: Sample reflective pupil learner log – adapted from the REAL project

Appendix 3b: Sample pupil enquiry tool that can be adapted for parents and teachers

Appendix 4: Using a discussion framework to develop learning awareness in gifted and talented pupils

Appendix 5: Dissemination across schools

Guidelines for writing a cameo and making a case study contribution to What Works Well

Appendix 6: Developing high-level challenge – some dos and don'ts

Appendix 7: Useful resources and further reading

Appendix 1: The three-tiered approach to project planning

Appendix 1a: Headline framework for project development (template)

Senior leaders and G&T leads will find these high level planning prompts helpful in establishing and agreeing a clear and common focus for the project.

<p>Rationale for becoming a G&T Project School – why are we prioritising this project?</p>	<p>Evidence – including school level data, self-evaluation based on quality standards, NC priorities, Ofsted recommendations, etc.</p>	<p>What will be different by 2011?</p>
<p>What are the specific needs of pupils in our school?</p>		<p>Evidence (refer to pupil level achievement and progress data, the G&T register and audit of pupils' needs)</p>
<p>What specific outcomes (based on the audit of needs) are we aiming to achieve by August 2011 for our target group of KS4 pupils? (a combination of attainment, progress and qualitative outcomes)</p>	<p>What evidence will we have to demonstrate this? (a combination of attainment, progress and qualitative data)</p>	
<p>What specific outcomes are we aiming to achieve for the wider pupil cohort? (a combination of attainment, progress and qualitative outcomes)</p>	<p>How will we get there? (use or refer to planning templates)</p>	
<p>What specific outcomes are we aiming to achieve by August 2011 for teaching and learning across the school?</p>		

Appendix 1b(i): Project plan (template)

To enable the senior leadership team (SLT) and G&T leadership team (G&T LT) to develop the aims set out in the headline framework.


- start by defining the aims
- then agree what the evidence of success will be
- finally, work backwards to complete the plan.

Planning for success – project plan						
Planning for the NC G&T Project target group						
Aims	Actions	Who?	What resources/ CPD required?	When?	How will progress be monitored?	Evidence of Success (e.g. link to IQS)
					↑	
					↑	
Excellence for All – project impact on whole-school provision and practice						
Aims	Actions	Who?	When?	What resources required?	How will progress be monitored?	Evidence of Success (e.g. link to IQS)
					↑	
					↑	

Appendix 1b(ii): Project plan (worked example)

Planning for success – project plan						
Planning for the G&T Project target group						
Aims	Actions	Who?	What resources/CPD required?	When?	How will progress be monitored?	Evidence of success (e.g. link to IQS)
Target pupils make better than expected progress based at KS4					↑	Pupils on or above target at end of Y10
Target pupils are more independent learners						Pupils complete an independent study or coursework to an A/B grade

A Gifted and Talented approach to whole-school improvement

Excellence for All – project impact on whole-school provision and practice						
Aims	Actions	Who?	When?	What resources required?	How will progress be monitored?	Evidence of success
Raising levels of academic language for all						<p>For example, lesson plans across the curriculum include refs to key academic language</p> <p>Samples of pupil's work in at least six subjects demonstrate improved written and spoken responses</p>
Improving independent work – all pupils have an opportunity to work independently on an area of special interest and present their findings						<p>The school agrees a common methodology for teaching research skills</p> <p>Every department includes an independent research activity at some point in the academic year</p> <p>Pupils have an opportunity to present their work to an audience</p>

Appendix 1c(i): Enquiry into practice six-week intervention cycle (template)

To enable the G&T LT and a group of teachers to work together on a specific intervention

Enquiry focus:	
Week 1	Design intervention
Week 2	Measure the starting point to establish a baseline
	Implement change
Weeks 3, 4 and 5	Implementation continues
	Monitor implementation
	Review progress
Week 6	Remeasure baseline and review progress and any barriers
	Evaluate impact and review effectiveness of strategies
	Next steps

Appendix 1c(ii): Enquiry into Practice six-week intervention cycle (worked example)

Enquiry focus: Audit showed that pupils write generalised answers that are only vaguely relevant or focused on the question set, and are working at C/D grades rather than A/B grade

Week 1	Design intervention	Teachers meet to plan appropriate strategies – linked to audit of pupils’ needs and review of school improvement or RAP priorities. For example, the school may be prioritising the levels of achievement at KS4 in English, mathematics and science A strategy that teachers may focus on for this target group could be to improve the quality of pupils’ analysis and understanding of what examination questions mean, and what they need to include in an answer
Week 2	Measure the starting point to establish a baseline	Set pupils a simple task to analyse a typical exam question and plan (and write?) a short answer. Teachers (or pupils) mark their answers using a pupil-friendly assessment criteria, for specific relevance and focused structure
	Implement change	Classroom-based work with pupils, teaching them how to analyse questions and plan answers
Weeks 3, 4 and 5	Implementation continues	Ongoing classroom work to support pupils’ responses and develop their peer- and self-assessment techniques G&T LT or other teacher or mentor meets with target pupils weekly to develop their language of learning (see discussion frames) and support their progress, enabling them to reflect on their progress and the challenges they face They support each other in diagnosing and remedying problems G&T LT contacts teachers in the group and offers support, and monitors implementation Teachers meet and share progress
Week 6	Re-measure baseline	Return to initial measures and retest, using a similar methodology – review any progress and reflect on any issues arising Are there any obvious gaps to tackle as a result of the change?
	Evaluate impact and review effectiveness of strategies	Teachers meet and review collaboratively – how successfully did pupils progress? What are the implications for classroom practice more broadly? How can more colleagues be encouraged to adopt similar practice?
	Next steps	Prepare for next six-week intervention – based on audit of needs for target group

Appendix 2: The CQS and the new Ofsted Framework

The quality of teaching and the use of assessment to support learning – grade descriptors

<p>1. Outstanding CQS level statements: Exemplary</p> <p>Teaching is at least good and much is outstanding, with the result that the pupils are making exceptional progress. It is highly effective in inspiring pupils and ensuring that they learn extremely well. Excellent subject knowledge is applied consistently to challenge and inspire pupils. Resources, including new technology, make a marked contribution to the quality of learning, as does the precisely targeted support provided by other adults. Teachers and other adults are acutely aware of their pupils' capabilities and of their prior learning and understanding, and plan very effectively to build on these. Marking and dialogue between teachers, other adults and pupils are consistently of a very high quality. Pupils understand in detail how to improve their work and are consistently supported in doing so. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning.</p>	<p>1.3. Opportunities ensure that G&T learners consistently demonstrate exceptional achievement.</p> <p>3.1. G&T learners are inspired to apply intellectual initiative and creative interpretation to subject study.</p> <p>5.2. Resources challenge G&T learners to explore new areas, develop new skills, and to cross subject disciplines.</p> <p>4.2. Specialised, focused support is provided for G&T underachievers and those with exceptional ability or talent.</p> <p>2.1. There is strong understanding of how G&T learners achieve excellent performance and of the range of activities that contribute to high attainment.</p> <p>5.1. Teachers and other adults routinely share strategies to improve meeting learner needs and well-being.</p> <p>4.3. Assessment uses predictive data from other subject areas.</p> <p>5.1. Learning targets are planned to G&T learners' stage of learning rather than chronological age.</p> <p>6.1. Lesson and activity intentions are positively influenced by learners and teaching assistants who are proactively involved in planning and lesson delivery.</p> <p>4.3. Classroom practice regularly requires G&T learners to reflect on progress against their targets and to determine the direction of their own learning.</p> <p>5.2. Planning is provisional and flexible to the progress and style of learners.</p>
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<p>2. Good CQS level statements: Developing</p>	<p>The teaching is consistently effective in ensuring that pupils are motivated and engaged. The great majority of teaching is securing good progress and learning. Teachers generally have strong subject knowledge which enthuses and challenges most pupils and contributes to their good progress. Good and imaginative use is made of resources, including new technology to enhance learning. Other adults' support is well focused and makes a significant contribution to the quality of learning. As a result of good assessment procedures, teachers and other adults plan well to meet the needs of all pupils. Pupils are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress. Teachers listen to, observe and question groups of pupils during lessons in order to reshape tasks and explanations to improve learning.</p>	<p>1.1. G&T learners are highly motivated, and feel confident and secure in sharing their experiences with others.</p> <p>1.3. Opportunities are provided for every G&T learner to develop identified abilities and skills and to discover new areas of talent. The classroom ethos values creativity, and encourages learners to use it to improve achievement.</p> <p>3.1. G&T learning is underpinned by secure subject knowledge and understanding of the subject or theme, which enables challenging learning targets to be set. Professionals with more limited subject or theme knowledge and skills receive coaching to sharpen skills and strengthen the pool of expertise.</p> <p>3.2. G&T learners' proficiency is strengthened by the use of higher-order concepts and terminology in reading, researching and talking about the subject.</p> <p>6.1. There is a high level of productive and stimulating interaction between and with G&T learners, including challenging use of language.</p> <p>3.3. Comprehensive resources, challenging subject content and effective use of ICT develop and extend G&T learners' subject skills and knowledge.</p> <p>5.2. Planning for G&T learners assures progressive development of higher-order learning skills as well as space and opportunity for private enquiry.</p> <p>5.3. Lesson plans make reference to personalised tasks for G&T learners.</p> <p>5.1. Learning targets are planned to G&T learners' stage of learning rather than chronological age.</p> <p>5.3. Activities for G&T learners are planned to accelerate in pace, and to expand their understanding of what makes for effective learning.</p> <p>6.1. Activity and task intentions are clear and regularly reinforced.</p> <p>2.2. Established self-review of all aspects of progression in learning informs the setting of personal targets.</p> <p>6.1. A personalised learning approach uses focused intervention. It is based on an understanding that G&T learners are all different and therefore require a variety of pace, depth and complexity of task.</p>
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<p>3. Satisfactory CQS level statements: Entry</p>	<p>Teaching may be good in some respects and there are no endemic inadequacies in particular subjects or across year groups. Pupils show interest in their work and are making progress that is broadly in line with their capabilities. Teachers' subject knowledge is secure. Adequate use is made of a range of resources, including new technology, to support learning. Support provided by other adults is effectively deployed. Teaching ensures that pupils are generally engaged by their work and little time is wasted. Regular and accurate assessment informs planning, which generally meets the needs of all groups of pupils. Pupils are informed about their progress and how to improve through marking and dialogue with adults. Teachers monitor pupils' work during lessons, pick up general misconceptions and adjust their plans accordingly to support learning.</p>	<p>3.1. G&T learners are motivated by confident, enthusiastic communication of the subject or theme using specialist guidance and support. 6.1. Teachers and learning assistants deploy a wide repertoire of skills and resources (including ICT) to raise G&T achievement. 3.3. Specific needs and interests of G&T learners are identified and built on, skilfully using optimum pupil groupings, comprehensive resources and a wide range of activities. 6.1. Tasks and activities for G&T learners have clear learning objectives and involve focused discussion and questioning. 4.2. There is a comprehensive and inclusive response to the needs of each learner and recognition that there may be outstanding aptitude in one area and difficulty in others. 5.2. Assessment and evaluation of achievement across all aspects of learning inform future planning and support. 5.2. Clear objectives for learning determine a balanced range of activities, which are focused on improving outcomes and which reflect individual learners' interests, learning styles and potential. 4.3. It is recognised that G&T learners need a different starting point for their work. When learners change schools, classes, settings or teachers there is good recognition of prior learning and good practical use is made of transfer information. 4.3. Assessment and evaluation outcomes are made known to G&T learners and their parents/carers. Clear objectives for learning determine a balanced range of activities, which are focused on improving outcomes and which reflect individual learners' interests, learning styles and potential. 6.2. Pupil grouping is informed by ongoing assessment and is planned to provide G&T learners with challenge and support in peer interaction. 2.2. G&T learners develop an understanding of their personal learning preferences, as well as their strengths and weaknesses. They are given regular opportunities to reflect upon and discuss ways to influence and improve their learning. 5.1. Past learning experiences and performance of G&T learners are systematically analysed in consultation with learners and parents/carers. Future targets for development are planned to meet identified needs.</p>
<p>4. Inadequate</p>	<ul style="list-style-type: none"> ● Expectations are inappropriate. Too many lessons are barely satisfactory or ● are inadequate and teaching fails to promote the pupils' learning, progress or enjoyment or ● assessment takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve. 	

The quality of pupils' learning and their progress and the quality of learning for pupils with special educational needs and/or disabilities and their progress: grade descriptors

<p>1. Outstanding CQS level statements: Exemplary</p>	<p>The pupils acquire knowledge, develop understanding and learn and practise skills exceptionally well. Pupils demonstrate excellent concentration and are rarely off task, even in extended periods without direction from an adult. They have developed resilience when tackling challenging activities in a range of subjects. Their keenness and commitment to succeed in all aspects of school life and ability to grasp opportunities to extend and improve their learning are exceptional. Progress is at least good in each key stage, key subjects and for different groups and is exemplary in some.</p>	<p>3.1. G&T learners have frequent opportunities to demonstrate expert application of specific skills and knowledge, and this is supported through excellent coaching.</p> <p>1.1. Creative and lateral thinking routinely informs their learning.</p> <p>2.1. There is widespread and sustained use of critical thinking skills and problem solving together with regular opportunities to lead and influence others.</p> <p>2.1. Learners select and make decisions about which strategies to use to improve their achievement</p> <p>1.1. G&T learners confidently develop new ideas and ways of working that help them achieve excellent progress. They are able to direct their own learning and achieve excellent progress free from institutional, social or emotional pressure on their performance.</p> <p>1.3. There is an expectation that every G&T learner will have the highest aspirations for themselves and for the school community. Opportunities ensure that G&T learners consistently demonstrate exceptional achievement.</p> <p>6.1. Sustained progress, attainment and achievement for G&T learners are secured above local and national benchmarks.</p>
<p>2. Good CQS level statements: Developing</p>	<p>The pupils acquire knowledge, develop understanding and learn and practise skills well. The pupils are keen to do well, apply themselves diligently in lessons and work at a good pace. They seek to produce their best work and are usually interested and enthusiastic about their learning in a range of subjects. A very large majority of groups of pupils make at least good progress and some may make outstanding progress, with nothing that is inadequate.</p>	<p>4.3. G&T learners self-assess, making use of oral and written feedback. They assess the impact of tasks and activities on development of their knowledge and understanding.</p> <p>1.1. G&T learners are highly motivated, and feel confident and secure in sharing their experiences with others. They evaluate and influence their own learning, and apply themselves well to achieve good progress.</p> <p>2.2. G&T learners use initiative and independent thinking to deviate creatively from planned activity.</p>

<p>3. Satisfactory CQS level statements: Entry</p>	<p>The extent to which pupils acquire knowledge, develop understanding and learn and practise skills is at least satisfactory. Most pupils work effectively in a range of subjects when provided with appropriate tasks and guidance but lack confidence in improving the quality of their work. They generally work steadily and occasionally show high levels of enthusiasm and interest. The pupils make the progress expected given their starting points and some, although not the majority, may make good progress. Progress is inadequate in no major respect (for example, a key stage or particular groups of pupils), and may be good in some respects.</p>	<p>3.2. G&T learners' subject knowledge and skills are identified, and then enhanced, through linking with other subjects and with experience from their own lives.</p> <p>1.1. G&T learners enjoy their education in a safe and healthy environment which is free from adverse peer pressure. They show self-discipline and respect for others.</p> <p>1.3. G&T learners explore, reflect upon and discuss their work. They contribute positively to lessons and to the school community.</p>
<p>4. Inadequate</p>	<p>The extent to which pupils acquire knowledge, develop understanding and learn and practise skills is inadequate.</p> <p>or</p> <p>Too many pupils fail to work effectively unless closely directed by an adult and give up easily. Pupils do not enjoy the activities provided, which is reflected in poor completion of tasks across a range of subjects.</p> <p>or</p> <p>Pupils, or particular groups of pupils, make too little progress in one or more key stages.</p>	

The CQS also provide further description and guidance on those features of effective pedagogy for gifted and talented pupils which contribute to meeting the Ofsted grade descriptors. These include:

- creating a positive climate for learning, including links to Every Child Matters outcomes (predominantly in Feature 1);
- developing self-directed, independent learners;
- developing a range of problem solving and critical thinking strategies;
- developing provision which supports identification;
- implementing effective organisational structures, e.g. flexible groupings;
- building the capacity of teachers and other adults to meet the needs of gifted and talented learners;
- incorporating links beyond the classroom, including with parents (Feature 7).

If the pupils' achievement and the extent to which they enjoy their learning are judged to be inadequate, the school's overall effectiveness is also likely to be judged inadequate.

Appendix 3: Audit tools – sample audit instruments for parents, staff and pupils

3a: Sample reflective pupil learner log – adapted from the REAL project

For an editable version of this log go to www.standards.dcsf.gov.uk/nationalstrategies and search on '00994-2009DWO-EN-01'.

In lessons in the last week/fortnight:

I mainly worked:	<i>on my own</i>	<i>in groups</i>	<i>in pairs</i>	
My lessons involved: (select as many as you like)	<i>practical activity</i>	<i>talking about ideas</i>	<i>reading</i>	<i>writing</i>
	<i>problem solving</i>	<i>role-play</i>	<i>other (please explain)</i>	
Most of my lessons were:	<i>interesting</i>	<i>boring</i>		
Most of my lessons were:	<i>too easy</i>	<i>just right</i>	<i>too hard</i>	

Describe one lesson in which you made good progress.

What was the subject? What were you doing? What was the teacher doing? What were others doing? Why was this a good lesson?

Describe one lesson in which you made little or no progress.

What was the subject? What were you doing? What was the teacher doing? What were others doing? Why was this a poor lesson?

3b: Sample pupil enquiry tool that can be adapted for parents and teachers

Adapted from the REAL Project – Raising Educational Achievement for All

1. Attitudes to education – self and family

My parents/carers/family think it is important for me to do well at school	Yes	No
I think my achievement at school will help me in future	Yes	No
Most of the time I want to go to school	Yes	No

2. What do I think about myself as a learner?

	4 Strongly agree – this is very like me	3 Agree – this is sometimes like me	2 No – not often like me	1 Never like me
I am good at making new friends				
I am good at team work				
I am good at working with people from very different backgrounds				
I like working with pupils of different ages				
I can plan and manage my work well				
I am good at decision making				
I am good at negotiating with others				
I love learning new knowledge				
I am confident at public speaking				
I present my work well & take pride in what I hand in				
I enjoy discussion & asking questions				
I can get on with work on my own and need little help				
I prefer studying in class to studying at home				
I like activities that take me deeper into my school subjects				
I like learning about completely new subjects				
I am happy to attend extra events outside of school hours, at weekends or even in holidays				

3. What do you think are the most important things in being a successful pupil?

1

2

3

4. A snapshot view of your lessons in the last week/fortnight

Did you mainly work:	<i>on your own</i>	<i>in groups</i>	<i>in pairs</i>
Do you prefer working:	<i>on your own</i>	<i>in groups</i>	<i>in pairs</i>
Do you prefer lessons that involve: (Circle as many as you like.):			
<i>practical activity</i>	<i>talking about ideas</i>	<i>reading</i>	
<i>writing</i>	<i>problem solving</i>	<i>role-play</i>	
<i>other – please explain</i>			

Most of my lessons were	<i>interesting</i>	<i>boring</i>	
Most of my lessons were	<i>too easy</i>	<i>just right</i>	<i>too hard</i>

5. Teacher expectations

My teachers help me when I get stuck	Yes		No	
Teachers expect me to work hard and do my best	<i>all of the time</i>	<i>usually</i>	<i>some of the time</i>	<i>never</i>

6. Capacity for learning

I could learn more in lessons	Yes	No
I work as hard as I can in lessons	Yes	No

7. Confidence (Circle the statement that is most like you.)

- *I am confident I will get good grades*
- *I am worried about achieving good grades*

8. Homework

Do you get enough homework?	Yes	No
Does homework help you make progress?	Yes	No
Do you have a place at home to do homework?	Yes	No

9. Making progress (This section is for you to write your own comments.)

What **three** things could the school do to help you make even more progress?

1	
2	
3	

What **three** things could you do yourself to make greater progress?

1	
2	
3	

What **three** things could your parents/family do to help you make greater progress?

1	
2	
3	

Appendix 4: Using a discussion framework to develop learning awareness in gifted and talented pupils

A discussion framework provides key questions and prompts to support anyone who wishes to develop learners' awareness. This guidance explains why it is important to improve pupils' self-awareness, as learners (metacognition), and offers a simple and easily adaptable framework that can be used in a variety of ways with pupils, teachers and parents.

Some examples of how to use the framework

Pupils can be encouraged to keep a learning log, in which they record their developing understanding, over time.

- Mentors may find the questions a useful basis for working with G&T pupils, particularly those who may be in danger of underachieving.
- Tutors may find the framework useful for academic mentoring.
- Teaching assistants may find the framework a useful guide to supporting gifted and talented pupils.

There are many more applications that teachers and pupils can develop, according to their needs. A discussion framework can be used alone, or in conjunction with a range of academic study support tools and strategies, and will add an important dimension to target setting.

Support for pupils

Developing metacognition can significantly improve learning outcomes for learners. By increasing their understanding of the learning process, and how learning can be improved, pupils gain a greater sense of agency in managing their own learning. Pupils need explicitly to learn how to think and talk about their own learning in order to take greater responsibility for it. For a few highly effective pupils, this comes easily. However, many, including underachieving or potentially gifted pupils, are passive recipients of teaching. Many pupils do not have the academic language to discuss learning and will simply state that lessons are 'fun' or 'boring', rather than being able to explain what elements help or hinder their progress. Discussion frameworks help pupils practise deep reflection, with support, so they can take ownership of their learning and engage more effectively with the curriculum and its wider opportunities. They will be better prepared to plan for their future studies and career, and are more likely to have ambitious goals and aspirations.

Support for teachers

Teachers provide key support to pupils throughout their school lives. They need to understand as fully as possible how pupils are feeling about their learning and how they are responding to it, in order to support effective personalisation. Time dedicated to mentoring and personal guidance interviews is very valuable; the more effectively pupils can communicate their views about learning and progress, the more effectively the school can support them.

Support for parents

Pupils who have good parental support achieve more highly than those who do not. Taking an active interest in their child's learning is a simple but important element of effective support. Most parents want to do all they can to ensure their child achieves well, but they do not always have the knowledge, skills or understanding to provide this help. Effective discussions between home, school and pupil are one of the most effective ways of bridging this gap.

Which questions work best?

The National Strategies' Narrowing the Gaps programme has identified four key areas as a useful framework for questions and discussion with pupils. They could be used to form the basis of a learning log, regularly added to over a fixed period of time. They could form the basis for small focus groups of pupils, or individual discussion with a tutor, or mentor or parent. The four key areas are:

- Know the gaps;
- Narrow the gaps;
- Mind the gaps;
- Celebrate gap busting.

Know the gaps

The starting point is to ask pupils to consider what they think they are good at and where they could be even better. The school can often provide a further perspective, based on data, and engage in a meaningful dialogue over where pupils need to focus their efforts.

Key questions

- Which subjects are you making most progress in? Why? How do you know?
- Which subjects are you making least progress in? Why? How do you know?
- Do you think you are on target to achieve...?
- What would be the benefits of this success?

Narrow the gaps

The second step is to ask pupils to consider what factors help them progress well and what holds them back. Encourage them to consider what happens in a lesson where they make good progress, and what happens in a lesson when they learn less or even fail to learn. What role do teachers play, what role do they play themselves, what sort of activities are provided and what are their peers doing? These are crucial areas in which the school and family can support them.

Key questions

- What targets are you setting yourself?
- What are you personally doing to achieve these targets?
- What will you do to overcome...(a given problem)?
- What help do you need from teachers, friends and family?

Mind the gaps

The third area involves asking pupils to observe and reflect on progress and changes in performance. To be effective, this needs to be part of an ongoing process and does not always need to involve a teacher. A reflective learning log allows them to develop a sense of change over time. A peer mentor can be a very useful support.

Key questions

- Which subjects do you need to focus on this week?
- Have you met your own targets? If not, why? If so, what do you put your success down to?

Celebrate gap busting

The final phase is to provide opportunities to reflect on the small steps of progress as well as the big ones, for example, through a regular conversation in school or at home, looking at positive changes. This will help validate the whole process and demonstrate the value of pupils taking responsibility for the improvements they make.

Key questions

- Where have you made the most progress recently? How do you know?
- What are you most proud of this week?
- What do you want to achieve next week? Next term? Next year?

Appendix 5: Dissemination across schools

Guidelines for writing a cameo and making a case study contribution to the DCSF database of developing and effective practice called What Works Well

1. Cameos of practice

Schools are encouraged to share their developing work with the use of cameos of practice. These are short, illustrative items, of approximately 250 words that can be easily interpreted and shared by others.

Sample outline – Cameo title: Improving use of questioning

What did you plan/execute? We developed a guide to higher-order questioning, based on Bloom's Taxonomy, for all humanities teachers to use and to share with pupils in Year 7.

Why did you plan? Lesson observations had shown that there was not sufficient challenge in lessons and pupils were too passive.

Intended outcomes: We hope that, by making question levels more explicit, teachers will plan more higher-order questions, and pupils will improve their questioning skills as well.

2. Case study

A case study provides a more-developed reflective account, complete with resources and details of impact, after the intervention. See the examples and guidance on What Works Well at <http://whatworkswell.standards.dcsf.gov.uk/>.

Appendix 6: Developing high-level challenge – some dos and don'ts

Do	Don't	Ideas & Further Information	Links to CQS
<p>Plan higher-order questions that will engage and challenge pupils from the start of a lesson</p>	<p>Leave questions to chance – as all the evidence shows the questions will become low-level recall and comprehension that will just reward quick thinking</p>	<p><i>I had several teachers' books that listed questions to accompany the texts I was looking at with the children and I used these to support my planning. However, I found that when I used something such as Bloom's Taxonomy to help frame the questions I could ask the level of engagement from the children noticeably increased. I realised that not only could I come up with better questions than the teachers' book, but the questions were challenging all the children more and supporting their knowledge and understanding of the text.</i></p> <p>Year 3 teacher in relation to a literacy lesson</p>	<p>CQS feature 3: Knowledge of subjects and themes</p>
<p>Plan lessons that enable pupils to access the highest levels or grades</p>	<p>Plan a lesson that will limit the level of attainment</p>	<p><i>We used the internet (not sure of the specific site she mentioned) to find examples of writing and then asked the children to look at what had been written and map it against the level indicators. The children really enjoyed trying to work out which piece of writing correlated to which level and they were actually more critical than I thought they would be in their approach. As a consequence, the children began to think more carefully about how they could improve their writing in order to move their own attainment on. This also helped the children as they peer-marked each other's work as they were able to make more appropriate suggestions of how the piece of work could be improved...</i></p> <p>Year 6 teacher in relation to increasing levels of writing</p> <p>Pupils may be being prepared, for example, for level 5, but some of them may be able to work at a higher level and should be encouraged and enabled to familiarise themselves with more advanced outcomes.</p>	<p>CQS feature 3: Knowledge of subjects and themes</p> <p>CQS feature 5: Planning</p>
<p>Enable pupils to make progress in every lesson, and access higher levels and higher resources if appropriate</p>	<p>Put a limit or ceiling on learning by unambitious planning Even worse, don't allow pupils to coast by repeating work they know</p>	<p><i>While working with a Y5 class in science lessons, I found that the resources that were available in school for science were limited. Following a G&T network meeting, I was able to make contact with the HoD for science on one of our neighbouring secondary schools. She suggested that the children come over for a practical science session during a period when one of the labs was free. The children thoroughly enjoyed the opportunity to work in a 'real' science lab and the resources that were available enabled all the children to work at a much higher level than when they were back in school. These sessions continued on a regular basis during the summer term, when the capacity in the secondary school increased due to pupils taking exams. All our Y5 pupils now have a five-week block of sessions in the school every summer.</i></p> <p>G&T LT, primary</p>	<p>CQS feature 3: Knowledge of subjects and themes</p> <p>CQS feature 5: Planning</p>

Do	Don't	Ideas & Further Information	Links to CQS
<p>Enable pupils to make rich links between their learning in any lesson or topic and other subjects or contemporary affairs or culture</p>	<p>Teach in a vacuum so that there is no link to the real world or to other areas of the curriculum</p>	<p>The new ICT suite had been fitted with video conferencing, which had remained untouched by most teachers for a term. Through a whole-school unit of work, every class was asked to choose a different country as a focus for their work over the term. I asked each teacher to then look and see how they could incorporate video conferencing into the work that they were doing. Following their teacher's holiday to Croatia over the summer, one class managed to link with a similar-aged class in Croatia and a video-conferencing opportunity was set up. The classes held conference sessions, taking turns to ask questions and using the information gathered to support their work in class. The children particularly enjoyed using the conferencing opportunity to help them to clarify the facts they had researched about Croatia, while the children in Croatia enjoyed testing their excellent English skills, something that led to lots of laughter from both parties!</p> <p style="text-align: center;">ICT coordinator, primary school</p> <p>Higher-order synthesis thinking enables pupils to reach the highest levels or grades so that they can draw on, for example, literature, music, ideas or other relevant and connected to what is being taught in humanities or sciences, for example.</p>	<p>CQS feature 1: Conditions for learning</p>
<p>Build pupils' academic language by modelling its use and celebrating the nuance and specific meanings attached to key terms</p>	<p>Dumb down or oversimplify abstract concepts</p>	<p>Whatever the age of the children, I always make sure that there is access to several 'Oxford Dictionaries'. The dictionaries the children use are fine for teaching skills, etc. but it is vital that the children have the opportunity to look up the meaning and correct spelling of more complex or technical words and are able to do this in the correct manner.</p> <p style="text-align: center;">Literacy coordinator, primary</p> <p>See <i>Ensuring the attainment of more advanced learners of English as an additional language</i> (EAL).</p>	<p>CQS feature 3: Knowledge of subjects and themes</p> <p>CQS feature 5: Planning</p>
<p>Try to raise awareness of key words in any text or question, so that there are no misconceptions</p>	<p>Assume pupils accurately understand all command words and key terms that appear quite straightforward</p>	<p>While teaching a unit of literacy, we were looking at a story of a little girl who lived on a barge. Three days into the unit, one child raised their hand and asked the question: 'What is a canal?' I had completely assumed that the children would know about canals and barges but, in reality, the majority of the class had never come across these terms before. Immediately, the planned lesson was abandoned as we used the internet to immerse ourselves in images and information in order to build the children's understanding.</p> <p style="text-align: center;">Year 2 class in relation to a literacy lesson</p> <p>See research by, for example, Lynne Cameron on significant gaps in EAL pupil vocabulary levels between pupils born here but who speak another language at home.</p> <p>And <i>Ensuring the attainment of more advanced learners of English as an additional language</i> (EAL).</p>	

Do	Don't	Ideas & Further Information	Links to CQS
<p>Develop deeper thinking by asking more challenging questions of pupils – probing, asking for clarification and examples</p>	<p>Accept simple or superficial answers</p>	<p><i>Philosophy for children has been a fantastic tool for encouraging the children to delve deeper for answers. The group took part in three discrete sessions of philosophy, where the focus was on justification of responses and providing clarity and example where needed in order to contribute to the group discussion. As a result, when the group went back to their text they were more forthcoming in the detail of their responses. This has even begun to show in their written work, where the pupils are demonstrating much higher levels of understanding through their responses.</i></p> <p>Head of English, secondary</p> <p>Allow thinking time, and encourage talk partners.</p> <p>Consider Socratic questioning and Philosophy for children as classroom strategies to develop these skills. The <i>Thinking Through Philosophy</i> series will be helpful.</p> <p>Also <i>Leading in Learning Developing thinking skills at Key Stage 3.</i></p>	<p>CQS feature 3: Knowledge of subjects and themes</p> <p>CQS feature 5: Planning</p>
<p>Develop pupils' awareness of challenging questions so they can use them in discussions</p>	<p>Own the questions as a teacher – these need to be shared, with time and thought applied to their use by pupils as well as teachers</p>	<p><i>The group were all introduced to Bloom's Taxonomy and asked to use the taxonomy in relation to a chosen image taken from 'The Earth from Above'. Each individual group was then asked to work their way from lower-order to higher-order questions and create questions of their own, which they then shared with the class and challenged them to answer. The pupils were able to see the difference not only in the level of challenge that each question provided, but also in the level of response that they would expect to hear as the questions moved their way up through the taxonomy.</i></p> <p>Geography teacher, secondary</p> <p>For example, the use of question trees to make Bloom's Taxonomy explicit.</p> <p>Help TAs learn about higher-order questioning so they can use similar approaches in small group work.</p>	<p>CQS feature 1: Conditions for learning</p>
<p>Develop mastery and expertise by teaching pupils as if they were, for example, apprentice historians, scientists</p>	<p>Avoid the subject-specific skills and language that distinguish different disciplines</p>		<p>CQS feature 3: Knowledge of subjects and themes</p>

Do	Don't	Ideas & Further Information	Links to CQS
<p>Develop pupil autonomy and independence by, for example, teaching them independent research skills so they can pursue their own lines of enquiry</p>	<p>Control every element of pupils' learning – they can learn to develop enquiries of their own if they have the opportunity</p>	<p><i>As a school, we have an independent learning day each term. The children know on the Monday that the learning day will take place on the Friday and the theme is shared with all the children, for example, inventions, to enable them to think about what they might like to focus on. The children are all asked to submit an idea for what they might like to do, by the Wednesday, to enable them and the school to gather appropriate resources. The outcome might be a book, picture, research, model or poem, depending on what the child wanted to focus on. This enables all the children to work on a project for a more extended period of time and to take ownership of their planning and preparation. The children are now used to these days and staff, pupils and parents look forward to each day with anticipation.</i></p> <p>G&T LT, primary</p> <p>Pupils' enthusiasm and engagement will be enhanced if they can occasionally follow their interests and shape the direction of learning in a topic.</p>	<p>CQS feature 2: Development of learning</p>
<p>Inspire pupils to want to enquire further into a topic you teach – able pupils rate teacher enthusiasm and expertise as the most powerful factor in motivating them</p>	<p>Present any topic as 'something we just have to cover' – look for the excitement within it or don't be surprised if teaching and learning become a struggle</p>		<p>CQS feature 6: Engagement with learners and learning</p>
<p>Use real-world resources or people to help pupils make connections in their learning and to help them see the relevance</p>	<p>Use material written especially for pupils indiscriminately, especially where it is patronising and artificial</p>		<p>CQS feature 1: Conditions for learning</p>

Do	Don't	Ideas & Further Information	Links to CQS
<p>Enable pupils to work with and learn from each other where possible and appropriate</p>	<p>Forget that it is sometimes important for pupils to work on their own, but encouraging dialogue and sharing can significantly enhance the individual work when it is required</p>		<p>CQS feature 2: Development of learning CQS feature 5: Planning</p>
<p>Develop pupils' self-confidence and self-belief – this applies just as much to the pupil who always wants attention as to the passive compliant pupil who tries to remain 'invisible'</p>		<p>This is a crucial factor in enabling disadvantaged children to have higher aspirations and build their ambitions. See the wide range of support materials for SEAL that develop social and emotional aspects of learning.</p>	<p>CQS feature 4: Understanding learners' needs</p>
<p>Develop pupils' spoken and verbal presentation skills</p>		<p>These are the soft skills that help pupils take their achievements into the real world beyond the classroom. They also provide excellent opportunities for clarifying and refining ideas and language.</p>	<p>CQS feature 2: Development of learning CQS feature 3: Knowledge of subjects and themes</p>
<p>Encourage 'risk-taking' and unusual ideas or creative solutions</p>		<p>Able pupils often surprise teachers by coming up with approaches the teacher could not have anticipated. The good teacher will celebrate this and encourage the development of flair.</p>	<p>CQS feature 1: Conditions for learning CQS feature 3: Knowledge of subjects and themes</p>

Do	Don't	Ideas & Further Information	Links to CQS
<p>Recognise and reward flair, as well as hard work and exceptional effort</p> <p>In so doing, make explicit what has been achieved, so that others can see how to get there...</p>	<p>Accept or reward mediocrity – pupils quickly devalue the rewards if they are used indiscriminately</p>		<p>CQS feature 6: Engagement with learners and learning</p>
<p>Enable pupils to tackle harder problems and learn from getting it wrong</p> <p>With support pupils benefit from coping with limited 'failure' and reflecting on how to overcome obstacles.</p>	<p>Allow pupils to tackle only the familiar – give them the skills and confidence to have a go at something a bit harder</p>	<p>Emotional Intelligence is in part the power to self-regulate and manage one's own motivation – important for success in life as well as in school. Remember the famous Thomas Edison quotes: "Genius is one percent inspiration and ninety-nine percent perspiration." And "I have not failed. I've just found 10,000 ways that won't work."</p>	<p>CQS feature 5: Planning</p>
<p>Enable pupils to consider how their learning can improve their society, community, family, etc.</p>	<p>Always focus on individual aims, aspirations, needs and wants</p>	<p>Spiritual intelligence (ref: D. Zohar and I. Marshall, 2000) can encourage a broader sense of purpose to learning</p>	<p>CQS feature 1: Conditions for learning</p>

Appendix 7: Useful resources and further reading

DCSF, *CQS guided resource – a subject focus* (www.standards.dcsf.gov.uk/nationalstrategies, search on 'CQS')

DCSF, *Gifted and Talented education: Guidance on addressing underachievement – planning a whole-school approach* (DCSF ref: 00378-2009BKT-EN)

DCSF, *Handbook for Leading Teachers for Gifted and Talented Education* (DCSF ref: 00577-2008FLR-EN)

DCSF, *Social and Emotional Aspects of Learning: Methodologies for promoting social and emotional skills in learning* (DCSF ref: 00043-2007DWO-EN-02)

DfES, *Leading in Learning: Developing thinking skills at Key Stage 3* (DfES ref: 0034-2005G)

DfES, *Pedagogy and practice: Teaching and learning in secondary schools* (DfES ref: 0423-2004G)

EMA, *Ensuring the attainment of more advanced learners of English as an additional language (EAL)* (DCSF ref: 00045-2009FLR-EN)

IQS user guide (www.standards.dcsf.gov.uk/nationalstrategies, search on 'IQS')

Kellett, M., *How to Develop Children as Researchers: A step-by-step guide to teaching the research process*, Paul Chapman publishers (2005)

Petty, G., *Evidence Based Teaching: A Practical Approach*, Nelson Thornes (2006)

QCDA, *Personal, learning and thinking skills: Supporting successful learners, confident individuals and responsible citizens* (QCA/083606, ISBN 978-1-84721-609-0) (<http://curriculum.qcda.gov.uk>, search on 'ISBN 978-1-84721-609-0')

The REAL Project (Realising Equality & Achievement through Learning) www.realproject.org.uk

South West Gate, *Engaging Pupil Voice in G&T Education: Stepping with students into their places and spaces*, SW G&T Education (ISBN 1-85522-996-X) www.swgate.org.uk/view_folder.asp?folderid=6914&depth=1&rootid=6914&level2id=&level1= (2009)

What Works Well Database of developing and effective practice case studies
<http://whatworkswell.standards.dcsf.gov.uk/>

Acknowledgements

Extract from Petty, G (2009) *Evidence Based Teaching: A Practical Approach*, Nelson Thornes. Used with kind permission.

Extract from Renzulli, J. S. (1998) *A Rising Tide Lifts All Ships: Developing the Gifts and Talents of All Students*. Used with kind permission.

Appendix 3 Audit tools adapted from the REAL Project, London Gifted & Talented. Used with kind permission.

Extract from *Learning Conversations in Learning Networks – transferring knowledge, creating solutions, learning together* (NCSL). Used with kind permission.

Extract from *Network Leadership in Action: Getting Started with Networked Research Lesson Study* (NCSL). Used with kind permission.

Extract from *Network leadership in action: Networked Research Lesson Study tools and templates* (NCSL). Used with kind permission.

Audience: School senior leadership teams, leading teachers for G&T education, subject leaders and classroom teachers, LA G&T leads and teaching and learning consultants.

Date of issue: 12-2009

Ref: 01019-2009PDF-EN-02

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