

# The National Challenge

## Raising standards, supporting schools

Gifted and Talented Pilot Programme  
Element 3: Guidance on pedagogy for  
gifted and talented education

The Coalition Government took office on 11 May 2010. This publication was published prior to that date and may not reflect current government policy. You may choose to use these materials, however you should also consult the Department for Education website [www.education.gov.uk](http://www.education.gov.uk) for updated policy and resources.

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Element 3: Guidance on pedagogy for gifted and  
talented education





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# Element 3: Guidance on pedagogy for gifted and talented education

## Rationale

Raising standards for able gifted and talented (G&T) learners requires, above all, effective teaching and learning. This element focuses on quality first teaching, improving personalisation and developing a shared pedagogy for staff involved with teaching the G&T progress group.

Where teaching is effective and consistent across a school it leads to improved learning and outcomes for all pupils and a consequent reduction of in-school variation. Securing the quality of lesson planning and monitoring delivery of lessons are consequently essential elements in securing high-quality teaching and learning. This is particularly important in schools with a relatively high number of inexperienced or temporary staff and where large numbers of pupils are making inadequate progress.

The *Leading in learning management guidance* suggests that:

‘personalised learning builds independence through interaction, intervention, stimulation and collaboration. The systematic and explicit development of thinking and learning skills and strategies across the curriculum is at the heart of personalised learning. It enables pupils to understand themselves better as learners and to apply a widening repertoire of learning approaches in different subjects. Giving explicit attention to thinking and learning equips pupils to transfer their learning to different contexts and helps them to process, construct and deploy subject knowledge and understanding more actively and effectively.’

([www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) Search for ref 0036-2005G.)

## Quality standards

The standards below provide a high-level overview of effective teaching and learning. Assessment against these will feed into the evidence base for a more in-depth self-evaluation of whole-school and classroom provision using the G&T quality standards. These standards are cross-referenced to the G&T Institutional Quality Standards (IQS) and the G&T Classroom Quality Standards (CQS) in the table on pages 10-11.

To view the IQS, go to [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) and search using the ref: ‘IQS’

Consistently high standards in teaching and learning will be achieved where senior leaders ensure that:

- a. There is a common understanding and agreement of the essential characteristics of a good lesson among all staff and these characteristics are regularly and consistently applied in all lesson planning and lessons.
- b. All staff regularly employ a wide range of teaching strategies to maintain pace and actively engage all pupils in lessons.
- c. All lessons are planned for inclusion, taking into account the learning needs of specific pupil groups, for example, gender, free school meals (FSM) and ethnicity.
- d. Appropriate challenge is visible in all lessons and planning allows all pupils to make good progress, taking account of the full range of abilities from low-attaining to G&T pupils.



- e. There is a clear and agreed teaching and learning policy that reflects the stated aims of the school and which is consistently applied by the whole workforce.
- f. Account is taken of the need for high-quality long-, medium- and short-term planning in all subjects. The planning cycle involves collaboration of staff at all levels.
- g. Planning takes account of the need to use Assessment for Learning (AfL) to make each pupil a partner in their learning.
- h. There is close, targeted and frequent scrutiny of teachers' planning and pupils' work to monitor the impact of planning and teaching and a comprehensive programme of lesson observations to ensure quality and consistency.

The self-assessment form can be found later in this document in the section 'Self-assessment materials'.

Stronger Management Systems (SMS) *Element 7: Quality standards used in lesson planning – achieving consistency, reducing in-school variation* provides a useful tool for those involved with the G&T progress group and the quality standards above are drawn from this element.

## Exemplification

The standards are described below, with descriptions that will serve as key indicators. There are a number of National Strategies resources that help with this exemplification and they can be found in the Resources section.

- a. There is a common understanding and agreement of the essential characteristics of a good lesson among all staff and these characteristics are regularly and consistently applied in all lesson planning and lessons.

For the G&T progress group the advice contained in the SMS guides is helpful – good teaching fosters good learning. It stems from effective lesson planning whatever the age of the learner, their level of ability, or the subject or skill being learned. Good teaching results when teachers:

- focus and structure their teaching so that pupils are clear about what is to be learned and how, and how it fits with what they know already
- actively engage pupils in their learning so that they make their own meaning from it
- systematically develop pupils' learning skills so that their learning becomes increasingly independent
- use AfL to help pupils reflect on what they already know, reinforce the learning being developed and set targets for the future
- have high expectations of the effort that pupils should make and what they can achieve
- make the learning motivating by well-paced teaching using stimulating activities matched to a range of learning styles
- create a climate and environment that promotes learning in a calm and purposeful atmosphere.

Quality first teaching is the key to improving pedagogy for all and **CPD sessions 1** and **2** explore this further.

The six-weekly planning cycle is particularly important when considering the progress group of pupils as they move through Year 10 and Year 11. Teachers need to plan tightly and to explore with pupils short-term learning outcomes and ensure that longer-term expectations are understood – possibly by showing the type of work or questions that the pupils will be able to handle at key points in the year ahead.

- b. All staff regularly employ a wide range of teaching strategies to maintain pace and actively engage all pupils in lessons.

Pupils learn best when they are interested, involved and appropriately challenged by their work – when they are engaged with their learning. Engagement is about promoting those approaches to teaching and learning that help pupils understand subject knowledge and its application and that demand their active participation.

Where pupils are actively engaged in their learning, they:

- have a longer concentration span
- complete work on time
- stay on-task and have few behaviour problems.

Consequently, they:

- make faster progress
- develop a belief in their ability to improve and learn
- work well with other pupils.

- c. All lessons are planned for inclusion, taking into account the learning needs of specific pupil groups, for example, gender, FSM and ethnicity.
- d. Appropriate challenge is visible in all lessons, planning allows all pupils to make good progress, taking account of the full range of abilities from low attaining to gifted and talented pupils.
- e. There is a clear and agreed teaching and learning policy that reflects the stated aims of the school and which is consistently applied by the whole workforce.

Even with equal access and despite everyone's best efforts, pupils do not proceed, progress or attain equally.

*'Making good provision for gifted and talented pupils is often about challenging ourselves – our beliefs about what pupils can achieve and aspire to – and our confidence in being able to help them to fulfil their potential. We need to keep an open mind, remove 'glass ceilings' and acknowledge that we may not have all the answers'.*

The Handbook for leading teachers for gifted and talented education, 00577-2008DOM-EN

The CQS for G&T

*'...focus on meeting the needs of able and gifted pupils in day-to-day teaching and learning and reflect good quality first teaching (QFT) that can support improving achievement for all pupils'.*

CQS DVD Introductory booklet, ref 00556-2008BKT-EN, page 1

Planning is explored online in the CQS and **CPD session 3** provides a brief introduction to the CQS.

Identification of either low attaining or G&T pupils is not an end in itself; it is a means to the end of making appropriate provision. The broader the basis for assessing ability, and the wider the range of factors considered, the more likely we are to identify pupils of unusual ability or needs.

Inclusive teaching:

- is set within a culture of high expectations for all
- emphasises what a pupil will learn rather than the activities they will do
- is based on an assessment of what the pupil already knows, can do and understands
- uses teaching styles that meet the needs of individuals and groups so that learning is accessible and engaging for all pupils
- establishes access strategies that will help overcome the potential barriers to learning taking place.

- f. Account is taken of the need for high-quality long-, medium- and short-term planning in all subjects. The planning cycle involves collaboration of staff at all levels.
- g. Planning takes account of the need to use AfL to make each pupil a partner in their learning.
- h. There is close, targeted and frequent scrutiny of teachers' planning and pupils' work to monitor the impact of planning and teaching and a comprehensive programme of lesson observations to ensure quality and consistency.

Consistent, high-quality planning is essential to maintain the challenge and high aspirations for the progress group and the progress leader and subject leaders will have a part to play in supporting, monitoring and evaluating the planning and provision for the pupils.

Impact should be judged on the basis of scrutiny of work and planning, lesson observations and the evidence of *pupil* voice (expanded in the tracking booklet).

## Additional resources:

### CQS

The CQS self-evaluation tool can be used to help all teachers to reflect on and evaluate their practice, and to develop a shared understanding of quality first teaching. The CQS guided resource builds on the self-evaluation to support improvement. It makes links to the secondary Frameworks and provides exemplification and guidance to show how teachers of English, mathematics, science and ICT can ensure a day-to-day learning environment that suitably challenges able and G&T learners.

### The Planning Tool

A particularly useful source of help for lesson planning in mathematics and English is the *Planning Tool*. This enables teachers to create lesson plans by drawing down elements from the renewed Frameworks for English, mathematics, science and ICT.

### Pedagogy and practice

The National Strategies have developed important resources to support development of teaching and learning in *Pedagogy and practice: Teaching and learning in secondary schools*. The study units provide both the means for teachers to develop their skills and a common language to discuss teaching and learning.

PDFs of the printed material are available to download. The units are grouped as follows:

- units 1–5: Designing lessons
- units 6–11: Teaching repertoire
- units 12–17: Creating effective learners
- units 18–20: Creating conditions for learning (Unit 19: Learning styles has been withdrawn)
- Leadership guide.

### Assessment for Learning

Planning also needs to take account of the need to use AfL. For full support and guidance on the AfL strategy booklet and other strategy supporting materials, see *SMS Element 5: Assessment for Learning (AfL) good practice embedded across the whole school*.

### The Extra Mile project

When considering pedagogy and the progress group of G&T pupils another important DCSF publication that schools will find helpful is the Extra Mile project.

In July 2008, the DCSF launched Phase 1 of the Extra Mile secondary project, looking at ways to raise aspirations and attainment in secondary schools serving deprived communities. Pupils from low-income

families, in general terms, have poor achievement at school. While most minority ethnic groups are now making good progress and narrowing the gap, there is evidence that children from traditional working-class areas are not showing satisfactory improvements.

The Extra Mile project focuses particularly on the cultural barrier of low aspirations and scepticism about education which prevents some pupils from succeeding at school. The project was the result of research completed by school standards advisers who visited 50 secondary schools bucking the trend by achieving high results with an intake from some of the most deprived wards in England (i.e. those with a high percentage of FSM pupils). The advisers identified 12 common activities which were particularly successful in raising aspirations and attainment.

The Extra Mile activities for secondary schools were as follows:

Securing attention, engagement and mutual respect

- To increase interactive and participatory learning
- To develop a listening campaign which responds to pupil and parent and carer perceptions
- To promote a culture of respect for local people, local culture and local values

Raising aspirations

- To broaden pupils' horizons by offering experiences and opportunities they would not otherwise get
- To develop a culture of achievement and 'belonging' in school
- To offer a more relevant curriculum

Equipping pupils with skills for the future

- To build pupils' repertoire of spoken and written language
- To develop pupils' social, emotional and behavioural skills

Holding them to it; no one fails

- To cultivate traditional values of respect, good behaviour and caring
- To track pupil progress and intervene promptly if they fall off trajectory
- To develop effective rewards and incentive schemes
- To support pupils at important moments in their lives, especially transition points

### **Ensuring the attainment of more advanced learners of English as an additional language (EAL)**

The National Strategies has, over the last three years worked on Ensuring the attainment of more advanced learners of English as an additional language. The focus of this project has been on developing higher-order thinking skills; developing academic language and register and improving extended writing. The online materials contain resources to support the development of provision for more advanced learners of EAL.

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

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

There are ten modules on:

- Leadership
- Analysing writing and setting targets
- Teaching and learning.

The progress group of G&T pupils will frequently need support in these three areas and the set of CPD modules will be a powerful additional resource for schools in the pilot.

Each module is accompanied by a presentation and advice on how to use the presentation in conjunction with the script and resources. Four of the modules require particular video clips of interviews and good classroom practice. These are not available online, but may be accessed by ordering *Ensuring the attainment of more advanced learners of English as an additional language* (ref: 00045-2009FLR-EN) from Prolog.

**Preventing underachievement:** There are guidance booklets on preventing underachievement now available at:

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) Select 'Inclusion', then 'Gifted and talented', then 'Leadership & school improvement', then 'Leading teachers'.

## Self-assessment materials, Gifted and Talented Pilot Programme: Guidance on pedagogy for gifted and talented education

This exercise may be completed individually or in groups representing a range of perspectives across the school. Make a judgement and note evidence against each of the quality standards and use the notes to make links between your judgements and available professional development materials.

Links with IQS and the CQS are detailed on the following page.

Feed the judgements made and evidence collected here into your IQS review of whole-school provision and use to inform the development of your G&T improvement plan. Use it also to inform CQS evaluation and action planning as appropriate.

Quality standards for tracking pupil progress	RAG	Evidence of judgements and notes for action
a. There is a common understanding and agreement of the essential characteristics of a good lesson among all staff and these characteristics are regularly and consistently applied in all lesson planning and lessons		
b. All staff regularly employ a wide range of teaching strategies to maintain pace and actively engage all pupils in lessons		
c. All lessons are planned for inclusion, taking into account the learning needs of specific pupil groups, for example, gender, FSM and ethnicity		
d. Appropriate challenge is visible in all lessons, planning allows all pupils to make good progress, taking account of the full range of ability from low attaining to gifted and talented pupils		
e. There is a clear and agreed teaching and learning policy that reflects the stated aims of the school and which is consistently applied by the whole workforce		
f. Account is taken of the need for high-quality long-, medium- and short-term planning in all subjects. The planning cycle involves collaboration of staff at all levels		
g. Planning takes account of the need to use AfL to make each pupil a partner in their learning		
h. There is close, targeted and frequent scrutiny of teachers' planning and pupils' work to monitor the impact of planning and teaching and a comprehensive programme of lesson observations to ensure quality and consistency		

Quality standards in pedagogy mapped against IQS for G&T	IQS for G&T	Personalised education heading	CQS feature for G&T
<p><b>a.</b> There is a common understanding and agreement of the essential characteristics of a good lesson among all staff and these characteristics are regularly and consistently applied in all lesson planning and lessons</p>	<p><b>2.</b> Effective provision in the classroom <b>i</b> and <b>ii</b></p> <p><b>8.</b> Policy</p>	<p><b>A</b> Effective teaching and learning strategies</p> <p><b>D</b> School/college organisation</p>	<p><b>2.</b> Development of learning</p> <p><b>3.</b> Knowledge of subjects and themes</p> <p><b>5.</b> Planning</p>
<p><b>b.</b> All staff regularly employ a wide range of teaching strategies to maintain pace and actively engage all pupils in lessons</p>	<p><b>2.</b> Effective provision in the classroom <b>i, ii</b> and <b>iii</b></p>	<p><b>A</b> Effective teaching and learning strategies</p>	<p><b>2.</b> Development of learning</p> <p><b>3.</b> Knowledge of subjects and themes</p> <p><b>5.</b> Planning</p> <p><b>6.</b> Engagement with learners and learning</p>
<p><b>c.</b> All lessons are planned for inclusion, taking into account the learning needs of specific pupil groups, for example, gender, FSM and ethnicity</p>	<p><b>2.</b> Effective provision in the classroom <b>i, ii</b> and <b>iii</b></p>	<p><b>A</b> Effective teaching and learning strategies</p>	<p><b>3.</b> Knowledge of subjects and themes</p> <p><b>4.</b> Understanding learners' needs</p> <p><b>6.</b> Engagement with learners and learning</p>

<p><b>d.</b> Appropriate challenge is visible in all lessons, planning allows all pupils to make good progress, taking account of the full range of abilities from low attaining to gifted and talented pupils</p>	<p><b>4.</b> Enabling curriculum entitlement and choice</p> <p><b>5.</b> Assessment for Learning <b>i</b>, <b>ii</b> and <b>iii</b></p>	<p><b>B</b> Enabling curriculum entitlement and choice</p> <p><b>C</b> Assessment for Learning</p>	<p><b>2.</b> Development of learning</p> <p><b>3.</b> Knowledge of subjects and themes</p> <p><b>5.</b> Planning</p>
<p><b>e.</b> There is a clear and agreed teaching and learning policy that reflects the stated aims of the school and which is consistently applied by the whole workforce</p>	<p><b>2.</b> Effective provision in the classroom <b>i</b> and <b>ii</b></p> <p><b>8.</b> Policy</p>	<p><b>A</b> Effective teaching and learning strategies</p> <p><b>D</b> School/college organisation</p>	<p><b>6.</b> Engagement with learners and learning</p>
<p><b>f.</b> Account is taken of the need for high-quality long-, medium- and short-term planning in all subjects. The planning cycle involves collaboration of staff at all levels</p>	<p><b>5.</b> Assessment for learning <b>i</b></p>	<p><b>C</b> Assessment for Learning</p>	<p><b>4.</b> Understanding learners' needs</p> <p><b>5.</b> Planning</p>
<p><b>g.</b> Planning takes account of the need to use AfL to make each pupil a partner in their learning</p>	<p><b>5.</b> Assessment for learning <b>ii</b> and <b>iii</b></p>	<p><b>C</b> Assessment for Learning</p>	<p><b>1.</b> Conditions for learning</p> <p><b>2.</b> Development of learning</p> <p><b>5.</b> Planning</p>
<p><b>h.</b> There is close, targeted and frequent scrutiny of teachers' planning and pupils' work to monitor the impact of planning and teaching and a comprehensive programme of lesson observations to ensure quality and consistency</p>	<p><b>3.</b> Standards <b>i</b> and <b>ii</b></p> <p><b>12.</b> Monitoring and evaluation</p>	<p><b>A</b> Effective teaching and learning strategies</p> <p><b>D</b> School/college organisation</p>	<p><b>13.</b> Understanding learners' needs</p>



## Professional development

### CPD session 1 - Identifying the key characteristics of G&T learners (45 minutes)

#### Participants

This session should involve the senior line manager for G&T, the leading teacher/progress leader and all staff involved in teaching the G&T progress group. Schools may also wish to involve a G&T pupil enquiry group drawn from the G&T progress group.

#### Objectives

- To understand the differences between gifted and talented learners
- To agree the key characteristics of G&T learners
- To consider the implications for teaching G&T learners

#### Resources

- Resource sheet 1.1 – Characteristics of gifted and talented pupils

#### Activity 1 – Exploring G&T provision

(40 minutes)

Ask the group to define the differences between gifted and talented.

Share and compare:

- *Gifted*: describes pupils who have the ability to excel academically in one or more subjects such as English, drama, technology.
- *Talented*: describes pupils who have the ability to excel in practical skills such as sport, leadership, artistic performance. Some of these learners may well follow a vocational training pathway to accreditation and employment.

Tell the group that the DCSF defines G&T learners as:

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

The guidance is that each school is able to determine the size of its own G&T population, and that this should include:

- any pupils aged 11–19 who meet the national eligibility criteria for the top 5%
- learners aged 4–19 who are gifted and talented relative to their peers in their own year group and school/college.

Since relative ability changes over time pupils should move on and off the register as appropriate, though such movement might be expected to reduce with age. Every school/college should have some G&T learners and should keep a register of those learners. Since ability is evenly distributed throughout the population, a school's G&T population should be broadly representative of the whole learner population in terms of gender, ethnicity and socio-economic background.

Ask the group to share how G&T students are identified in their school. Give a few minutes for feedback and then show the list below. Ask the group if their pupils 'more at risk' of not being correctly identified as G&T includes young people:

- from low socio-economic groups (our progress group for Year 10 in 2009)
- from black and minority ethnic (BME) groups with a record of underperformance (including Black African, Black Caribbean, Pakistani, Bangladeshi)

- who need help with English as an additional language (EAL)
- in small rural schools, where they may be perceived as the 'only one'
- who have special educational needs (SEN).

Are such groups considered for G&T in detail in school?

Ask the group to identify what they consider to be the key characteristics or profile of G&T learners. Record on a whiteboard or flipchart. Then share Resource sheet 1.1, Characteristics of gifted and talented pupils.

Ask:

- Would you recognise these characteristics? How would you adjust the planning and teaching to take account of the needs of G&T pupils beyond extra work?
- What characteristics can be taught and/or learned?
- What can be done in your classroom(s) to develop and establish these for more students?

### **Plenary**

(5 minutes)

Start the plenary discussion by considering how you as a team can take the school forward with the G&T progress group for Year 10.

## CPD session 2 – Effective teaching and learning

(40 minutes)

### Participants

This session should involve the senior line manager for G&T, the leading teacher/progress leader and groups of staff, (for example, those teaching a particular year group, key stage etc.). Schools may also wish to involve a G&T pupil enquiry group drawn from the G&T progress group.

### Objectives

- To explore the meaning of quality first teaching
- To develop effective questioning skills

### Resources

- Resource sheet 2.1 – What makes for high-quality teaching?
- Resource sheet 2.2 – Extract from CQS Handout 7.6, Quality standards in gifted and talented education
- Resource sheet 2.3 – Questioning extract from the Pedagogy and practice pack
- Resource sheet 2.4 – Questioning, resolving the issues

### Activity 1

(20 minutes)

Having agreed on the common characteristics of G&T pupils ask:

What is quality first teaching when applied to the G&T progress group? Which are the key teaching strategies that will make the most difference in improving their progress and attainment?'

Ask staff to work in threes for 10 minutes producing their definition of quality first teaching and take a further five minutes to pull together the responses.

Present Resource sheet 2.1 – What makes for high quality teaching?

Effective teaching of G&T pupils typically involves these characteristics:

- planning curriculum experiences with them in mind
- understanding and using challenge in the classroom
- knowing how to deepen, broaden or accelerate the curriculum
- using a variety of approaches effectively
- using peer- and self-assessment to stimulate and attend to the pupil voice.

Underpinning these is:

- understanding the use of AfL to discover and monitor their learning needs.

Ask:

- How does this compare to your thoughts?
- What additional points emerge?

Summarise the conclusions.

## Activity 2

(20 minutes)

**Questioning and dialogue** Discuss the importance of questioning and dialogue for all staff involved with the progress group.

Provide copies of Resource sheet 2.2 – Extract from CQS Handout 7.6, Quality standards in gifted and talented education.

Ask staff to look at Feature 2, prompt 2: *How well are learners enabled to take charge of their own learning and become self-regulating?*

Ask, 'What approaches are most likely to improve this feature for the G&T progress group?' After five minutes collect the responses; identify that one aspect that will be very influential in improving the quality of questioning and dialogue.

Hand out Resource sheet 2.3 – Questioning extract from the Pedagogy and practice pack.

Ask staff to read through the resource sheet and discuss the implications for the G&T pupils in the progress group and for their own teaching and planning.

Hand out Resource Sheet 2.4 – Questioning, resolving the issues.

Ask staff to read through and reflect on the statements.

Then ask staff in pairs to reflect on simple techniques for improving questioning. As a starter for the discussions use some of the following starting points to extend questioning and ask staff to create some of their own:

- How do you know...?
- What do you look for...?
- How do you go about...?
- What clues do you use when...?
- Make up some questions that...
- Give me a...that is the same as...
- How did you do that?
- Present a statement and ask: Is it always, sometimes or never true?

(The ideas are taken from APP materials and used in Study Plus training for mathematics on probing questions.)

## CPD session 3 – Introducing the CQS to staff involved with the progress group (20 minutes plus follow-up)

This CPD session introduces the staff to CQS as an online tool but can not provide the time to explore the resource as a group.

Explain that the CQS are a tool to help teachers and other classroom practitioners to reflect on their own practice and to plan further development and research.

The resource has been specifically designed to support core subject leaders and leading teachers in their work with teachers and other practitioners to raise the quality of classroom provision and improve outcomes for G&T learners.

While the focus is on meeting the needs of able and gifted pupils in day-to-day teaching and learning, the material presented reflects good quality first teaching and can support improving achievement for all pupils.

The resource has been designed to be highly flexible so that you can find what is most relevant to your circumstances and use the materials in the way that is most appropriate for you. It is suggested that you start with the brief familiarisation section, which will allow you to build up a clear understanding of the structure of the CQS tool and show you how to navigate between the various elements.

This resource supports teachers in G&T self-evaluation and improvement in classroom provision. It will enable teachers to:

- self-evaluate current practice using the CQS and improve understanding of the self-evaluation process
- reflect on the effectiveness of G&T provision in their day-to-day teaching and understand how to improve it
- determine how to challenge pupils and extend and deepen their knowledge, particularly for more able and gifted pupils in the context of core subjects and ICT.

Layer 1 of the CQS identifies seven key features of effective teaching and learning, each broken down into two to four sub-areas for consideration with prompts to assist teachers in the self-evaluation of current practice. This activity is most effective if used in collaboration with colleagues to identify particular features for improvement.

In layer 2 of the CQS each prompt is expanded into a standard of provision at three levels: entry, developing and exemplary, explored from a generic viewpoint and then in the context of English, mathematics, science and ICT. These statements provide an objective and clear standard against which teachers and teaching assistants can evaluate their own and their learners' practice. To reveal examples of the kinds of evidence you might look for, select the evidence button within each subject tab.

Layer 3 of the CQS allows teachers to identify ways of improving classroom provision by providing subject-specific guidance across the phases in developing classroom provision for G&T pupils, exemplification of classroom practice, videos illustrating the prompt under consideration, and resources such as tools, case studies and classroom materials.

Assess the resource at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) Search using the ref 'Gifted and Talented: Classroom Quality Standards (CQS) guided resource'

Demonstrate the Welcome screens to show how easy the package is to use.

Suggest that some staff may wish to focus on Engagement with learners and learning (6.1): *How well are teaching and learning skills and resources deployed to extend, inspire and challenge learners?*, while others explore different aspects. Allow a few minutes for staff to consider all the elements and then identify who wishes to try which areas of the CQS as their starting point.

Agree a deadline for when this will have been completed and how staff will feed back on their experience to the others who are working with the G&T progress group.

## Resources

### Resource sheet 1.1: Characteristics of G&T pupils – QCA

G&T pupils:

- think quickly and accurately
- work systematically
- generate creative working solutions
- work flexibly in unfamiliar situations
- communicate their thoughts and ideas well
- are determined, diligent and interested in uncovering patterns
- achieve, or show potential, in a wide range of contexts
- are particularly creative
- show great sensitivity or empathy
- demonstrate particular physical dexterity or skill
- make sound judgements
- are outstanding leaders or team members
- are fascinated by, or passionate about, a particular subject or aspect of the curriculum
- demonstrate high levels of attainment

and

- have a wide vocabulary
- have learned to speak early
- ask lots of questions
- grasp new concepts earlier than others
- have a retentive memory
- are curious and able to concentrate for long periods of time on things they are interested in
- have a wide general knowledge
- enjoy problem-solving
- have an unusual and vivid imagination
- show strong feelings and opinions
- have an odd sense of humour
- are perfectionists
- set high standards for themselves
- get bored easily.

## Resource sheet 2.1: What makes for high-quality teaching?

Effective teaching of G&T pupils typically involves these characteristics:

- planning curriculum experiences with them in mind
- understanding and using challenge in the classroom
- knowing how to deepen, broaden or accelerate the curriculum
- using a variety of approaches effectively
- using peer- and self-assessment to stimulate and attend to the pupil voice.

Underpinning these is:

- understanding the use of assessment for learning to discover and monitor their learning needs.

Note down:

- How does this compare to your thoughts?
- What additional points emerged?

## Resource sheet 2.2: Extract from CQS in gifted and talented education: layer 2

Feature and prompts	Entry	Developing	Exemplary
<p><b>1.</b> Conditions for learning</p> <p>How well do learning conditions ensure that learners are healthy and safe and enjoy their learning?</p>	<p>G&amp;T learners enjoy their education in a safe and healthy environment which is free from adverse peer pressure</p> <p>Stimulating and well-organised classrooms support achievement.</p> <p>G&amp;T learners show self-discipline and respect for others</p>	<p>G&amp;T learners are highly motivated, and feel confident and secure in sharing their experiences with others</p> <p>They evaluate and influence their own learning and apply themselves well to achieve good progress</p>	<p>G&amp;T learners confidently develop new ideas and ways of working which help them achieve excellent progress</p> <p>They are able to direct their own learning and achieve excellent progress free from institutional, social or emotional pressure on their performance</p> <p>Creative and lateral thinking routinely informs their learning</p>
<p>How well is learning linked to the working world beyond the classroom allowing learners to make informed connections and decisions for learning?</p>	<p>Activities and tasks enable G&amp;T learners to link their learning in a relevant way with the practical world outside the classroom</p> <p>They begin to regularly consider the economic, ecological, social and moral implications of aspects of life and learning</p>	<p>G&amp;T learners are prepared well for adult life</p> <p>Learning is regularly linked to the world of work</p> <p>They evaluate the wider implications of aspects of their learning on others and regularly consider the global implications of social, political, ethical and moral decision-making in their learning</p>	<p>G&amp;T learners successfully, apply their learning to study global problems</p> <p>They contribute productively to projects linked to the ecological and economic world</p> <p>They routinely and critically analyse their learning in relation to social, political, ethical and moral matters</p>
<p>How well are learners enabled and challenged to demonstrate, use and develop their gifts and talents to make a positive contribution?</p>	<p>G&amp;T learners have extended opportunities to experience a wide and diverse range of activities</p> <p>They explore, reflect upon and discuss their work</p> <p>They contribute positively to lessons and to the school community</p> <p>Achievement and commitment in relation to past performance is recognised</p>	<p>Opportunities are provided for every G&amp;T learner to develop identified abilities and skills and to discover new areas of talent</p> <p>The classroom ethos values creativity, and encourages learners to use it to improve achievement</p>	<p>There is an expectation that every G&amp;T learner will have the highest aspirations for themselves and for the school community</p> <p>Opportunities ensure G&amp;T learners consistently demonstrate exceptional achievement</p>



Feature and prompts	Entry	Developing	Exemplary
<p><b>2. Development of Learning</b></p> <p>How well is an understanding of how learning develops applied and used to support pupils' learning?</p>	<p>Activities and tasks support personalised learning by identifying and providing for each G&amp;T learner's specific ways of learning</p> <p>There is provision for collaborative working, individual study and teacher-directed problem-solving</p> <p>Teachers and other experts model and demonstrate effective ways to learn</p>	<p>G&amp;T learners are encouraged and supported to explore alternative ways of learning, and to develop both team and leadership skills</p> <p>Regular opportunities are provided to use thinking and problem-solving skills, as well as creative and interpretative approaches</p>	<p>There is strong understanding of how G&amp;T learners achieve excellent performance and of the range of activities and techniques which contribute to high attainment</p> <p>There is widespread and sustained use of critical thinking skills and problem-solving together with regular opportunities to lead and influence others</p> <p>Learners select and make decisions about which strategies to use to improve their achievement</p>
<p>How well are learners enabled to take charge of their own learning and become self-regulating?</p>	<p>G&amp;T learners work independently and in groups</p> <p>They 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</p>	<p>There are increased opportunities for learner independence</p> <p>G&amp;T learners use initiative and independent thinking to deviate creatively from planned activity</p> <p>Established self-review of all aspects of progress in learning informs the setting of personal targets</p>	<p>G&amp;T learners follow their own lines of enquiry and critically evaluate their own learning</p> <p>They contribute to improving their curriculum and to promoting the learning of others</p>

## Resource sheet 2.3: Extract from Pedagogy and practice pack: Questioning

### Effective questioning

Questioning is fundamental to good teaching and learning. When effective questioning is a significant feature of lessons, pupils are more likely to:

- develop a fuller understanding of an idea because they have tried to explain it themselves
- be clear about the key issues in a lesson
- easily recall existing knowledge
- be able to link the ideas in the lesson with their existing knowledge
- tackle problems at a deep level and be able to extend their thinking
- engage easily with a task because they are clear about what is expected
- develop independence in the way they learn and think.

### Common issues

Pupils' understanding of ideas is often not as fully developed as the teacher would wish and sometimes it is not clear what the stumbling blocks are. In addition, pupils can spend a significant amount of lesson time off-task. Pupils from highly disadvantaged backgrounds sometimes respond negatively to some forms of questioning because of their lack of self-esteem and their desire to appear 'cool' in front of peers. This is especially true of boys. Modifying the way questions are asked or considering where and when questioning will take place will improve the climate for learning.

## Resource sheet 2.4: Questioning, resolving the issues

Effective questioning is a skill that can be learned. All teachers intuitively question pupils for a variety of reasons, but to do it well requires planning and an understanding of how to engage and push pupils' thinking.

- What can you do to become an effective questioner?
- Know how to plan questioning for a lesson
- Understand how questions engage pupils and promote responses
- Understand how questions develop pupils' cognitive abilities
- Understand and be able to apply a taxonomy to questioning in your subject
- Learn the classroom tactics you need to be an effective questioner
- Know the pitfalls to avoid and how you can plan for alternatives to questions
- Know how to respond to answers so that pupils are encouraged to participate

## References and web links

The **IQS** are designed to support improving the quality of gifted and talented education in settings, schools and colleges as a whole. The leading teacher handbook and the e-modules provide further guidance and support on using the IQS to support improvements in gifted and talented education. [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) Search using the ref 'Institutional quality standards (IQS) self-evaluation tool'.

The **CQS** self-evaluation tool has been developed for the core subjects and ICT to provide a guided resource specifically designed to support subject leads and leading teachers in their work with teachers and other practitioners to raise the quality of classroom provision and improve outcomes for gifted and talented learners. The CQS resource can be found at: [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) Search using the ref '00556-2008DVD-EN'.

**Gifted and talented e-learning modules** can be found at:

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) Search using the ref 'Gifted and Talented (G&T) e-learning modules'.

The National Strategies' ***Pedagogy and practice: Teaching and learning in secondary schools*** is a very useful resource to support staff in the pilot. The study units provide both the means for teachers to develop their skills and a common language to discuss teaching and learning.

They are available at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) Search using the ref '0423-2004G'.

For full support and guidance on the AfL strategy booklet and other strategy supporting materials see SMS *Element 5: Assessment for Learning (AfL) good practice embedded across the whole school*.

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) Search using the ref 'Stronger Management Systems (SMS)'.

The **AfL materials** are available at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) Select 'Secondary', then 'Assessment', then 'Assessment for Learning (AfL)'

The development of **higher-order thinking skills** is an important aspect to consider for further CPD work. The National Strategies **Leading in Learning** programme has been developed as part of the National Strategies' secondary support for whole-school improvement. It is a systematic, research-based programme, focused on improving pupils' thinking skills in curriculum subjects. Leading in Learning takes a cross-curricular approach and is deliberately structured so that teachers and pupils look beyond subject confines to thinking and learning more generally. There is a focus on specific thinking abilities and metacognition to encourage systematic development of thinking skills and transfer of learning across subjects and to other aspects of pupils' lives. The materials can be found at:

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search using the ref '0034/2005 G'), with additional guidance, supplementary to the main handbook of guidance, for citizenship teachers on teaching thinking skills at: [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) Search using the ref 'Leading in Learning, Exemplification in citizenship'.

The development of **academic literacy for disadvantaged communities** is an important aspect and support can be found in **The Extra Mile** booklet (for example considering Activity 7 – To build the pupils' repertoire of spoken and written language) published recently at:

[publications.teachernet.gov.uk/eOrderingDownload/The\\_Extra\\_Mile.pdf](http://publications.teachernet.gov.uk/eOrderingDownload/The_Extra_Mile.pdf)

The National Strategies has, over the last three years, worked on **Ensuring the attainment of more advanced learners of English as an additional language**. The focus of this project has been on developing higher-order thinking skills; developing academic language and register and improving extended writing. The online materials contain resources to support the development of provision for more advanced learners of EAL. The materials can be found at:

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) Search using the ref '00045-2009FLR-EN'

**Researchers** such as Carol Dweck working on self theories and 'mind set' and Lauren Resnick working on teacher attitudes to intelligence and the link between learning behaviours and processes and

achievement/attainment, can provide some challenging ideas for staff involved in teaching the progress group of G&T pupils to reflect upon. Further information can be found in *Gifted and talented education: Guidance on addressing underachievement – planning a whole-school approach*  
[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) Search using the ref '00378-2009BKT-EN'.

The DCSF provides clear guidance on identifying and supporting G&T learners, including identification through provision. Two key booklets are:

*Identifying gifted and talented pupils – getting started* (DCSF) (357 KB)

[www.standards.dcsf.gov.uk/giftedandtalented/downloads/pdf/identifying\\_gandt\\_pupils.pdf](http://www.standards.dcsf.gov.uk/giftedandtalented/downloads/pdf/identifying_gandt_pupils.pdf)

*Effective provision for gifted and talented children in Secondary Education* (DCSF) (320 KB)

[publications.teachernet.gov.uk/eOrderingDownload/DCSF-00830-2007.pdf](http://publications.teachernet.gov.uk/eOrderingDownload/DCSF-00830-2007.pdf)









Audience: Subject teachers, year leaders, G&T leading teachers and senior managers in secondary schools, G&T leads, National Challenge Advisers, SIPs and school improvement advisers in Local Authorities  
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