

## Guidance on the use of KS3 Strategy training materials to support the teaching of gifted and talented pupils in modern foreign languages

This guidance is provided to outline how the teaching and learning principles of the KS3 Strategy, and the Strategy's training materials relevant for the foundation subjects, focus the teaching of gifted and talented pupils in modern foreign languages.

The underpinning principles used here are consistent with the guidance provided by QCA in teaching gifted and talented pupils in modern foreign languages. This is important prior reading and can be found by clicking [here](#). This website also provides further information on identification, examples of units of work, activities beyond the classroom, resources, monitoring and evaluation in modern foreign languages.

Your school may have a policy on identifying gifted and talented pupils. You should refer to your school's policy to ensure that your departmental policy is consistent. General guidance for identifying gifted and talented pupils can be found by clicking [here](#).

You may find it helpful to refer to the background information relating to gifted and talented pupils, their identification, and provision for them, prior to looking at the subject detail provided here. A useful starting point is the short guidance provided by the KS3 Strategy for teaching able, gifted and talented pupils. This can be found by clicking [here](#).

In addition to this, there is a generic training module which can be downloaded by clicking [here](#).

Throughout this guidance, you will find reference to a range of KS3 Strategy training materials. These can be found via the links below:

Training materials for the foundation subjects [FS] DfES 0350/2002

[Click here](#)

Literacy across the curriculum [LAC] DfEE 0235/2001

[Click here](#)

Assessment for learning, whole-school training materials DfES 0043-2004 G

The following guidance uses the KS3 Strategy's teaching and learning principles. These apply to all subjects and for all pupils. In this guidance they are related to gifted and talented pupils. This group of pupils is referred to throughout as 'able' pupils. (This definition is used in the existing whole-school guidance for gifted and talented pupils published by the Strategy.) The guidance consists of a three-row table for each of the principles, set out as follows:

- The first row states one of the teaching and learning principles of the KS3 Strategy, followed by the generic defining features for able pupils and, where relevant, defining features for able pupils in the subject.
- The second row provides subject-specific examples of those features which apply to KS3 teaching in the subject.
- The third row provides the relevant references to the existing training materials from the KS3 Strategy.

## **The principle: FOCUS THE TEACHING**

### **Defining features for able pupils**

- The department has clear and wide-ranging criteria for the identification of able pupils and this is used directly to inform teachers' planning.
- The learning needs of able pupils are clearly addressed in schemes of work and short-term plans. They are expressed in carefully differentiated learning objectives and intended learning outcomes.
- Teaching explicitly builds on prior skills, knowledge and understanding of able pupils to ensure appropriate progression.

### **In particular, in MFL**

- Teaching exploits the often greater interest which able pupils have in language-learning skills (i.e. how to learn a language).
- Teaching focuses on the most challenging elements of the programme of study (e.g. 2c, 2d, 2e, 2f, 2g, 3d, 3e, 5c, 5d, 5f, 5h) and of the MFL Framework objectives (e.g. 9S1, 9S6, 9T5, 9L3).

### **Examples**

Pupils are able to peer-assess work against success criteria and make recommendations for improvement, and justify assessment and recommendations.

Year 7 Framework objectives allow pupils to develop a firm foundation for language-learning.

The pace of acquisition of the foreign language is accelerated in the Year 8 objectives, so that pupils become more independent language-learners by Year 9.

### **Supporting training material**

FS module 3, 'Planning lessons'. Refer to session 3.2, 'Objective-led lesson planning', session 3.3, 'Writing objectives', handout 3.5 Lesson Plans A–D. Use OHT 3.4 to review and revise long- and medium-term planning to ensure that learning objectives focus on how able pupils will be taught and will learn, rather than focusing on activities.

FS module 14, 'Big concepts and skills'. Refer to session 14.2, 'Important cognitive skills' and session 14.3, 'Classifying learning outcomes'. This will support able pupils in identifying the essential building blocks that make the subject distinctive and which underpin progression in the subject.

AfL unit 3, 'Objective-led lessons', handout 3.2 and associated subject development tasks for the unit (from September 04).

AfL unit 2, 'The formative use of summative assessment', including the accompanying video sequence.

AfL unit 6, 'Curricular target setting', including the subject development tasks.

## **The principle: PROVIDE CHALLENGE**

### **Defining features for able pupils**

- Teachers model a range of activities and skills, such as their own thinking, using higher order questions and analysing different writing genres.
- Teaching offers a diversity of opportunities for able pupils to extend ideas, suggest hypotheses and develop creative and innovative outcomes.
- Teaching requires pupils to use strategies for active learning, as independent or collaborative learners.
- Teaching demands individual and imaginative responses of pupils to practical tasks, informed by rigorous critical skills.

### **In particular, in MFL**

- Teaching actively encourages risk and demands that pupils exploit opportunities presented by a wide range of non-factual material, taken from authentic sources, in order to draw on their interest in the culture of the target language community.

### **Examples**

Pupils can respond to and initiate questions with a firm grasp of tenses, sentence structure and word order across a wide range of topics. Their pronunciation is consistently accurate.

In listening activities, pupils can respond to more complex tasks requiring understanding of arguments and the drawing of the correct conclusions (which may be implicit), noting valid reasons for choice. They participate in differentiated activities which require them to contribute more detailed or complex responses.

### **Supporting training material**

FS module 9, 'Challenge' explores the meaning of 'challenging learning opportunities'. In particular, it shows how teachers can make challenging tasks achievable. Refer to session 9.2, 'How we create challenges in the classroom', which contains an activity on Bloom's taxonomy to stimulate teachers' thinking about the cognitive demands of teaching activities.

See also session 9.3, 'Creating a climate for challenge'.

Use handout 9.4 to review the challenge offered to ensure that able pupils are challenged by higher order and more open-ended tasks.

Refer to 'Structure the learning' later in this guidance, where module 9 is explored in more detail.

FS module 4, 'Questioning', video sequence and handout 4.3.

FS module 10, 'Engagement', video sequence.

## **The principle: MAKE CONCEPTS AND CONVENTIONS EXPLICIT**

### **Defining features for able pupils**

- Teachers encourage pupils to use complex and advanced subject terminology with confidence.
- Teachers model a range of activities and skills, such as their own thinking, using higher order questions and analysing different writing genres.

### **In particular, in MFL**

- Teachers encourage pupils to provide extended responses with confidence.
- Teachers' medium-term plans ensure that MFL's key objectives and skills are regularly revisited so that they can be consolidated and applied in varied contexts.

### **Examples**

Survey activities can be designed to encourage pupils to take the initiative in posing original questions, and to be rewarded for more complex answers with justifications for opinions.

### **Supporting training material**

FS module 6, 'Modelling' shows how modelling can help clarify complex concepts and support pupils' independent use of skills and processes. Refer to session 6.1, 'Introduction'. Refer to the two supporting video sequences showing annotation of a photograph and concept mapping.

FS module 5, 'Explaining' identifies the need to provide high quality explanations to pupils, particularly those which relate to more complex, abstract principles and important ideas. Refer to session 5.1, handout 5.4 and the video sequence.

FS module 14, 'Big concepts and skills' – session 14.2, 'Important cognitive skills' – outlines the importance of being able to pick out a pattern when presented with a wealth of information.

LAC unit 2, 'Writing non-fiction', especially handout 2.4 (x17) and the accompanying video sequence.

LAC unit 4, 'Spelling and vocabulary'.

## **The principle: STRUCTURE THE LEARNING**

### **Defining features for able pupils**

- Lesson planning ensures that able pupils are engaged in learning as a process of discovery.
- Lessons are structured to facilitate optimum progress in independent learning.
- Lessons begin with challenging starters and contain plenaries which not only consolidate learning but also stimulate the desire to extend learning.

### **Examples**

Odd One Out activities, which require pupils to focus on the form, structure or sounds of words and justify their choice, can provide effective starters.

Pupils can take part in team activities, which require individuals to memorise items of information and recompose the whole message, against the clock.

### **Supporting training material**

FS module 3, 'Planning lessons', handout 3.5, Lesson plans A–D.

FS module 4, 'Questioning', appendix 4.1 to explore the use of questions for learning. Handout 4.3 – Bloom's taxonomy of questioning.

FS module 7, 'Starters' – session 7.6, 'Extending the repertoire' and session 7.7, handouts 7.2 and 7.3, appendix 1.

FS module 8, 'Plenaries' – handouts 8.3 and 8.5. The supporting video encourages pupils to be metacognitive.

FS module 10, 'Engagement': refer to session 10.2, 'Promoting pupils' involvement in learning'. Refer to session 10.3, 'Planning to improve motivation and engagement'.

## **The principle: MAKE LEARNING ACTIVE**

### **Defining features for able pupils**

- Teaching uses a wide range of stimuli to take account of the preferred learning styles of able pupils.
- Teaching uses questioning strategies to support higher order thinking.
- The classroom environment encourages pupils to use generic, transferable thinking skills activities.

### **In particular, in MFL**

- Teachers encourage pupils to use ICT for independent research into the target language culture.

### **Example**

Mysteries can be an effective way to encourage pupils to respond to the unexpected and answer questions creatively.

### **Supporting training material**

Making learning active is addressed in FS modules 9–14. These modules are particularly supportive of the development of able pupils' critical skills and contextual understanding. They offer strategies whereby pupils might reflect on and articulate their personal views about their work, using these skills to further enhance their work. They address the notion of talk as a tool for thinking and learning and show how pupils can be helped to talk and reason together most effectively.

FS module 9, 'Challenge', including handout 9.2 and supporting video from the module.

FS module 10, 'Engagement', session 10.2 onwards.

FS module 11, 'Principles for teaching thinking', appendix 11.1.

Handout 11.2 provides insights into why able pupils are able to do such tasks, through examination of the characteristics of their long-term and working memories.

## **The principle: MAKE LEARNING ENGAGING AND MOTIVATING**

### **Defining features for able pupils**

- Teaching ensures that able pupils are engaged in lessons as a process of discovery, through teachers communicating their own enthusiasm and passion for the subject.
- Teaching recognises and resonates with pupils' sense of personal and cultural identity.
- Teaching responds to the interests and experience of pupils and has relevance for them.
- There are opportunities for a variety of contexts to be used as a learning resource, including the local area and the community.

### **In particular, in MFL**

- Teachers use stimulating activities and materials to ensure that pupils have the opportunity to use the target language imaginatively; engage with a wider range of authentic materials, leading to summary, presentation, review writing; explore the cultural features of the language being studied.

### **Examples**

Reviews of poetry or stories (either written by other pupils or taken from sources such as [www.momes.net](http://www.momes.net)) can help engage pupils and motivate them in writing.

Designing web pages about the school, town or region for a partner school, based on authentic examples, can lead to imaginative use of the target language.

### **Supporting training material**

FS module 9, 'Challenge' – session 9.2, 'How do we create challenges in classrooms?'

FS module 10, 'Engagement'. In particular, refer to session 10.2, 'Promoting pupils' involvement in learning'. Also session 10.4, 'Addressing different learning styles'. Refer to the video sequence for the module.

FS module 11, 'Principles of teaching thinking', appendix 1.1, has some generic ideas that can be readily adapted to subject teaching. For example, Classification tasks, Odd One Out, and Maps from Memory can provide a rich source of stimulus and engagement for able pupils.

## **The principle: DEVELOP WELL PACED LESSONS WITH HIGH LEVELS OF INTERACTION**

### **Defining features for able pupils**

- Teaching responds flexibly to the range and depth of able pupils' independent study.
- Teaching promotes the autonomy of able pupils.
- The teacher negotiates clearly defined goals with able pupils and identifies the steps needed to achieve them.
- Lessons contain a balance of closed and open tasks suitable for able pupils.

### **In particular, in MFL**

- Teachers use collaborative tasks and talk for learning; pupils have the opportunity to work with others in the target language, video conference with schools abroad, meet new language and assimilate structures quickly.

### **Examples**

Participation in intensive language days.

Assisting with MFL lessons for feeder primary pupils.

Group projects – such as fashion shows, talent contests, weather forecasts – in which pupils use a range of media, including ICT.

### **Supporting training material**

Refer to FS module 9, 'Challenge' – session 9.3, 'Creating a climate for challenge'.

Refer to FS module 12, 'Thinking together', in particular the pre-course tasks and handout 12.7.

LAC module 7, 'The management of group talk'.

The above modules support teachers in developing pace and challenge through carefully structured learning experiences.

Group talk facilitates high levels of interaction and shared thinking, allowing pupils to build on and extend their knowledge, skills and understanding.

FS module 10, 'Engagement'. Use OHT 10.4 as a checklist with specific reference to able pupils.

## **The principle: SUPPORT PUPILS' APPLICATION AND INDEPENDENT LEARNING**

### **Defining features for able pupils**

- Teaching equips pupils with the skills in thinking, research and reflection necessary for independent learning.
- Teaching provides pupils with opportunities to evaluate their learning. The teacher negotiates clearly defined and appropriately challenging targets with able pupils, and jointly they identify the steps needed to achieve them.
- Teachers use a variety of demanding resources that help pupils engage with difficult or complex ideas.
- Teachers encourage pupils to use ICT to access a wider range of resources, and utilise ICT to allow able pupils to work at a faster pace.
- Teachers use homework to give scope to go beyond the obvious by challenging pupils to discover more.

### **In particular, in MFL**

- Teachers use prompts, frames or other forms of support and target intervention.
- Pupils have the opportunity to engage with more challenging MFL framework objectives, e.g. 9W7, 9W8, 9T6, 9L3.
- Pupils improvise, paraphrase, adapt and discuss.
- Pupils take risks with their language-learning.

### **Example**

Group creation of board games for pupils in other years or classes.

### **Supporting training material**

FS module 11, 'Principles for teaching thinking' – session 11.1, 'What is outstanding performance?' – addresses the characteristics of pupils who perform outstandingly in a subject. See also session 11.2, 'Understanding the principles of teaching and thinking', which is supported by appendix 11.1.

FS module 12, 'Thinking together': refer to session 12.1, 'Introduction: What is talk used for?' and session 12.3, 'Exploratory talk'. See also appendix 12.1, 'Thinking together: summary of relevant research'.

FS module 13, 'Reflection' and FS module 8, 'Plenaries', with supporting video sequence.

LAC unit 6, 'Reading for information'.

As with the principle 'Focus the teaching' explored earlier, these modules offer strategies for thinking and reflection that support pupils' increasing independence as creative thinkers and makers.

AfL module 1, 'Assessment for learning in everyday lessons' and module 2, 'The formative use of summative assessment', including the supporting video sequence.

## **The principle: BUILD REFLECTION**

### **Defining features for able pupils**

- Teaching gives able pupils the opportunity and the means to reflect on their own work and that of others.
- By facilitating metacognition, teaching illustrates the essential relationship between reflection and activity.

### **In particular, in MFL**

- Pupils learn and use target language for metacognition.
- Links are made between target language and English/other subjects.
- The target language is used creatively to express opinions and ideas.
- Pupils are encouraged to evaluate their own work and that of others, increasingly in the target language.

### **Examples**

Teacher builds in 'stop, think and reflect' time and uses higher order thinking words (*synthesise, justify, evaluate*) in the target language at regular intervals, to focus on the process.

Pupils use 'reflective journals', using progressively more target language, to track their own progression and set individual challenging targets.

Reflective plenaries: pupils' reflection can be assisted by having them work in groups to identify and correct errors in a text, based on the work of the lesson. Adding a time limit and requiring the pupils to justify their corrections increases the challenge.

### **Supporting training material**

Foundation subjects, module 13, 'Reflection' and module 12, 'Thinking together', and LAC unit 7, 'The management of group talk'.

Refer specifically to session 13.1, 'The importance of reflection', session 13.2, 'Developing a vocabulary about thinking and learning' and session 13.3, 'Developing a language for learning'. Examples of 'thinking words' can be found on handout 13.7.

LAC unit 7, 'The management of group talk'.

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