

## Classroom Quality Standards in Gifted & Talented Education: Layer 1

	Features	Prompts	Evaluation of practice in relation to providing challenge for all learners			Evaluation of practice in relation to providing challenge for G&T learners			Evidence to support self-evaluation of practice in relation to G&T learners
			Unsure	Quite well	Very well	Unsure	Quite well	Very well	
1	<b>Conditions for learning</b>	<ul style="list-style-type: none"> <li>How well do learning conditions ensure that learners are healthy and safe and enjoy their learning?</li> <li>How well is learning linked to the working world beyond the classroom allowing learners to make informed connections and decisions for learning?</li> <li>How well are learners enabled and challenged to demonstrate, use, and develop their gifts and talents to make a positive contribution?</li> </ul>							
2	<b>Development of learning</b>	<ul style="list-style-type: none"> <li>How well is an understanding of the development of learning applied and used to support pupils' learning?</li> <li>How well are learners enabled to take charge of their learning and become self-regulating?</li> </ul>							
3	<b>Knowledge of subjects and themes</b>	<ul style="list-style-type: none"> <li>How well are knowledge and skills of subjects and themes used to stimulate and challenge learners?</li> <li>How well is learning developed through specific-subject knowledge and skills?</li> <li>How well is the curriculum adapted to address the needs of different learners?</li> </ul>							
4	<b>Understanding learners' needs</b>	<ul style="list-style-type: none"> <li>How well are the emotional and social needs of the learner identified and addressed to raise achievement?</li> <li>How well are barriers to learning identified and removed?</li> <li>How well is learners' progress assessed, monitored and evaluated to raise achievement?</li> <li>How well are the training and learning needs of teachers and classroom assistants identified so that they meet the needs of learners?</li> </ul>							
5	<b>Planning</b>	<ul style="list-style-type: none"> <li>How well does planning build on learners' prior knowledge and attainment?</li> <li>How well is planning used to improve outcomes for all learners?</li> <li>How well is a range of different teaching and learning styles and strategies used in planning activities to ensure extension, enrichment, and progression?</li> </ul>							
6	<b>Engagement with learners and learning</b>	<ul style="list-style-type: none"> <li>How well are teaching and learning skills and resources deployed to extend, inspire, and challenge learners?</li> <li>How are available organisational structures and settings within the school used to identify potential and raise achievement?</li> </ul>							

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<b>7</b>	<b>Links beyond the classroom</b>	<ul style="list-style-type: none"><li>▪ How well are learning, and opportunities for learning beyond the classroom encouraged, known about, built upon and celebrated?</li><li>▪ How well are parents and carers included in supporting and developing their children's learning?</li></ul>							
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Classroom Quality Standards in gifted and talented education: Layer 2 – English

Feature and Prompts	Entry	Developing	Exemplary
<p><b>1. Conditions for learning</b></p> <p>How well do learning conditions ensure that learners are healthy and safe, and enjoy their learning?</p>	<p>In English, the demonstration of confidence, control, and creativity in using language is celebrated without embarrassment. The development of personal preferences in reading across a range of cultures, contexts, and times is promoted through mutual support within a genuine community of readers and writers, and speakers and listeners. Pupils have self-discipline and respect for others and work in a variety of roles with a range of peers to develop critical, creative and problem-solving skills.</p>	<p>In English, excellence in demonstrating confidence, control and creativity in writing is promoted through mutual support within a genuine community of readers and writers, speakers and listeners, capable of challenging each other constructively. Pupils take risks in exploring their own creativity, in shaping their own learning, and in developing an individual critical voice. This might be shown in celebrations of pupil work, progress, and in assemblies, displays, booklets and websites.</p>	<p>In English, excellence in demonstrating confidence, control, and creativity in writing is promoted through mutual support within a genuine community of readers and writers, speakers and listeners, capable of challenging each other constructively. Pupils are risk-takers when negotiating their own learning objectives and see failure as an opportunity for self-improvement in a context where creative and lateral thinking routinely informs their learning, and where they are free from institutional, social, or emotional pressure on their performance. This might be shown in pupils exploring outlets beyond school for their learning and in links with excellence elsewhere in the school</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>In English, tasks are regularly placed in a real context and pupils are supported to take appropriately pitched roles in the workplace as readers, writers, speakers and listeners. Pupils begin to explore aspects of the relationship between words and the world through the economic, ecological, social and moral implications of aspects of life and learning.</p>	<p>In English, pupils engage with a range of challenging real-life contexts and are supported to take a variety of demanding roles in the workplace as readers, writers, speakers, and listeners. Pupils begin to understand the relationship between words and the world in terms of moral, philosophical, social and historical contexts. G&amp;T learners are linguistically prepared well for adult life.</p>	<p>In English, pupils engage with and create a range of challenging real-life contexts and pupils take a variety of leading roles in the workplace as readers, writers, speakers, and listeners. Pupils begin to evaluate the relationship between words and the world in psychological, philosophical, social, and historical contexts and they critically analyse their own 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>In English, pupils experience a wide and diverse range of activities and work in a range of learning situations: independent, collaborative, interactive and international by using ICT. They contribute positively to lessons and to the school community.</p> <p>Pupils are regarded as co-learners within professional partnerships with teachers. Reflection, by teachers and pupils, on past performance is a regular part of the development of learning.</p>	<p>In English, pupils work creatively and adventurously in a range of learning situations: independent, collaborative, interactive and international by using ICT. The classroom ethos values creativity, and encourages learners to use it to improve achievement.</p> <p>Pupils contribute as co-learners within professional partnership with teachers, reflecting on prior achievement to identify appropriate new challenges.</p>	<p>In English, pupils demonstrate exceptional achievement in reading, writing, speaking, and listening through working creatively and adventurously in a widening range of learning situations. Pupils shape their own learning within a professional partnership with teachers, and there is an expectation that every G&amp;T learner will have the highest aspirations for themselves and for the school community. The outcomes of their exceptional individual achievement inform and inspire the learning of others.</p>
	Evidence:	Evidence:	Evidence:

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<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>In English, a repertoire of personalised options support progress in developing an individual critical/creative voice as a reader/writer/speaker, demonstrated through drama, discussion, artwork and ICT presentations. There is provision for collaborative working, individual study and teacher-directed problem solving in a context in which teachers and other experts model and demonstrate effective ways to learn.</p>	<p>In English, pupils explore a variety of routes to learning through negotiation with their teachers and a range of peers. Pupils develop their critical, creative and problem-solving skills through analysing and subverting linguistic and literary conventions and they display an increasingly distinctive voice through drama, discussion, artwork and ICT presentations.</p>	<p>In English, pupils take leadership roles in a variety of roles and contexts with a range of peers and adults and develop critical, creative and problem-solving skills to a high order. Pupils are able to analyse and articulate their own developmental needs and choose appropriate strategies to secure continuous improvement. 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><b>Evidence</b></p>	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>
<p>How well are learners enabled to take charge of their own learning and become self-regulating?</p>	<p>In English, independent learning is recognised as central and is supported through reflection and explicit discussion of personal and interpersonal learning preferences and possible barriers to progress.</p>	<p>In English, learning opportunities which promote independent initiative and imagination are seen as central to developing creativity. Informed self-review supports progress towards ambitious personal targets.</p>	<p>In English, students develop their own lines of enquiry and critical thinking through learning opportunities which promote independent initiative, imagination, and critical creativity. Informed self-evaluation supports progress towards ambitious personal targets and identifies ways of contributing to the wider community of learners.</p>
	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>

<p><b>3. Knowledge of subjects and themes</b></p> <p>How well are subject knowledge, and skills of subjects and themes used to stimulate and challenge gifted and talented learners?</p>	<p>In English, teachers' literary and linguistic expertise provides inspiration for pupils, drawing on models of excellence from real writers, readers, speakers and listeners from a range of genres, cultures and times. Good use is made of specialist guidance and support.</p>	<p>In English, teachers' literary and linguistic expertise provides inspiration for pupils, drawing on models of excellence from real writers, readers, speakers, and listeners which are drawn not only from a range of genres, cultures, and times but from the contributions of other professionals.</p>	<p>In English, G&amp;T learners are expected to apply intellectual initiative and creative interpretation to subject study. Teachers' literary and linguistic expertise provides inspiration for pupils, drawing on wider professional networks for models of excellence from real writers, readers, speakers, and listeners which are drawn from a range of genres, cultures, and times. Encouragement for intellectual initiative and creative interpretation of texts supports subject study at individual level.</p>
	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>

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How well is learning developed through specific subject knowledge and skills?	Pupils recognise how their skills as discriminating readers, fluent and controlled writers, articulate speakers and discerning listeners underpin their learning lives in and beyond school.	Pupils understand and deploy critical terminology to explore higher-order concepts in English, to discuss literature and language, and to enhance their learning lives in and beyond school.	Clear progressions and connections between subjects are identified and adapted to G&T learners' needs and interests. Pupils are confident in exploring, applying and sharing critical skills, insights and terminology to discuss literature and language and to explore higher-order concepts in English and across the curriculum and to enhance their learning lives in and beyond school.
<b>Evidence:</b>	<b>Evidence:</b>	<b>Evidence:</b>	<b>Evidence:</b>
How well is the curriculum adapted to address the needs of different learners?	In English, learners' needs are the starting point for planning how best to adapt the curriculum to individual needs, to identify optimal groupings, and to provide appropriately challenging activities supported by comprehensive resources.	In English, the curriculum is well matched to learners' individual needs, since pupils help to identify their own learning pathways and priorities. A range of groupings, resources, and contexts provide appropriate challenges, requiring the effective use of ICT.	The English curriculum, which G&T learners help to shape with increasing confidence, promotes the development of independent research and links with learning in other areas. The range of groupings and contexts provides appropriately personalised challenges which require the effective use of ICT.
<b>Evidence:</b>	<b>Evidence:</b>	<b>Evidence:</b>	<b>Evidence:</b>

<p><b>4. Understanding learners' needs</b></p> <p>How well are the emotional and social needs of the learner identified and addressed?</p>	<p>An effective process for identification and tracking of G&amp;T learners ensures that underachievement in reading, writing, speaking, and listening does not go undetected and that the needs of individuals are addressed effectively through targeted provision.</p> <p>Monitoring and support incorporate recognition of learners' social and emotional needs, as well as their academic ones, by taking account of groupings, interpersonal communication, self- image and feelings.</p>	<p>Effective identification and tracking of G&amp;T learners ensures that underachievement or latent ability in reading, writing, speaking, and listening are spotted and that the needs of individuals are addressed effectively through targeted provision.</p> <p>Learners' social and emotional needs, as well as their academic ones, are reflected in groupings, texts, interpersonal communication, respect for personal feelings and cultural sensitivities.</p>	<p>Professional collaboration on multiple criteria used for the identification and tracking of G&amp;T learners ensures that underachievement or latent ability are spotted, and that the effectiveness with which needs and self-esteem of individuals are addressed is evident in value-added data for English.</p> <p>Learners' social and emotional needs, as well as their academic ones, are reflected in groupings, texts, interpersonal communication, respect for personal feelings and cultural sensitivities.</p>
<b>Evidence:</b>	<b>Evidence:</b>	<b>Evidence:</b>	<b>Evidence:</b>

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<p>How well are barriers to learning identified and removed?</p>	<p>In English, exceptional ability, even if evident in a variety of ways is identified early. Outstanding aptitude in one area, such as reading or writing, may be noted even if accompanied by comparative difficulty in another such as speaking and listening, ICT or drama. Cultural differences are recognised and respected, while barriers to learning such as social class, gender, or disposition are investigated and addressed.</p>	<p>In English, exceptional ability and multiple-exceptionality are identified early and addressed through targeted support. Outstanding aptitude in one area, such as reading or writing, is recognised even if accompanied by comparative difficulty in another such as speaking and listening, ICT or drama. Barriers to learning such as social class, gender, culture, or disposition are investigated and addressed, particularly in relation to vulnerable groups, for example LAC, EAL and BME.</p>	<p>In English, exceptional ability and multiple-exceptionality are identified early and addressed effectively through specialist support. Outstanding aptitude is recognised through provision which enables ability to emerge and flourish. Barriers to learning such as social class, gender, culture, or disposition are investigated and addressed, particularly in relation to vulnerable groups and those at risk because of organisational climate or curricular pressures in English.</p>
	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>
<p>How well is gifted and talented learners' progress assessed, monitored, and evaluated to raise achievement?</p>	<p>In English, assessment and evaluation of performance is learner-, as well as teacher-led. Evidence, including self-assessment, from a range of contexts is offered to show progress, including the diagnostic use of APP criteria to identify appropriately differentiated starting points for new G&amp;T learners. Account is taken of evidence beyond National Curriculum assessments and of the impact of transfer between schools and key stages.</p>	<p>In English, potential and actual performance is evaluated in all learning contexts. Evidence, including self-assessment, in a range of contexts is offered to show progress orally and in writing. The diagnostic use of APP criteria ensures appropriately differentiated starting points and challenging targets for G&amp;T learners.</p>	<p>In English, evidence, including self-assessment in a range of contexts, is offered to show progress orally and in writing. Assessment uses predictive data (local and national) from other subject areas. The diagnostic use of APP and AfL criteria ensures appropriately differentiated starting points and challenging targets for G&amp;T learners. Progress is informed by systematic reflection on the development of critical, creative, and problem-solving skills to a high order.</p>
	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>
<p>How well are the training and learning needs of teachers and classroom assistants identified so that they can meet the needs of learners?</p>	<p>In English, all professionals seek opportunities to identify and develop professional knowledge and expertise. Teachers are supported in developing subject knowledge relative to recent texts, the writing process and plays in performance. Adults who work with G&amp;T students are given support in developing pedagogical expertise in relation to APP, designing learning, and giving effective feedback to learners.</p>	<p>In English, teachers work together to develop a shared understanding of G&amp;T learners' needs in relation to English. They are supported in developing subject knowledge relative to recent texts, the writing process, and plays in performance. All adults who work with G&amp;T students are given support and, where appropriate, coached in developing pedagogical expertise in relation to APP, designing, learning, and giving effective feedback to learners.</p>	<p>In English, teachers work together to develop, through ways which include action research, and a shared understanding of G&amp;T learners' needs in relation to English. They are supported in developing subject knowledge relative to recent texts, the writing process, and plays in performance. All adults who work with G&amp;T students are given support and, where appropriate, coached in developing pedagogical expertise in relation to APP, designing learning, and giving effective feedback to all those in a 'community of learning' of teachers, parents and carers, and pupils.</p>
	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>

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<p><b>5. Planning</b></p> <p>How well does planning build on gifted and talented learners' prior knowledge and attainment?</p>	<p>In English, teachers use APP and AfL diagnostically to find out what pupils know and identify what they need to learn next. The contributions of parents and carers are taken into account, as are the views of pupils themselves and a range of evidence on prior learning.</p>	<p>Professional collaboration in the systematic exchange of information and transition data ensures that G&amp;T learners' progression in English is carefully planned for, particularly whenever a transfer or change of setting takes place. Teachers collaborate effectively in using AfL and APP diagnostically to find out what pupils know and identify what they need to learn next. The contributions of parents and carers are taken into account, as are the views of pupils themselves, and also a range of evidence on prior learning.</p>	<p>English teachers collaborate effectively in embedding guided work to support differentiation and using APP diagnostically to find out what pupils know and identify what they need to learn next. The contributions of parents and carers are taken into account, as are the views of pupils themselves and a range of evidence on prior learning. Personal targets are related more to the learning stage than to the age of the learner.</p>
	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>
<p>How well is planning used to improve outcomes for all learners?</p>	<p>In English, teachers use APP and AfL diagnostically to find out what pupils know and identify not only what individuals need to learn next, but how best they might approach that learning. Planning situates learning in a variety of contexts and provides a stimulating range of activities designed to promote higher-order skills in reading, writing, speaking and listening.</p>	<p>In English, teachers use APP and AfL diagnostically to identify appropriate learning challenges for individuals, which take account of how best they might approach that learning. Planning situates learning in a widening variety of contexts and provides a stimulating range of activities designed to promote higher-order skills in reading, writing, speaking, and listening. Teachers use a variety of evidence sources to spot unrecognised potential.</p>	<p>In English, teachers use APP and AfL diagnostically to identify and plan appropriate learning challenges for individuals, and involve pupils in deciding how best they might approach that new learning. Teachers use a variety of evidence sources to spot unrecognised potential in and beyond English. Planning situates learning in a widening variety of contexts and provides a stimulating range of activities designed to promote higher-order skills in reading, writing, speaking, and listening.</p>
	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>
<p>How well is a range of different teaching and learning styles and strategies used in planning activities to ensure extension, enrichment, and progression?</p>	<p>In English, progression is the basis for planning, and tasks are qualitatively different rather than merely longer. Extension comes through: the complexity and challenge of written tasks; the depth of focus on authors and techniques, rather than just on texts in reading; through self-evaluation in speaking and listening across a range of contexts. Enrichment involves contact with the best that has been and is being thought, written and performed.</p>	<p>In English, personalised progression is visible in planning, which encourages pupils to push the pace and the boundaries of their learning. Extension comes through the complexity and challenge of written tasks, and the depth of focus on authors and techniques, rather than just on texts in reading, and through self-evaluation in speaking and listening across a range of contexts. Enrichment involves engagement with the best that has been and is being thought, written and performed.</p>	<p>In English, effectively personalised progression is visible in planning, which encourages G&amp;T learners to collaborate and innovate as they push the boundaries of their learning. Extension comes through the complexity and challenge of written tasks, the depth of focus on authors and techniques, rather than just on texts in reading, and through self-evaluation in speaking and listening across a range of contexts. Enrichment involves engagement with and evaluating the best that has been and is being thought, written and performed.</p>
	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>

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<p><b>6. Engagement with learning and learners</b></p> <p>How well are teaching and learning skills and resources deployed to extend, inspire, and challenge gifted and talented learners?</p>	<p>In English, a personalised learning approach based on clear learning objectives reflects understanding that G&amp;T learners are all different and therefore require a variety of pace, depth, and complexity of task. Focused intervention draws on a wide repertoire of skills and resources (including ICT) to raise G&amp;T achievement.</p>	<p>In English, clear and challenging learning objectives for G&amp;T learners underpin planning and practice. Classroom discourse is characterised by high expectations and stimulating interaction between and with G&amp;T learners. A wide repertoire of skills and resources (including ICT) is deployed effectively to support the progress of G&amp;T pupils.</p>	<p>In English, clear and challenging learning objectives (negotiated with G&amp;T learners) underpin planning and practice, and produce sustained progress, attainment, and achievement for G&amp;T learners above local and national benchmarks. Classroom discourse is characterised by high expectations and high levels of productive and stimulating interaction between and with G&amp;T learners. A wide repertoire of skills and resources (including ICT) is deployed effectively to support the progress of G&amp;T pupils.</p>
	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>

<p>How are available organisational structures and settings within the school used to identify potential and raise achievement?</p>	<p>In English, pupil grouping is informed by ongoing assessment via APP and AfL. It provides G&amp;T learners with challenges and support in peer interaction and offers opportunities for G&amp;T learners to develop team and leadership roles. Groups are structured to enable effective teacher and teaching assistant engagement and collaboration, and guided work maximises effective teacher and teaching assistant contributions to the progress of G&amp;T pupils.</p>	<p>In English, flexible pupil groupings based on ongoing assessment via APP and AfL offer opportunities for providing G&amp;T learners with challenges and support in peer interaction. There are opportunities for G&amp;T learners to develop team and leadership roles, in and beyond their own year group. Guided work maximises effective teacher and teaching assistant contributions to the progress of G&amp;T pupils.</p>	<p>In English, flexible pupil groupings based on the identified needs of learners, offer unconventional opportunities for providing G&amp;T learners with challenge and support in peer interaction. There are opportunities for G&amp;T learners to demonstrate team and leadership capacity in and beyond their own year group. Guided work maximises effective teacher and teaching assistant contributions to the classroom progress of G&amp;T pupils.</p>
	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>

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<p><b>7. Links beyond the classroom</b></p> <p>How well are learning, and opportunities for learning, beyond the classroom encouraged, known about, built upon and celebrated?</p>	<p>G&amp;T learners with particular talents or interests in aspects of English are informed about, and supported in accessing, specific activities, events, or opportunities such as theatre visits, meeting writers, joining book groups and extending their intellectual experiences via ICT. They negotiate some of their own homework so that it extends their interests and raises achievement.</p>	<p>G&amp;T learners with particular talents or interests in aspects of English are informed about, and supported in accessing a comprehensive range of local, regional and national activities, events or opportunities such as theatre visits, meeting writers, joining book groups and extending their intellectual experiences via ICT. They negotiate some of their own homework, so that it extends their interests and raises achievement.</p>	<p>These links facilitate an extension of student voice, and support achievement of 'positive contribution' by G&amp;T learners both within the school and the wider community.</p> <p>G&amp;T learners with particular talents or interests in aspects of English are informed about, and supported in accessing a comprehensive range of local, regional and national activities, events, or opportunities such as theatre visits, meeting writers, joining book groups and extending their intellectual experiences via ICT. They negotiate some of their own learning opportunities so that they extend their interests and raise achievement. Sustained and secure links are established and maintained with external agencies, and the 'student voice' of G&amp;T learners makes a formative contribution to developments in the school as a learning community.</p>
	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>
<p>How well are parents and carers included and supported in developing their children's learning?</p>	<p>Parents and carers of G&amp;T learners with the potential to be exceptional in English or drama, have regular opportunities to discuss the progress and achievement of their children through writing, performances, ICT presentations, or debates. Joint support from home and school contributes to the development of learners' progress.</p>	<p>There is an induction programme for parents and carers of the G&amp;T learners who have the potential to be exceptional in English; they have regular opportunities to discuss the progress and achievement of their children. Links are in place to engage and support hard-to-reach parents and carers, so that joint support from home and school contributes positively to the development of learners' progress, whether in writing, performances, reviews, ICT presentations or debates.</p>	<p>The skills, insights and skills of G&amp;T learners' parents and carers are identified and used creatively within specific learning settings to support their children.</p> <p>They have regular opportunities to discuss the progress and achievement of their children. Strong links with the English department, including parental networks, workshops, and services are promoted and tailored to achieve optimum levels of support for pupils.</p>
	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>