

## Classroom Quality Standards in gifted and 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 – ICT**

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>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>

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<p>Pupils should be taught that:</p> <ul style="list-style-type: none"> <li>anything digital is forever and can potentially be shared anywhere and everywhere.</li> </ul>	<ul style="list-style-type: none"> <li><b>Secure:</b> Pupils are taught (through modelling of mutual respect), and given regular opportunities, to discuss their ICT outcomes with each other and as a group, critically and constructively.</li> <li><b>Stimulating:</b> The room is well ordered and contains large, visually stimulating displays of the Data Handling Cycle, the System Development Cycle, Thinking Processes (including De Bono's Thinking Hats)</li> <li><b>Well organised:</b> Excellent classroom systems and processes are regularly executed and reviewed in consultation with pupils. Classroom protocols for the use of computers, saving on the network, use of printers, netiquette, switching off screens, etc.</li> <li><b>Reflect:</b> Thinking skills and explicit reflection on the learning process is a regular, planned feature of every ICT lesson. This could be done at the start of a lesson, for example modelling evaluation of a piece of work [<i>Literacy Across the Curriculum</i>], or during mini plenaries through out the lesson, for example 'What helped you to find out?' This could be done with the whole class, small groups, or individuals.</li> <li><b>Contribute positively:</b> Teachers regularly expect all pupils to contribute to the learning experience for example, by willingness of all pupils to share ideas, discuss their work and the work of others, for example through the use of the no-hands-up policy, effective use of plenaries.</li> <li><b>School community:</b> Pupils are willing to become experts in the ICT room on a particular software, process or skill for example 'Happy to help' badges, lunchtime and (or) after-school clubs. Mentors for younger G&amp;T pupils in the use of ICT, for example game design and development.</li> </ul>	<ul style="list-style-type: none"> <li><b>Highly motivated:</b> Pupils understand what it is that motivates them (linked to the pastoral system – for example a talented footballer can use ICT to further enhance his talents, skills, networking abilities, etc.) and there are classroom systems for them to discuss this with other pupils and to communicate these to the teacher for example an ideas box at the back of the room, or use of the school MLE to gain pupil ideas and feedback.</li> <li><b>Sharing their experiences:</b> Classroom organisation and processes encourage pupil talk, through planned opportunities. If pupils have outside interests in ICT, there is an expectation that pupils will share these experiences and that they are given the opportunity to and to feel confident to share this with other pupils.</li> <li><b>Evaluate:</b> Success criteria are part of every lesson and are produced by pupils.</li> <li><b>Influence own learning and apply:</b> Regular opportunities for pupils to understand their own learning through AfL processes.</li> <li><b>Prepared well for adult life:</b> ICT tasks are set in real-life contexts delivering skills that pupils can use within the lesson and outside and beyond school, for example models for calculating the cost of a holiday, running a house or a car. Data-handling cycle used and applied effectively in a range of real-life contexts in and out of school.</li> </ul>	<ul style="list-style-type: none"> <li><b>Develop new ideas:</b> Use of concept-mapping software to bring together ideas and to enable pupils to develop these ideas within a time-frame, for example project planning and problem solving based on a Gantt chart or other project-planning tools.</li> <li><b>Use new and emerging technologies:</b> To communicate ideas and concepts (story telling, animation, game creating, film making).</li> <li><b>Pupils become creators of knowledge:</b> Instead of receivers and (or) users of knowledge, for example pupils when learning about the Data Protection Act, Copyright Laws, and Computer Misuse Act have to research in groups and create a presentation or a website to communicate these laws and examples of breaches of them within the school they are in (personalising the knowledge). Pupils can set up collaborative websites or software to combine and develop ideas from others, while maintaining their own contribution.</li> <li><b>Lessons can sometimes be limited by teacher knowledge and experience:</b> Pupils must be given regular opportunities to take the lead in learning, but with the responsibility of seeing the project through to the end and knowing what success is like.</li> <li><b>Direct their own learning:</b> Working on something they want to work on, in a way that suits their learning style, towards an outcome that they value, for example a game that they have designed, a website related to social networking, creating a blog about a major political, social or environmental theme.</li> <li><b>Routine lateral thinking:</b> Groups regularly work with the teacher on open-ended tasks which may or may not involve problem solving. Pupils are expected to take the learning into new or unexpected directions. This can be facilitated by the teacher asking open-ended questions that stimulate thinking, for example 'Who decides what goes onto the BBC website on any given day?' 'How do you know whether or not something you see on the Internet is true?'</li> </ul> <p>Pupils accept that learning may go in unexpected directions and that this is not necessarily a bad thing and they may take responsibility for identifying their own learning and further application of it.</p>
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How well is learning linked to the working world beyond the classroom, allowing learners to make informed connections and decisions for learning?	<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 consider regularly 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. 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>Learners have the opportunity to :</p> <ul style="list-style-type: none"> <li>• apply and develop their ICT capability through extended pieces of work with diverse contexts including business, economic and social.</li> </ul>	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> <li>• exercise independence by using the system life cycle to resolve real-life problems.</li> </ul>	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> <li>• develop complex criteria which reflect a diverse range of considerations and use these in the evaluation.</li> </ul>
How well are learners enabled and challenged to demonstrate, use, and develop their gifts and talents to make a positive contribution?	<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 that G&amp;T learners consistently demonstrate exceptional achievement.</p>

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	<p>Learners have the opportunity to develop, apply and enhance their communication skills through:</p> <ul style="list-style-type: none"> <li>• <b>Extended opportunities:</b> Not just time but complexity, for example if the rest of the class is working on images and sounds the G&amp;T pupil might be taking a piece of film and (or) music and finding images to match, editing the sound and video files as needed. They might use 'Goal Seek' instead of trial and error to find a suitable input to a spreadsheet model.</li> <li>• <b>Wide and diverse range of activities:</b> For example presenting one piece of information in as many different ways as possible, this could be a web page diagram, tabular format, free flow text doc, leaflet, (tie in with English department).</li> <li>• <b>Exploring, reflecting and discussion:</b> See above.</li> <li>• <b>Recognition of past performance:</b> Pupils come to ICT with a range of expertise developed from within and out of school. Teachers need systems to recognise, assess and build on this.</li> </ul>	<p>Learners have the opportunity to develop, apply and enhance their communication skills by:</p> <ul style="list-style-type: none"> <li>• <b>Developing identified abilities:</b> Teachers need to actively identify pupils' gifts and talents either through provision through the tasks they give or through data analysis. Pupils are likely to use more sophisticated techniques to solve problems.</li> <li>• <b>Discovering new areas of talents:</b> Pupils are given the opportunity in ICT to engage in a wide range of experiences and use of software to identify talents. For example, pupils may have a particular talent for digital film-making, but have never been asked in classroom projects to use this skill, so they have never demonstrated it.</li> <li>• <b>Independently researching</b></li> </ul> <p>How can we identify pupil talents if they have not been given enough exposure to a variety of opportunities?</p> <ul style="list-style-type: none"> <li>• <b>Classroom ethos valuing creativity:</b> Pupils should be provided with opportunities to be creators of ICT products [<i>Creativity in the Curriculum, Excellence and Enjoyment</i>]</li> </ul>	<p>Learners have the opportunity to develop, apply and enhance their communication skills by:</p> <ul style="list-style-type: none"> <li>• <b>Highest aspirations:</b> Pupils are given opportunities to see the career paths provided by the subject of ICT. Teachers provide opportunities for pupils to see real practitioners engaging in the use of ICT, for example games and web designers, weather forecasters, architects (CAD), manufacturing operations (CAM); visits by, or visits to see, this in practice; alternatively video conference or watch a video of a practitioner; And also tours to universities. [<i>Excellence hubs, YGT website, Aim Higher website</i>] School ICT infrastructure and systems will enable pupils to participate in many less mainstream ICT activities.</li> <li>• <b>Demonstrate exceptional achievement:</b> Pupils regularly integrate applications into external communications such as a school newspaper or website. Pupils can make extended features to an electronic game or can write more advanced features of a computer program. Pupils regularly take user feedback to improve their ICT products.</li> <li>• Pupils use the MLE to communicate and collaborate, use ICT to manage, for example, the use of planning tools, e-portfolios as well as files and folders to retrieve work. Pupils collaborate in learning communities and work together to create a solution to a problem. [<i>New PoS 2008</i>]</li> <li>• Pupils are given opportunities to discuss the social, economical, political, legal and moral issues that arise out of the use of ICT.</li> <li>• Pupils are given the opportunity to explore the digital divide, the issues of the ICT 'haves' and 'have-nots'.</li> </ul>
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	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> <li>succeed in a number of roles in team and individual work including leading an aspect of a project or investigation;</li> <li>work in a teacher-led learning environment with variety of learning strategies employed, and</li> <li>show signs of taking ownership of their own learning.</li> </ul>	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> <li>develop their own project briefs and criteria;</li> <li>use ICT creatively to develop the planned activity further, for instance understanding user needs, introduce extra features, use testing to improve product and (or) outcome.</li> </ul>	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> <li>hypothesise about and apply new and innovative use of ICT applications;</li> <li>demonstrate creativity in finding solutions;</li> <li>use a range of information sources to stimulate their ideas for designing solutions;</li> <li>work collaboratively to develop own project and (or) activity and effectively test or evaluate where necessary. Use the teacher as a mentor.</li> </ul>
	<p><b>Amplification and evidence</b></p> <p>Learning diary or log or journal or blogs, e-portfolio.</p>	<p><b>Amplification and evidence</b></p> <p>Usability features in a website.</p>	
	<p><b>ICT learning looks like this:</b></p> <p>Teachers will lead learners and provide a framework in which stages of progression are described. Within this framework learners (possibly in pairs or groups) are able to take some decisions independently. There will be a range of teaching strategies employed so that learners are not constrained by the completion of a set of closed tasks. It will be clear to learners that they can demonstrate their entire range of competencies.</p>	<p><b>ICT learning looks like this:</b></p> <p>Teachers will guide learners through the process of solving a problem by providing key learning inputs and feedback. Although pupils will follow parts of the process independently, the teacher will intervene to move the learning forward so that it is in-line with high expectations for G&amp;T learners.</p>	<p><b>ICT learning looks like this:</b></p> <p>In these learning sessions you will see pupils working in teams or pairs, engaged and agreeing strategies to solve identified problems. You will see new aspects and challenges from the problem being identified as the process proceeds. The learners will identify independently routes of enquiry and (or) solutions. ICT will be used to investigate or enquire, to design and test possible solutions to collaborate and collate, design and make solutions. Teachers will provide prompts and thoughts but will not offer solutions. Teachers may include thinking skills strategies to prompt enquiry and thinking.</p>

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<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>G&amp;T learners are motivated by confident, enthusiastic communication of the subject or theme using specialist guidance and support.</p>	<p>G&amp;T learning is underpinned by secure subject knowledge and understanding of the subject or theme which enable challenging learning targets to be set.</p> <p>Professionals with more limited subject or theme knowledge and skill receive coaching to sharpen their skills and strengthen the pool of expertise.</p>	<p>G&amp;T learners are inspired to apply intellectual initiative and creative interpretation to subject study.</p> <p>Teachers' engagement with wider professional networks strengthens and extends subject expertise and knowledge of learning themes.</p>
	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> <li>develop higher-order thinking skills, apply creativity and innovate. These are applied to complex situations (briefs) and evaluated against rigorous criteria determined by the learner.</li> </ul> <p>This is possible because teachers have a repertoire of pedagogic skills; they understand progression and how to move learners forward.</p>	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> <li>focus learning for data handling and other challenging aspects of ICT including fitness for purpose and audience;</li> <li>interpret complex relationships in data and graphs;</li> <li>become skilful at finding and using appropriate applications and resources to solve problems;</li> <li>make observations, formulate hypotheses, follow complex lines of enquiry, and</li> <li>approach ICT projects creatively.</li> </ul>	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> <li>work with teachers, in ICT or other subjects, who have the pedagogic skills and ICT subject understanding, to support pupils' independent learning. Where they do not have specialist ICT subject knowledge, skills and understanding their excellent pedagogy coupled with good research skills enables pupils to make good progress and they are knowledgeable about developments in ICT, and</li> <li>work with teachers on more demanding aspects of ICT using software that may not be widely applicable, for example, pupils might use free integrated development environment software to produce applications for Windows or the Web.</li> </ul>
<p>How well is learning developed through specific subject knowledge and skills?</p>	<p>G&amp;T learners' subject knowledge and skills are identified, and then enhanced, through linking with other subjects and with experience from their own lives.</p>	<p>G&amp;T learners' proficiency is strengthened by the use of higher-order concepts and terminology in reading, researching and talking about the subject.</p>	<p>Clear progressions and connections between subjects are identified and adapted to G&amp;T learners' needs and interests.</p> <p>G&amp;T learners have frequent opportunities to demonstrate expert application of specific skills and knowledge, and this is supported through excellent coaching.</p>

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	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> <li>demonstrate ICT capability and improve the fitness for purpose of systems by the application of a greater range of techniques and features.</li> </ul>	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> <li>progress rapidly in the development of their ICT capability and improve the fitness for purpose of systems by the application of a greater range of techniques and features.</li> </ul>	<p>In the data-handling cycle learners have the opportunity to:</p> <ul style="list-style-type: none"> <li>create their own hypotheses which might link to other subject areas (such as science), know what data they need to collect, can devise their own questionnaires (or experiments to collect data if collaborating with science), independently collect data demonstrating an understanding of sample size and data significance, independently process the data and present it for different purposes and to different audiences. Students will need to be coached through this process.</li> </ul> <p>In modelling, learners have the opportunity to:</p> <ul style="list-style-type: none"> <li>create their own models to solve particular problems. These will be efficient and reversible (Goal Seek);</li> <li>evaluate the strengths and weaknesses of models critically, particularly their own;</li> <li>take user feedback to improve their models and compare them to real scenarios using data from other sources, and</li> <li>aggregate and manipulate complex data using pivot tables, subtotals and complex criteria.</li> </ul>
<p>How well is the curriculum adapted to address the needs of different learners?</p>	<p>Specific needs and interests of G&amp;T learners are identified and built on, skilfully using matched and optimum pupil groupings, comprehensive resources and a wide range of activities.</p>	<p>Comprehensive resources, challenging subject content and effective use of ICT develop and extend G&amp;T learners' subject skills and knowledge.</p>	<p>G&amp;T learners confidently use subject-specific and cross-curricular skills in independent research which is well supported by resources.</p>
	<p>Teachers use the needs of learners as their starting point for adapting and planning the curriculum. Particular focus is given to securing good rates of progress and achievement of exceptional performance and A/A* according to aptitude and key stage. Pupil groupings support learning and there is access to appropriate ICT and other learning resources.</p>	<p>Learners are increasingly able to exercise independence in their learning, and management of extended projects. This is negotiated with the teacher, so that pupils are able to set challenging goals and establish their own route map to success.</p>	<p>G&amp;T learners are confidently and increasingly able to apply their ICT capability to learning in ICT and to learning through ICT in other subjects.</p>

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<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>Effective teacher assessment and tracking enable G&amp;T learners to be identified through accurate recognition of what they do well. Where learners have aspects of underachievement these are addressed through targeted support for the identified academic, social and emotional needs. Improved communication is developed through pupil groupings.</p>	<p>Teacher assessment and tracking is used to ensure the underperformance of specific groups, who are under-represented amongst G&amp;T learners, is identified. Their ICT capability may be developed in contexts and software applications that allow them to work in different ways to standard generic software applications.</p>	<p>ICT data and other data sources, such as value-added data from core subjects, are used to review G&amp;T pupils' progress and to set aspirational targets.</p> <p>Teachers regularly review standards and pupil progress at departmental meetings, including moderation of pupils' work.</p>
	<p><b>No amplification required</b></p>		
<p>How well are barriers to learning identified and removed?</p>	<p>There is recognition that outstanding ability may not be balanced across the range of learning in ICT. The interests and aptitudes of G&amp;T learners from their use of ICT outside the school are recognised and understood. Action is taken to minimise negative factors including recognition of the impact of culture, class, gender, and ethnicity on learning.</p>	<p>Action is planned to increase the rates of progress and achievement of all G&amp;T learners. Identification of groups under-represented as G&amp;T learners has been made. Self- and peer-assessment, support and mentoring are used.</p>	<p>Barriers to learning are identified. Specialist ICT support and support from others who have generic or other subject G&amp;T expertise are applied to develop pupils' aptitudes in ICT.</p>
<p>How well is gifted and talented learners' progress assessed, monitored, and evaluated to raise achievement?</p>	<p>On transfer there is good recognition of prior learning in ICT. Good use is made of evidence from NC assessments in core subjects to recognise aptitude, rates of progress and to establish challenging personal targets. Peer- and self-assessment are used alongside teacher assessment. Parents and carers are well informed about progress and outcomes in ICT.</p>	<p>G&amp;T learners develop good understanding of their own performance and what and how they need to improve. Evaluation takes place formatively and summatively in all ICT units of learning. Oral and written feedback contributes to their self-understanding.</p>	<p>AfL is well developed and supports G&amp;T learners to self-review regularly against the criteria for their work and the personal targets for their progress and achievement. Information derived from AfL is used with teacher assessment of learning systematically to diagnose performance and to steer the direction of learning.</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>Through self-evaluation the CPD needs of teachers and TAs are routinely identified and matched to training and coaching opportunities. Peer observation, consultancy support and lead professionals are used to increase knowledge and expertise with G&amp;T learners.</p>	<p>Self-evaluation leads to effective design of a CPD programme that includes G&amp;T and meets the collective and individual needs of teachers and TAs.</p>	<p>High professional collaboration, research and participation in networks inform teacher and TA recognition of what good G&amp;T practice looks like. This understanding is communicated to pupils and parents and carers through planning, practice, pedagogy and feedback</p>

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<b>5. Planning</b>  How well does planning build on gifted and talented learners' prior knowledge and attainment?	Past learning experiences and performance of G&T learners are systematically analysed in consultation with learners and parents and carers.  Future targets for development are planned to meet identified needs.	Professional collaboration in the systematic exchange of information and transition data ensures that G&T learners' progression in learning is carefully planned for, particularly whenever a transfer or change of setting takes place.	Learning targets are planned to G&T learners' stage of learning rather than chronological age.  Teachers and other adults routinely share strategies to improve meeting learner needs and well-being.
How well is planning used to improve outcomes for all learners?	Assessment and evaluation of achievement across all aspects of learning inform future planning and support. Clear objectives for learning determine a balanced range of activities, which are focused on improving outcomes and which reflect individual learners' interests, learning styles and potential.	Planning for G&T learners assures progressive development of higher-order learning skills as well as space and opportunity for private enquiry.  There is breadth and variety for learners to reveal previously unrecognised gifts and talents.	Planning is provisional and flexible to the progress and style of learners.  Resources challenge G&T learners to explore new areas, develop new skills, and to cross subject disciplines.
How well is a range of different teaching and learning styles and strategies used in planning activities to ensure extension, enrichment, and progression?	Activities for G&T learners offer increasing complexity and depth, and add breadth through a range of content, tasks and resources.  Tasks are qualitatively different, rather than merely longer.	Activities for G&T learners are planned to accelerate in pace, and to expand their understanding of what makes for effective learning.  There are structured opportunities to experiment and take risks.  Lesson plans make reference to personalised tasks for G&T learners.	Activities are planned to prompt G&T learners to collaborate and innovate.  G&T learners are involved in planning and allocating their own tasks based on an evaluation of holistic learning needs.

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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>Tasks and activities for G&amp;T learners have clear learning objectives and involve focused discussion and questioning. Teachers and learning assistants deploy a wide repertoire of skills and resources (including ICT) to raise G&amp;T achievement.</p>	<p>Activity and task intentions are clear and regularly reinforced.</p> <p>There is a high level of productive and stimulating interaction between and with G&amp;T learners, including challenging use of language.</p> <p>A personalised learning approach uses focused intervention, based on an understanding that G&amp;T learners are all different and therefore require a variety of pace, depth and complexity of task.</p>	<p>Lesson and activity intentions are positively influenced by learners and teaching assistants who are proactively involved in planning and lesson delivery.</p> <p>Secure and sustained processes assure the development and sharing of new knowledge about how G&amp;T learners learn.</p> <p>Sustained progress, attainment and achievement for G&amp;T learners are secured above local and national benchmarks.</p>
	<p>Learners have the opportunity to develop, apply and enhance their information and communication capability by:</p> <ul style="list-style-type: none"> <li>demonstrating their ICT capability using a range of techniques and applications</li> <li>responding to their audiences' needs</li> <li>writing an evaluation that demonstrates how their solution has met criteria and meets the needs of the audience</li> <li>demonstrating understanding of information and communication through framing demanding questions.</li> </ul>	<p>Learners apply greater levels of independence and have the opportunity to develop, apply and enhance their information and communication capability by:</p> <ul style="list-style-type: none"> <li>demonstrating their ICT capability using a range of techniques and applications</li> <li>responding to their audiences' needs</li> <li>writing an evaluation that demonstrates how their solution has met criteria and meets the needs of the audience</li> <li>demonstrating understanding of information and communication through framing demanding questions.</li> </ul>	<p>Learners apply greater levels of independence and have the opportunity to develop, apply and enhance their information and communication capability by:</p> <ul style="list-style-type: none"> <li>demonstrating their ICT capability using a range of techniques and applications</li> <li>responding to their audiences' needs</li> <li>writing an evaluation that demonstrates how their solution has met criteria and meets the needs of the audience</li> <li>demonstrating understanding of information and communication through framing demanding questions.</li> </ul> <p>■</p>

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<p>How are available organisational structures and settings within the school used to identify potential and raise achievement?</p>	<p>Pupil grouping is informed by ongoing assessment and is planned to provide G&amp;T learners with challenges and support in peer interaction.</p> <p>Groups are structured to enable effective teacher and teaching assistant engagement and collaboration.</p> <p>There are opportunities for G&amp;T learners to develop team and leadership roles.</p>	<p>Grouping is flexible and creative (for example not year-group specific) and enables learners to join subject groups which promote optimum learning.</p>	<p>Grouping is designed around G&amp;T learners' identified needs.</p> <p>Use is made of other learning settings (for example other schools or colleges) when these can provide additional opportunities.</p> <p>Group dynamics are well established so that G&amp;T learners quickly organise learning tasks.</p> <p>They elect and support leaders and team members.</p>

<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>Homework is planned to extend G&amp;T learners' interests and raises achievement. Learners with particular talents or interests are informed about and supported in accessing, specific activities, events, or opportunities. ICT is used to help G&amp;T learners extend their learning beyond the classroom.</p>	<p>Links between in- and out-of-school activities ensure coherent and broadening experience.</p> <p>G&amp;T learners are helped to explore new and wider learning and are informed about regional and national opportunities (for example summer schools).</p> <p>Those who would benefit are supported to attend.</p>	<p>Sustained and secure links are established and maintained with external agencies.</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>ICT systems allow pupils to collaborate with their peers and connect them with pupils in different year groups and different schools.</p>	<p>ICT systems allow pupils to collaborate with their peers and connect them with pupils in different year groups and different schools. LA-wide and regional consortium-wide learning platforms enable schools to communicate and share resources and good practice.</p>	<p>ICT systems allow pupils to collaborate with their peers and connect them with pupils in different year groups, different schools and, potentially, different countries through VC. LA-wide and regional consortium-wide learning platforms enable schools to communicate and share resources and good practice.</p>

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<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 have regular opportunities to discuss the progress and achievement of their children both in and out of school.</p> <p>Ways are suggested in which the home and school may contribute, jointly support, and develop learners' progress.</p>	<p>There is an induction programme for the parents and carers of G&amp;T learners.</p> <p>Links are in place to engage and support parents and carers who are hard to reach.</p> <p>These links ensure that learners do not miss out on opportunities both within and outside school.</p>	<p>The 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>Strong links with the school including parental networks, workshops and services are promoted and tailored to achieve optimum levels of support.</p>