

Classroom Quality Standards

			Entry	Developing	Exemplary
1	Identification	Teachers	i. The teacher has an initial understanding of the terms ' gifted ' and ' talented ' as applied to their class and school population.	i. The teacher is aware of where the class gifted and talented cohort fits in terms of the school and national cohorts , and is aware of the potential for there to be able underachievers in the class.	i. Using a broad range of identification techniques the teacher is able to identify pupils including those with exceptional ability and those with multiple exceptionalities .
			ii. The teacher gathers evidence to support the identification of gifted and talented pupils and keeps a record of these pupils.	ii. The teacher screens individual pupils against clear criteria at least annually at subject/topic level.	ii. The teacher uses a variety of qualitative and quantitative methods when identifying gifted and talented pupils, including pupils' self evaluation.
			iii. The teacher tracks and monitors the progress of gifted and talented pupils.	iii. The teacher is aware of gifted and talented pupils who are achieving at or beyond expected levels and those who are underachieving.	iii. The teacher regularly reviews identification processes in light of pupil performance and value-added data.
		Pupils	i. Pupils know and understand their abilities.	i. Pupils feel that the teacher is aware of their particular gifts and talents and that these are valued	i. Gifted and talented pupils have the opportunity to participate in activities beyond the classroom at school, national and international levels,
2	Subject knowledge	Teachers	i. The teacher has sufficient knowledge to recognise how gifted and talented pupils' knowledge, skills and understanding may be enhanced.	i. The teacher's knowledge is well developed to provide challenging activities to all pupils.	i. The teacher has excellent knowledge and is able to take the lead and support others in providing activities to enhance gifted and talented pupils' learning.
		Pupils	i. Pupils are motivated by the subject/topic and feel activities are appropriate to their interests and abilities even where these are unusual.	i. Pupils feel challenged, and are confident that the teacher will be able to support them in developing particular aspects of the subject/topic to a high level.	i. Pupils benefit from teachers' collective subject knowledge enabling exceptional progress and high levels of achievement.
3	Learning and teaching	Teachers	i. The teacher uses appropriate learning and teaching strategies which enable gifted and talented pupils to make progress	i. Teachers use personalised strategies to provide a match of activity to pupil needs, including differentiation extension and enrichment for gifted and talented pupils.	i. Teachers provide challenging activities in order to develop pupils' understanding and to facilitate independent and interdependent learning.
			ii. The teacher uses open-ended questioning to extend the learning of gifted and talented pupils.	ii. Questioning is employed to deepen understanding and act as a stimulus for independent learning and reflection	ii. Questioning is employed to encourage creativity and curiosity. Teachers and pupils are co-learners .
			iii. The teacher provides opportunities for gifted and talented pupils to apply their learning to different contexts.	iii. The teacher structures learning experiences to enable pupils to exploit a wider range of learning opportunities	iii. Activities which intrinsically challenge pupils to move beyond the scope of the task are central to learning

		Pupils	i. Gifted and talented pupils learn effectively, make progress and seek opportunities to learn more.	i. Gifted and talented pupils ask thoughtful questions, seek to extend their learning and understand how they learn best. They find learning challenging and remain on task.	i. Gifted and talented pupils are intellectually stimulated, ask questions and make conceptual leaps and have the opportunity to progress beyond given tasks.
4	Planning and setting expectations	Teachers	i. The teacher's planning clearly identifies opportunities for the development of higher order thinking and open-ended investigations.	i. When planning, teachers work with gifted and talented pupils to agree appropriate and clearly identified learning objectives.	i. Planning is personalised, consistent and sequential . Teachers plan to develop gifted and talented pupils' interests, and their independent and interdependent learning .
			ii. The teacher plans a range of groupings which vary according to activity, subject, resources and learning style and which enable pupils to be challenged.	ii. The teacher's planned groupings are sufficiently flexible to allow pupils to make good progress while encouraging them to take risks with their learning.	ii. The teacher's planned groupings of pupils meets the needs of all gifted and talented pupils. This includes facilitating cross-year and phase groupings where appropriate.
			iii. Teachers plan and set suitably high targets for groups of pupils.	iii. Dialogue with pupils provides focussed feedback which is used to set individual targets for future learning, with an emphasis on nurturing gifts and talents.	iii. The teachers' planning enables gifted and talented pupils to reflect on their own skill development and progress against their targets.
		Pupils	i. Pupils are aware of their targets and benefit from planning and preparation which meets their needs.	i. Pupils understand why they have a particular learning objective and see themselves as risk-takers with the confidence to try challenging activities.	i. Pupils feel they have control over their learning and teachers respond to pupils' feedback. Every opportunity is provided for pupils to maximise their success including working in groups based on 'stage not age'.
5	Assessment for learning	Teachers	i. The teacher routinely shares with pupils targets used to measure progress.	i. The teacher involves gifted and talented pupils in designing their own targets and activities to aid their development.	i. The teacher requires gifted and talented pupils to reflect on their progress against their own targets and to determine the direction of their learning.
			ii. The teacher provides oral and written feedback to pupils about their progress and how to improve their work.	ii. The teacher guides pupils on how to improve their work and shows them how to take the next steps in their learning.	ii. The teacher provides opportunities for pupils to self-evaluate and recognise improvements in their own work.
		Pupils	i. Pupils have some understanding about what they need to do to make progress.	i. Gifted and talented pupils are able to plan to meet their own learning needs.	i. Gifted and talented pupils are secure and confident to influence their own learning, personalised to their needs.
6	Social and emotional needs	Teachers	i. The teacher recognises and has strategies for addressing the social and emotional needs of gifted and talented pupils.	i. The teacher provides personalised support to address the social and emotional needs of individual gifted and talented pupils.	i. The teacher provides specific support for gifted and talented pupils including able underachievers, those with multiple exceptionalities and pupils from culturally and socially diverse backgrounds .

			ii. The teacher promotes positive attitudes and employs effective strategies to deal with inappropriate behaviour.	ii. The teacher understands and tackles challenging behaviour which may affect the development of gifted and talented pupils.	ii. The teacher has a range of strategies and activities that are personalised to motivate 'disengaged' pupils.
			iii. The teacher encourages gifted and talented pupils to interact with peers with different abilities, backgrounds and attitudes.	iii. The teacher creates opportunities for gifted and talented pupils to engage with their peers to ensure social as well as educational development.	iii. The teacher supports gifted and talented pupils in managing changes and responding to challenges in their lives
		Pupils	i. As a group gifted and talented pupils feel they are supported in their social and emotional development.	i. Individual gifted and talented pupils feel their social and emotional needs are being met.	i. Gifted and talented pupils are fully included and their contribution to the community valued.
7	Classroom Ethos and climate for learning	Teachers	i. The classroom ethos encourages all pupils to strive to achieve to the best of their ability.	i. The teacher has an expectation that gifted and talented pupils will explore their abilities and provides extension and accelerated learning to achieve this	i. The teacher consistently challenges and inspires gifted and talented pupils to develop their thinking, explore new areas of learning and broaden their interests.
			ii. Teachers recognise and are at ease with high ability .	ii. Together with pupils, teachers provide an ethos where achievement is recognised and celebrated.	ii. Teachers act as facilitators of learning and are adept in coaching gifted and talented pupils to develop the learning skills required to interpret an appropriately differentiated curriculum.
		Pupils	i. Pupils feel they can achieve without receiving unfavourable attention from others	i. Gifted and talented pupils are confident in their approach to challenging tasks.	i. Gifted and talented pupils feel that they have control over their learning and that every opportunity is provided for them to maximise their success.
8	Resources (materials and people etc)	Teachers	i. The teacher uses a wide variety of resources, including new technologies, to support pupils and to enhance progress.	i. The teacher understands the importance of tailoring resources to support the individual needs of gifted and talented pupils	i. Teachers support gifted and talented pupils to select resources which challenge them to develop their thinking and explore new areas of learning
			ii. The teacher uses adults other than teachers to enhance pupils' learning	ii. The teacher plans and collaborates with adults other than teachers in the classroom to set high expectations and, where appropriate, secure pupils' well-being	ii. Teachers use positive role models and experts to inspire pupils, raise their aspirations and widen participation
		Pupils	i. Gifted and talented pupils' learning is supported by a wide range of resources including new technologies.	i. Gifted and talented pupils benefit from the personalisation of resources to extend their learning within a supportive and safe environment.	i. Gifted and talented pupils are confident in using resources that enrich their learning experiences and broaden their horizons.
9	Parents/carers and the wider community	Teachers	i. The teacher prepares and presents information to parents/carers about gifted and talented provision.	i. The teacher gives advice to parents/carers on helping gifted and talented children outside of school and liaises with them about their child's abilities.	i. The teacher establishes partnerships with parents/carers to ensure they are fully involved in decisions about their child's learning and development

			ii. The teacher looks for opportunities to involve pupils in the school community	ii. The teacher develops partnerships with the wider community to support and improve gifted and talented pupils' achievement and personal development	ii. The teacher demonstrates effective partnerships with all education stakeholders to improve gifted and talented pupils' achievement and personal development.
		Pupils	i. Pupils and their parents/carers are supported in being full members of the school community	i. Gifted and talented pupils and their parents/carers benefit from advice, support and partnership beyond the school	i. Parents/carers and community stakeholders are fully involved in decisions about gifted and talented pupils' learning and development
10	Monitoring and evaluation	Teachers	i. Teachers recognise the importance of their own self-evaluation to improve practice.	i. Teachers' self-evaluation leads to a thorough and accurate understanding of their individual strengths and areas for further development.	i. Teachers' self-evaluation contributes to the setting of appropriate personal targets which relate to the school's overall objectives for gifted and talented provision.
			ii. The teacher is knowledgeable about the school's policies, strategies and performance targets that have been set for gifted and talented provision.	ii. The teacher is able to demonstrate implementation of whole school strategies for gifted and talented pupils, and their contributions towards achieving whole school targets.	ii. The teacher is able to gauge effectiveness of their contribution to the achievement of whole school strategies and targets for gifted and talented pupils, and can identify the next steps for improvement.
			iii. Teachers reflect on and review their practice through a process of classroom observation against the expectations set within the Classroom Quality Standards for gifted and talented pupils.	iii. Teachers jointly reflect on, discuss and review their practice through a process of peer classroom observation against the expectations set within the Classroom Quality Standards for gifted and talented pupils.	iii. Teachers reflect on and review their practice through a process of interview and survey of pupils', parents/carers and governors views on the learning experiences and outcomes of gifted and talented pupils.
		Pupils	i. Pupils' learning experiences are improved as a result of classroom level monitoring and evaluation processes	i. Gifted and talented pupils benefit from a continuity of approach to teaching and learning across all phases and subjects	i. Gifted and talented pupils and their learning benefit from their participation in the monitoring and evaluation process