Gifted and talented

Classroom Quality Standards (CQS) guided resource: a subject focus

department for
children, schools and families

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Classroom Quality Standards (CQS) guided resource

A resource for leadership teams, leading teachers for gifted and talented education, subject leaders and classroom practitioners

This resource has been specifically designed to support core subject leads and leading teachers in their work with teachers and other practitioners to raise the quality of classroom provision and improve outcomes for gifted and talented learners. The CQS will be of particular interest to subject leaders and teachers/practitioners involved in delivery of the core subjects and ICT.

While the focus is on meeting the needs of able and gifted pupils in day-to-day teaching and learning, the material presented reflects good Quality First Teaching (QFT) and can support improving achievement for all pupils.

The DVD-ROM consists of:

- a guided resource to support self-evaluation of classroom practice across all subjects

- specific amplification, guidance and exemplification in relation to the core subjects and ICT

- links to the Primary and Secondary Frameworks and a range of relevant resources, such as planning tools and case studies

- a selection of downloadable resources for you to print off.

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

Context: improving provision and outcomes for gifted and talented pupils using National Quality Standards

The CQS are part of a suite of three tools developed by the Department for Children, Schools and Families (DCSF). These are intended to provide flexible frameworks around which professionals can examine their practice and plan improvement.

- The Institutional Quality Standards (IQS) – a whole-school self-evaluation and planning tool, designed for use by senior and middle leaders. The IQS identifies 14 elements of provision structured within the five components of personalised learning.

- The Classroom Quality Standards (CQS) – a tool to support teachers and other classroom practitioners to reflect on their own practice and to plan further development and improvement research.

- The Local Authority Quality Standards (LAQS – still under development) – a self-evaluation tool to be used by local Children's Services Authorities. They are designed to strengthen the capacity and quality of support for the IQS and CQS in schools and settings.

All three tools can be found at:
http://ygt.dcsf.gov.uk/LibraryResources.aspx?libraryId=12

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Purpose of the CQS

The CQS are designed specifically to improve classroom practice in gifted and talented education. They have been developed in order to:

- promote a shared understanding and greater consistency in evaluating effective provision in the classroom

- engage teachers and practitioners in classrooms and early years settings in review of their practice – both individually and in collaboration with others – in order to identify strengths and areas for further exploration and improvement.

This resource develops the CQS further by providing exemplification and guidance on **how to improve classroom provision and pupil outcomes.**

The CQS amplifies those parts of the IQS self-evaluation tool that deal with teaching and learning, in particular *Element 2: Effective Provision in the Classroom.*

Leading teachers and quality standards

Along with the IQS, the CQS are a key tool for leading teachers for gifted and talented education.

They support the role of the leading teacher in working:

- with senior and middle-level leaders to audit and plan development of provision as an integral part of the School Improvement Plan

- collaboratively with teachers to improve classroom practice.

Leading teachers offer valuable mediation and moderation of judgements for teachers and other staff using the CQS. They can provide a lead in sharing good practice as well as planning and supporting professional development activities arising from the audit.

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The CQS three-layer model

The CQS provides three layers of support for reflection on current practice, planning for improvement and professional development.

Layer 1 (generic) offers:

- a readily accessible starting point for all staff to engage with the CQS

- a focus on providing challenge for **all pupils**

- a tool for undertaking an initial review across key features of effective practice

- a stimulus for discussion and collaborative CPD

- a means of identifying priorities for further review and development.

Layer 2 (generic and subject) offers:

- further detail to support self-evaluation in classrooms and settings

- a focus on provision of challenge for **gifted and talented learners**

- suggestions of evidence that might be used to support evaluation

- an opportunity to record evidence and next steps.

Layer 3 (subject) offers:

- guidance on teaching strategies and approaches that challenge and engage pupils, in the context of the core subjects and ICT

- exemplification within subject contexts

- a range of practical resources intended as pointers to ways of improving provision.

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The CQS guided resource: Layer 1

The CQS is built around **seven key features of effective teaching and learning**. These features are identified in Layer 1 of the CQS, and are intended to guide reflection on current practice.

The features are designed to specify the optimum conditions necessary to promote effective teaching and learning, particularly with gifted and talented pupils in mind.

Each feature is broken down into between two and four **prompts** – key sub-areas for consideration that assist the process of self-evaluation. These will be developed further at Layer 2 of the CQS.

The CQS guided resource: Layer 2 – generic

For each feature, Layer 2 amplifies each prompt in more detail. Initially, a prompt is explored from a generic, non-subject perspective and is looked at in terms of three levels (or stages) of practice – Entry, Developing and Exemplary.

The statements within each level aim to provide an objective and clear standard against which teachers and practitioners can evaluate their own and their learners' practice.

Once a prompt has been explored from a generic viewpoint, it can be looked at from a subject perspective.

The CQS guided resource: Layer 2 – core subjects and ICT

The subject amplification of Layer 2 of the CQS provides:

- illustrations of the features and prompts of the CQS in the context of each of the core subjects and ICT
- suggestions of what teachers might look for in the classroom in terms of evidence to support their self-evaluation.

This is then developed for each subject as Layer 3 guidance and exemplification.

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Evidence and next steps

Layer 2 also offers:

- scope for you to record your own descriptors where you identify aspects of effective teaching and learning that add to the statements

- an opportunity to refine your initial self-evaluation (which you documented in the Layer 1 evidence columns) and record your own evidence, so beginning to identify areas for improvement and next steps.

The CQS guided resource: Layer 3

For each subject, Layer 3 will provide you with two main sections for each feature and prompt.

- **Guidance** – This suggests teaching approaches and strategies that will support teachers across the phases in developing their classroom provision for G&T pupils.

- **Exemplification** – This illustrates/exemplifies what the CQS might look like in a classroom in a particular subject context, and includes links to a comprehensive range of resources, such as tools, case studies and professional development materials that you might find of use.

Additional tabs are provided where there are video or other specific resources that support the exemplification.

Technical notes on using the Gifted and talented Classroom Quality Standards (CQS) guided resource DVD-ROM (00556-2008DVD-EN)

Minimum Specification		
	PC	**Mac**
CPU	Pentium III or greater	PowerPC G4 (867MHz or faster)
RAM	128 Mb	512Mb
Hard Drive	100 Mb space	100 Mb space
CD Drive	24x speed	24x speed
DVD Drive	Yes	Yes
SVGA Graphics card	16 bit colour	16 bit colour
Minimum screen resolution	800 x 600	800 x 600
Sound Card, Speakers/ Headphones	16 bit	Standard
Keyboard & Mouse	Yes (Microsoft compatible)	Yes
Operating System	Windows 2000 or later	Mac OS X or later
Approved Plug-ins		
Macromedia Flash player, version 8 or above.		

Your browser may block some of the content of this course. If this happens, you will see a yellow bar at the top of the screen. To see the blocked content, click the yellow bar and select *Allow active content*. You may have to do this several times throughout the course.

To permanently allow the blocked content, do the following:

- Select the **Tools** menu
- Select **Internet Options**
- Select the **Advanced** tab
- Scroll down to the **Security** section
- Tick **Allow active content from CDs to run on My Computer** and **Allow active content to run in files on My Computer**, if they are not already ticked.

Please be aware that permanently allowing active content will lower the security of Internet Explorer. Also, please ensure Adobe Flash Player is installed and Javascript is enabled on your internet browser.

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