



Secondary

'Gifted and Talented'

'More Able'

Policy

Revised: June 2022
Review Date: September 2023
Responsible: Assistant Head Academics

This document outlines the policy of Caxton College for pupils who have been identified as 'more able' learners.

Rationale

Ofsted (2015) states '***It is crucial that our most able students fulfil their potential. We need to harness the talents of these students so that they can become the next generation of business, intellectual and political leaders. If we succeed, it will benefit not only them as individuals but our country as a whole***'. Thus, proper provision for the most able across the whole education system is critical and although this policy is aimed specifically at those students considered 'gifted/more able', it is inclusive in its nature and is consciously aimed at raising achievement throughout the school as well as meeting the needs of the most able learners and encouraging all students to maximise their potential.

Aims and Objectives

To ensure that all pupils are challenged and supported to reach their potential creating mentally stimulating activities to accommodate their unique educational requirements.

- To foster a growth mind-set of all our students.
- To stimulate and challenge all students and inspire, motivate and engage.
- Promote a whole school approach to Gifted/more able provision.
- To provide a clear structure to identify and monitor gifted/more able students.
- To provide a differentiated education for all students.
- To provide a positive environment to stimulate a lifelong commitment to learning, developing self confidence, as well as social, emotional and intellectual intelligence.
- To provide a Curriculum to stretch students of marked ability.
- To ensure all gifted/more able pupils throughout the school, make good progress.
- To provide a broad curriculum that extends and enriches the learning experience of Gifted/more able students.
- To provide challenging teaching that stretches and inspires Gifted/more able

students.

- To accurately assess and track the progress of Gifted/more able pupils so that focused interventions can be used where necessary to support progress.
- To ensure that all Gifted/more able students achieve ambitious destination outcomes.

Definitions and Identification

“There is no set national definition (in the UK) for identifying “more able” pupils”. (1)

Having said this, in 2006 the Department for Education and Skills stated that the group supported by the national programme for gifted and talented education as: *“Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)” (2)*

*“Highly able students are defined.....as students with high attainment, but also those with the **potential** for high attainment.” (3)*

The DfE no longer uses the term gifted and talented. It has been replaced with the term „High Potential Learners” (HPL), although it is still common practice and acceptable to use the terminology „More able” and „Gifted and Talented”. Historically, the word gifted has been associated with high intelligence (IQ) and as such can be used as a formal measurement of Gifted/more able learners.

Potential Plus UK, formerly known as the National Association for Gifted Children (NAGC), maintains that it is not a high IQ society and that a child's intelligence, talent, and abilities need distinct and proactive support in order to fully develop. They state that there are many more 'gifted' children than there are 'gifted' adults who have reached their potential and achieved tangible accomplishments and high accolades in their chosen field, therefore it is important there are a range of methods used to identify the „Gifted/more able” learners including:

- Teacher observation and informal assessment
- Formal assessments and tests
- Tracking and Data analysis
- Background knowledge
- School Psychologist/External Reports

- Parents

There are no formal attributes that are officially identified; Potential Plus UK lists the following characteristics as those most commonly associated with High Potential Learners researched and developed by Dr Linda Silverman of the Gifted Development Center in the US. Different young people with high ability will have a different mixture of these, but each should display a majority of them:

- are able to learn quickly
- have a rich vocabulary
- have an excellent memory
- have a long attention span
- are early or avid readers
- persevere when interested
- have a wide range of interests
- are good at puzzles
- reason well (good thinkers)
- show ability with numbers
- show compassion
- are perfectionists
- are intense
- are morally sensitive
- have strong curiosity
- are emotionally sensitive (feelings hurt easily)
- have a high level of energy
- prefer older companions/adults
- have a quirky or grown-up sense of humour
- are concerned with justice and fairness
- tend to question authority
- have judgement mature for age at times
- are highly creative
- are keen observers
- have a vivid imagination

* Bear in mind that these characteristics are not set in stone, although many high ability children will present with a significant number of them. Others will have talents outside the classroom, for example in music or sport.

It is recognised that it is not always easy to support and challenge learners who display a number of the above characteristics, however it is important to ensure provision is in place to challenge their areas of strength (for example, their ability to reason, to quickly pick up new concepts, to make connections, to understand and perform calculations), whilst at the same time supporting their other needs, which might include perfectionism,

emotional intensity or high levels of energy.

How does Caxton College identify 'More able' students

“Schools have the discretion to decide how best to identify their gifted and talented pupils but are likely to obtain the best results by drawing on a wide range of information sources, including both qualitative and quantitative information” (2)

“Identification must be an ongoing process’ because ‘different abilities emerge at different ages and in different circumstances’. There is a consensus among researchers that identification of gifted and talented pupils must be made using multiple sources and strategies including both quantitative and qualitative data” (3)

Our identification process is based upon ability and not only on achievement. Some children can underachieve for a variety of reasons such as: peer pressure, behavioural issues, special educational needs or reluctant learners. All staff need to be aware of this and look for 'hidden talents'. Both qualitative and quantitative information can be used for identification.

Criteria

At Caxton we identify our Gifted and Talented learners in three possible categories:

1. More able/Gifted/High Potential learners:

- When a student gets over **127** in the **latest** CAT4 mean test
- When a student gets an external and professional report

2. High Achieving students:

- When a student gets an IQ of **119-126** in the **latest** CAT4 mean test.
- In KS3 & 4: When a student achieves a grade 8 or 9 in **7+** subjects in EoY grades.
- Year 12: when a student achieves a grade 7-9 in **ALL** subjects of their iGCSE exams
- Year 13: when a student achieves a grade A or A* in **ALL** subjects in their AS external exams

3. Talented students:

- When a student is performing at a high level in: Sports, Dance, music or Art.
- When a student has been granted Academic flexibility due to high performance in one area of talent identified.

All data from assessments is placed on the school system and accessible to all teachers and staff so they can plan accordingly to stretch those students. Departments are also encouraged to identify any students in their subject they feel may exhibit Gifted/more able characteristics and/or Talented. All registers are amended and updated as necessary with discussions between the school staff, parents and the student.

Curriculum and Teaching

Curriculum:

- All pupils will have access to a broad and balanced curriculum that prepares them effectively for the future.
- All pupils will have access to a range of enrichment activities beyond the classroom that allows them to develop and pursue their interests.

Support for gifted/more able learners

“Every school should also have a dedicated teacher, often known as the gifted and talented co-ordinator or leading teacher, to oversee how this policy is implemented. This person should also drive the gifted agenda, encourage best practice among all teachers and ensure the children are stimulated and stretched, perhaps via a special enrichment programme.”(5)

At Caxton, the Assistant Head of Academics oversees this policy, the provision in place for our gifted/more able learners and the Gifted and Talented Coordinators we have in the core subjects of English, Maths and Science.

Roles and Responsibilities

SLT encourages best practice among all teachers and with the aim that all students are stimulated, stretched and challenged across all departments. Gifted and Talented (More

Able) Coordinators in Core subjects are responsible for providing enrichment activities to students and ensuring students are well supported within their departments. The Academic Co-Headteacher has an overview of the whole programme and ensures all gifted and talented students are identified within the school system and are tracked and monitored on a termly basis with the support of the Assistant Head of Academic.

The role of the Co Head and Assistant Head of Academics

The Co-Head and Assistant Head of Academics will:

Work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy and work closely with the coordinators to:

- Develop a whole strategy for identifying academically more able, gifted and talented children.
- Plan strategically for the development of academically more able, gifted and talented children.
- Track and monitor progress of gifted/more able pupils against peers termly and in comparison to National norms via external exam data.
- Track and monitor the appropriateness of the curriculum and destination choices of Gifted/more able pupils.
- Work with departments and pastoral staff to put in place appropriate interventions for Gifted/more able pupils and evaluate the impact of these, ensuring that any gaps in performance are addressed.
- Involve learners and parents/carers when planning improvements to provision.
- Take account of the views of learners and parents.
- Promote high quality teaching and learning providing CPD where necessary to support the teaching of gifted/more able learners.
- Provide appropriate challenge to extend the breadth and depth of learning experiences.
- Ensure adequate provision is in place to provide opportunities for academically more able, gifted and talented children.
- Develop partnerships with curricular and extra-curricular enrichment organisations.

- Keep staff informed of research, sharing of good practice and resources on the effective teaching of gifted/more able pupils.
- Improve the use and analysis of data.
- Work with the Staff Training and Development Coordinators and the Assistant Academic Headteacher to ensure appropriate and ambitious information and guidance is provided for Gifted/more able pupils.

Dedicated Gifted and Talented coordinators

At Caxton College, we have three staff in designated roles to provide this additional support. The departments of English, Math and Science all have a “Gifted and Talented Coordinator” whose role it is to oversee the Gifted and Talented programme in their subjects and the wider school community via the Assistant Head of Academics.

These staff members:

- Work with the Head of Department, teaching staff as well as the SEN Coordinator to support and identify Gifted/more able and Talented students within their department.
- Encourage/foster differentiation of the curriculum to meet the individual needs of a students within the regular classroom ensuring this is reflected in departmental documents eg Schemes of Work.
- Make provisions for enrichment opportunities for Gifted/more able and Talented students both within the curriculum and in external enrichment programs and activities creating resources for Gifted/more able students across year groups.
- Coordinate, monitor and manage student progress departmentally and liaise with class teachers and the Head of Department to ensure their needs are met.
- To meet regularly with the Head of Department and represent Gifted/more able and talented issues in departmental meetings.
- Develop strategies to identify and minimise underachievement in learners particularly the Gifted/more able and Talented students.
- Provide pastoral support for all learners, particularly Gifted/more able and Talented students with individual strategies where needed.
- Participate in opportunities for Professional growth.
- To work closely with the Assistant Head of Academics

- Lead staff discussions and training within their subject areas
- Liaise with parents offering advice and support.
- Ensure that adequate resources are in place.
- Keep up to date with new developments and resources.

These staff members meet termly as a working party and create their departmental Gifted & Talented development plan which outlines the enrichment activities available to Gifted & Talented students to be then shared and implemented in the departments of English, maths and science.

Teaching staff

In accordance with the Teaching Standards guidance *“A teacher must set high expectations which inspire, motivate and challenge pupils”* (6) Teaching staff provide classroom support and provision by:

- Identifying Gifted & Talented students in their classes, and track their progress to ensure that they achieve their potential
- Differentiating appropriately, using approaches which enable pupils to be taught effectively (6)
- Encouraging critical thinking skills and creativity – promote independent thinking and open inquiry, challenge students with higher order thinking skills and concepts as well as supporting their understanding of how the given topic can be applied outside of the classroom
- Teachers ensure that the curriculum being taught meets the needs of all students and where appropriate modified to challenge the more able students
- Provide links and pathways for Gifted & Talented students to continue their development in the subject area
- Encourage pupils of all backgrounds to be proud of their abilities and to make the most of them
- Use prior assessment and future targets to inform planning;
- Ensure that planning meets the needs of these children
- Use a variety of teaching and learning strategies to develop these children;
- Provide lessons that motivating, engaging and challenging
- Create a learning environment that will inspire, encourage and challenge children

Parents/carers of Gifted/more able learners will be encouraged and supported to take an active role in the learning of their children and the school. Regular and consistent communication between the school and home will seek to ensure that parents/carers are aware of the importance of their role in recognising the various talents and abilities demonstrated by (and latent within) their children.

Strategies for Stretch and Challenge

Stretch and challenge tasks should offer opportunities to formulate and reflect on personal knowledge and viewpoints, explore diverse viewpoints, consider difficult questions, problem solve and enquire, make connections between past and present learning, regularly engage in higher order thinking (analysis, synthesis and evaluation), and engage in independent thinking and learning. Therefore, a number of strategies have been identified to help support:

- Plan exciting and engaging sequences of learning to develop students' intellectual curiosity.
- Planning lessons which take account of a variety of learning styles and intelligences.
- Encourage and develop students' ability to learn independently.
- Classrooms display Gifted/more able criteria for all learners to aspire to.
- Teach to the top and support through middle and lower abilities.
- Give extension tasks to Gifted/more able students that specifically target analytical skills.
- Use more focused DIRT (dedicated improvement reflection time) to enhance the rates of progress. Mark a piece of work and let students respond to your feedback in class.
- Further develop the use of literacy to enhance reading for understanding, speaking and listening and writing in a more analytical way.
- Ensure that learning objectives are tiered through Bloom's and that they achieve levels for Gifted/more able students.
- Use differing structures in the classroom to encourage talk between different groups of students. This will encourage Gifted/more able students to think more about their audience for the points they wish to make.
- Use more debating and discussion with the Gifted/more able groups in a class.
- Audit Gifted/more able provision within each key stage, unit of work and individual lessons

- Build higher order thinking skills and questioning into every lesson.
- Give importance to metacognition and meta-learning promotion through KS3 and KS4.
- Levelled feedback using level descriptors is provided for all abilities.
- GCSE themes are embedded early in KS3.
- Explicit teaching is given about the success criteria for the highest grades and is linked to specific activities.
- Identify the student's next steps and creating cognitive dissonance.
- Inject elements of novelty and variety into the learning experience.
- Offer opportunities for independence and self-direction.
- Encourage risk taking.
- Provide opportunities to work with like-minded peers.
- Provide academic word banks to encourage more sophisticated vocabulary.
- Create opportunities for students as leaders/teachers/facilitators.
- Give students particular roles in group work eg questioner.

Further Stretch and Challenge Provision at Caxton

- Pupils have the possibility of early entry of GCSE or A-levels exams.
- Where pupils show exceptional ability, there is the added possibility of skipping an academic year.
- Appropriate pastoral care is available where required to help Gifted/more able students to achieve their potential.
- Oxbridge programme
- Student outcomes and achievements are shared with the school community through various curricular and extracurricular showcase events and through the school newsletter.
- Continual Professional Development programme for staff includes relevant aspects of Gifted/more able provision.
- A wide-ranging extracurricular provision is encouraged including: competitions and national challenges, creative and Performing Arts events, engaging with external societies and groups which specialise in their field of interest.
- Key events during the year, such as Key Stage 3 and 4 Prize Giving Events celebrate and promote aiming for university education.
- Support parents and students to aim high in education in a number of ways.

Staff Training

Gifted & Talented Coordinators are available to run training sessions and support staff throughout the year sharing good practice on a regular basis.

Heads of department identify talented students through departmental meetings and contribute to the whole school Gifted & Talented register.

Reviewing the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Gifted & Talented coordinators, the Assistant Head of Academics and the Co-Head of Academics.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Co-Head of Academics for further discussion and endorsement.

References

- 1) <https://researchbriefings.files.parliament.uk/documents/CBP-9065/CBP-9065.pdf>
- 2) https://drive.google.com/file/d/1QvSBTMm1egwuQ8HGdZGofASwNg1pIUQX/view?usp=share_link
- 3) https://drive.google.com/file/d/1Giw0xUblJ3QZHxubNKzMizDpjr_QKxJe/view?usp=share_link
- 4) <https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/f0/f06413db-3f1d-4281-b3aa-1894c8e0c537.pdf>
- 5) <https://www.goodschoolsguide.co.uk/choosing-a-school/educating-the-gifted-child>
- 6) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/Teachers__Standards_Dec_2021.pdf

Appendix

1. Subject Specific Criteria for High Achievers
2. Thinking skills grid (Bloom's Taxonomy)
3. Bloom's Taxonomy of technologies
4. Some activity ideas for starters and PLTS (Personal Learning and Thinking Skills)
5. Some ideas of questions for metacognition and meta-learning

1. Subject Specific Criteria for High Achievers

High Achievers in Art

- Think and express themselves in creative, original ways.
- Have a strong desire to create in a visual form.
- Push the boundaries of normal processes.
- Show a passionate interest in the world of art and design.
- Use materials, tools and techniques skilfully and learn new approaches easily.
- Initiate ideas and define problems.
- Critically evaluate visual work and other information.
- Exploit the characteristics of materials and processes.
- Understand that ideas and meanings in their own and others' work can be interpreted in different ways.

High Achievers in English

- Demonstrate close reading skills and attention to detail.
- Are more sensitive to the nuances of languages as they attempt to make meaning through their own writing, drawing on the models of texts they have read.
- Are more fluent and confident readers, possibly having read a broader range of texts (though not necessarily just fiction texts).
- Give readier, incisive critical responses, displaying more marked pleasure and involvement in language tasks than other pupils.
- Are able to read with meaning, drawing on inference and deduction – “reading between the lines”.
- Are able to articulate their insights by speaking more confidently and precisely about their own writing intentions, or those of other writers they have read.
- Are able to approach writing tasks more thoughtfully and make more careful preparation for them, readily considering issues such as the way in which the text type fits the purpose, and making more precise choices of language.
- Are able to explain how their written work can be improved.
- Are able to make relationships between different sorts of texts already read, and chose future reading with greater purpose.
- Are able to reflect carefully on the sorts of language and linguistic engagement they are encountering, and have some insight into their own abilities.
- Are able to research, compare and synthesise information from a range of different sources, including ICT.
- Write or talk in imaginative and coherent ways.
- Create and sustain accounts and reasoned arguments.
- Justify opinions convincingly, and challenge other points of view.

High Achievers in Geography

- Understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions, i.e. exhibit conceptual knowledge.

- Communicate effectively using both the written and the spoken word.
- Reason, argue and think logically, showing an ability to manipulate abstract symbols and recognise patterns and sequences.
- Enjoy using graphs, charts, maps, diagrams and other visual methods to present information.
- Are confident and contribute effectively when taking part in less formal teaching situation.
- Relate well to other people, showing an ability to lead, manage and influence others, appreciating and understanding others' views, attitudes and feelings.
- Have more highly developed value system than most pupils of their age.
- Have a wide-ranging general knowledge about the world.
- Are able to transfer knowledge from one subject matter to another.
- Are creative and original in their thinking, frequently going beyond the obvious solution to a problem.

High Achievers in History

- Perform at levels of literacy that are advanced for their age.
- Show particular skill at inference and deduction when reading texts.
- Synthesise information to present a cogent summary.
- Use subject-specific vocabulary confidently.
- Follow and contribute effectively to a line of argument in discussion by making relevant contributions and substantiating points with evidence.
- Access complex source materials with growing independence.
- Have an extensive general knowledge, including a significant amount of historical knowledge.
- Develop with ease a chronological framework within which to place existing and new knowledge.
- Demonstrate a strong sense of period as a result of study.
- Grasp quickly the role of criteria in formulating and articulating a historical explanation or argument.
- Understand and apply historical concepts to their study of history.
- Are able to draw generalisations and conclusions from a range of sources and evidence.
- Appreciate that answers arrived at depend largely on the questions asked.
- Recognise how other disciplines can contribute to the study of history and draw readily on what they learn in other subjects to enhance their historical understanding.
- Are able to establish and follow a line of enquiry, identifying and using relevant information.
- Are good at reasoning and problem-solving.
- Think flexibly, creatively and imaginatively.
- Show discrimination when selecting facts and evaluating historical evidence.
- Manipulate historical evidence and information well.
- Appreciate the nature of historical enquiry.
- Question subject matter in a challenging way.
- Are intrigued by similarities and differences between different people's experiences, times and places and other features of the past.
- Thrive on controversy, mystery and problems of evidence.
- Show resourcefulness and determination when pursuing a line of enquiry.

High Achievers in ICT

- Show ICT capability above that expected for their age.
- Learn and applying new ICT techniques quickly.
- Use initiative to exploit the potential of more advanced feature of ICT tools.
- Transfer and apply ICT skills and techniques confidently in new contexts.
- Explore independently beyond the given breadth of an ICT topic.
- Initiate ideas and solve problems, use ICT effectively and creatively.
- Develop systems that meet personal needs and interest.

High Achievers in Mathematics

- Learn and understand mathematical ideas quickly.
- Work systematically and accurately.
- Are more analytical.
- Think logically and see mathematical relationships.
- Make connections between the concepts they have learned.
- Identify patterns easily.
- Apply their knowledge to new or unfamiliar contexts.
- Communicate their reasoning and justify their methods.
- Ask questions that show clear understanding of, and curiosity about, mathematics.
- Take a creative approach to solving mathematical problems.
- Sustain their concentration throughout longer tasks and persist in seeking solutions.
- Are more adept at posing their own questions and pursuing lines of enquiry.

High Achievers in Modern Foreign Languages

- Show interest in “difference” – openness and empathy to foreign cultures.
- Have a good memory.
- Have a mastery of a first language.
- Have a strong desire to put language together by themselves.
- Show creativity and imagination when using language.
- Have a natural feel and flair for languages.
- Pick up new languages and structures quickly.
- Make connections and classify words and structures to help them learn more efficiently.
- Seek solutions and ask further questions.
- Have an insight into their own learning style and preference.
- Show an intense interest in the culture features of the language being studied.
- Show curiosity about how language works.
- Exhibit the ability to extrapolate general rules from samples.
- Use technical language to discuss language.
- Show attention to detail, and are keen to produce accurate language.

High Achievers in Music

- Are captivated by sound and engage fully with music.
- Select an instrument with care and are then unwilling to relinquish the instrument.
- Find it difficult not to respond physically to music.
- Memorise music quickly without any apparent effort, and are able to repeat more complex rhythmical and melodic phrases given by the teacher. Sing and play music with a natural awareness of the musical phrase.
- Demonstrate the ability to communicate through music, for example sing with musical expression and confidence.

- Show strong preferences, single-mindedness and a sustained inner drive to make music.

High Achievers in Physical Education

- Perform exceptionally well in one sport or to a good standard in many.
- Show good spatial awareness.
- Have skilful body management.
- Learn, understand and adopt technical aspects of a sport very quickly.
- Make correct decisions in pressure situations and adapting their technique accordingly.
- Have the ability to work independently and with initiative.

High Achievers in Religious Education

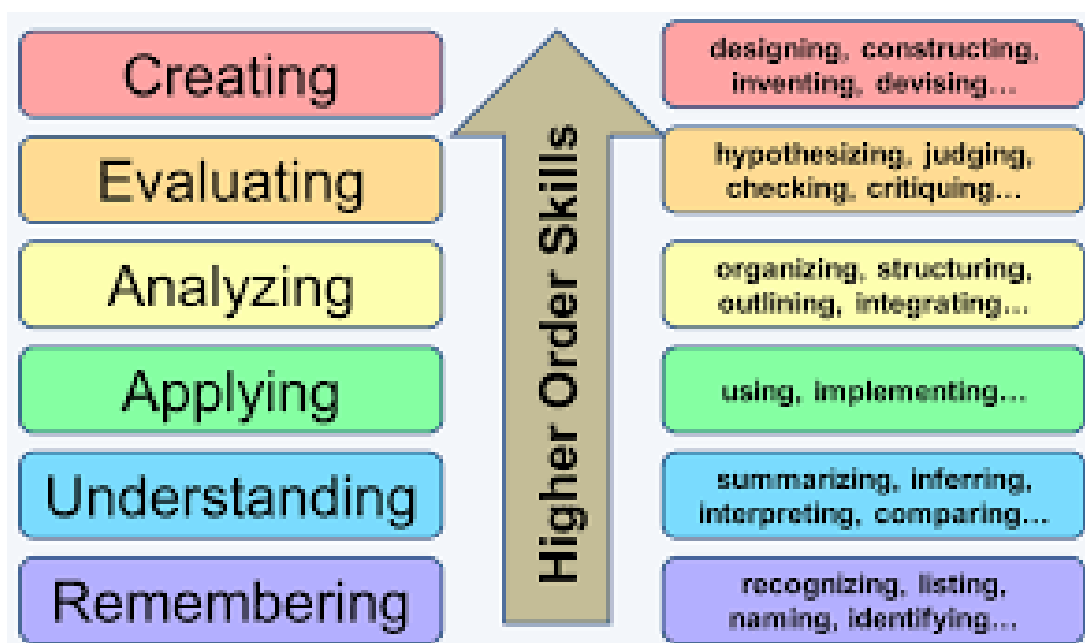
- Show high levels of insights into, and discernment beyond, the obvious and the ordinary.
- Make sense of, and drawing meaning from, religious symbols, metaphors, texts and practices.
- Are sensitive to, or aware of, the numinous or the mystery of life, and have a feeling for how these are explored and expressed.
- Understand, apply and transfer ideas across topics in RE and into other religious and cultural contexts.
- Have highly-developed skills of comprehension, analysis and research.
- Have the competence to read a source and be able to select all the key points easily.
- Show quickness of understanding and depth of thought.

High Achievers in Science

- Are imaginative.
- Read widely, particularly science or science fiction.
- Have scientific hobbies and/or are members of scientific clubs and societies.
- Are extremely interested in finding out more about themselves and things around them.
- Enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena.
- Are able to sustain their interest and go beyond an obvious answer to underlie mechanisms and greater depth.
- Are inquisitive about how things work and why things happen.
- Ask many questions, suggesting that they are willing to hypothesise and speculate.
- Use different strategies for finding things out, and are able to miss out steps when reasoning the answers to problems.
- Think logically, providing plausible explanations for phenomena.
- Put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions.
- Decide quickly how to investigate fairly and manipulate variables.
- Consider alternative suggestions and strategies for investigations.
- Analyse data or observations and spot patterns easily.
- Strive for maximum accuracy in measurements of all sorts, and take pleasure, for

- example, from reading gauges as accurately as possible.
- Make connections quickly between facts and concepts they have learned, using more extensive vocabulary than their peers
 - Think abstractly at an earlier age than usual and understand models and use modelling to explain ideas and observations.
 - Understand the concepts of reliability and validity when drawing conclusions from evidence. .
 - Enjoy challenges and problem-solving, while often being self-critical.
 - Enjoy talking to the teacher about new information or ideas.
 - Show intense interest in one particular area of science.
 - Make good use of specific subject words and vocabulary.
 - Process complex information and data quickly.

2. Blooms Taxonomy



3. Blooms Taxonomy of Technologies



4. Blooms taxonomy teacher planning kit

LOW LEVEL THINKING SKILLS		HIGH LEVEL THINKING SKILLS															
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation												
<i>Recall / regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.</i>	<i>To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.</i>	<i>To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.</i>	<i>To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.</i>	<i>To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.</i>	<i>To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.</i>												
Key words:	Key words:	Key words:	Key words:	Key words:	Key words:												
Choose Copy Define Duplicate Find How Identify Label List Listen Locate Match Memorise Name	Observe Omit Quote Read Recall Recite Recognise Record Relate Remember Repeat Reproduce Retell Select	Show Spell State Tell Trace What When Where Which Who Why Write	Ask Cite Classify Compare Contrast Demonstrate Discuss Estimate Explain Express	Extend Generalise Give exam- ples Indicate Infer Interpret Match Observe	Outline Predict Purpose Relate Rephrase Report Restate Review Show Summarise Translate	Act Administer Apply Associate Build Calculate Categorise Choose Classify Connect Construct Correlate Demonstrate Develop Dramatise	Employ Experiment with Group Identify Illustrate Interpret Interview Link Make use of Manipulate Model Organise Perform Plan	Practice Relate Represent Select Show Simulate Solve Summarise Teach Transfer Translate Use	Analyse Appraise Arrange Assumption Breakdown Categorise Cause and effect Choose Classify Differences Discover Discriminate Dissect Distinction Distinguish Divide Establish	Examine Find Focus Function Group Highlight In-depth discussion Inference Inspect Investigate Isolate List Motive Omit Order Organise Point out	Prioritize Question Rank Reason Relation- ships Reorganise Research See Select Separate Similar to Simplify Survey Take part in Test for Theme Comparing	Adapt Add to Build Change Choose Combine Compile Compose Construct Convert Create Delete Design Develop Devise Discuss Elaborate	Estimate Experiment Extend Formulate Happen Hypothesise Imagine Improve Innovate Integrate Invent Make up Maximise Minimise Model Modify Original Originate	Plan Predict Produce Propose Reframe Revise Rewrite Simplify Solve Speculate Substitute Suppose Tabulate Test Theorise Think Transform Visualise	Agree Appraise Argue Assess Award Bad Choose Compare Conclude Consider Convince Criteria Critique Debate Decide Deduct Defend Determine	Disprove Dispute Effective Estimate Evaluate Explain Give reasons Good Grade How do we know? Importance Infer Influence Interpret Judge Justify Mark	Measure Opinion Perceive Persuade Prioritise Prove Rate Recommend Rule on Select Support Test Useful Validate Value Why
Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:						
Describing Finding Identifying Listing Locating Naming Recognising Retrieving	Definition Fact Label List Quiz Reproduction Test Workbook Worksheet	Classifying Comparing Exemplifying Explaining Interring Interpreting Paraphrasing Summarising	Collection Examples Explanation Label List Outline Quiz Show and tell Summary	Carrying out Executing Implementing Using	Demonstration Diary Illustrations Interview Journal Performance Presentation Sculpture Simulation	Attributing Deconstructing Integrating Organising Outlining Structuring	Abstract Chart Checklist Database Graph Mobile Report Spread sheet Survey	Constructing Designing Devising Inventing Making Planning Producing Song Story	Advertisement Film Media product New game Painting Plan Project Structure	Attributing Checking Deconstructing Integrating Organising Outlining Structure Survey	Abstract Chart Checklist Database Graph Mobile Report Spread sheet Survey						
Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:						
Can you list three ...? Can you recall ...? Can you select ...? How did _____ happen? How is ...? How would you describe ...? How would you explain ...? How would you show ...? What is ...? When did ...? When did _____ happen? Where is ...? Which one ...? Who was ...? Who were the main ...? Why did ...?	Can you explain what is happening ... what is meant ...? How would you classify the type of ...? How would you compare ...?contrast ...? How would you rephrase the meaning ...? How would you summarise ...? What can you say about ...? What facts or ideas show ...? What is the main idea of ...? Which is the best answer ...? Which statements support ...? Will you state or interpret in your own words ...?	How would you use ...? What examples can you find to ...? How would you solve _____ using what you have learned ...? How would you organise _____ to show ...? How would you show your understanding of ...? What approach would you use to ...? How would you apply what you learned to develop ...? What other way would you plan to ...? What would result if ...? Can you make use of the facts to ...? What elements would you choose to change ...? What facts would you select to show ...? What questions would you ask in an interview with ...?	What are the parts or features of ...? How is _____ related to ...? Why do you think ...? What is the theme ...? What motive is there ...? Can you list the parts ...? What inference can you make ...? What conclusions can you draw ...? How would you classify ...? How would you categorise ...? Can you identify the difference parts ...? What evidence can you find ...? What is the relationship between ...? Can you make a distinction between ...? What is the function of ...? What ideas justify ...?	What changes would you make to solve ...? How would you improve ...? What would happen if ...? Can you elaborate on the reason ...? Can you propose an alternative ...? Can you invent ...? How would you adapt _____ to create a different ...? How could you change (modify) the plot (plan) ...? What could be done to minimise (maximise) ...? What way would you design ...? Suppose you could _____ what would you do ...? How would you test ...? Can you formulate a theory for ...? Can you predict the outcome if ...? How would you estimate the results for ...? What facts can you compile ...? Can you construct a model that would change ...? Can you think of an original way for the ...?	Do you agree with the actions/outcomes ...? What is your opinion of ...? How would you prove/disprove ...? Can you assess the value/importance of ...? Would it be better if ...? Why did they (the character) choose ...? How would you rate the ...? What would you cite to defend the actions ...? How would you evaluate ...? How could you determine ...? What choice would you have made ...? What would you select ...? How would you prioritise ...? What judgement would you make about ...? Based on what you know, how would you explain ...? What information would you use to support the view ...? How would you justify ...? What data was used to make the conclusion ...?												

Bloom's Taxonomy: Teacher Planning Kit

5. Metacognition ideas in the Classroom



Ask Metacognitive Questions Throughout the Lesson



BEFORE	DURING	AFTER
<ul style="list-style-type: none">• What do you already know?• What is this question asking you to do?• What level of challenge will this be?• How can you organize your information?• What is the best way to tackle this task?	<ul style="list-style-type: none">• Is this making sense?• Is your strategy working?• Are you using the best tools?• What connections are you making?• What predictions do you have?• Are you making progress?• Do you need to slow down?• What do you understand so far?	<ul style="list-style-type: none">• What helped you to understand?• Where did you struggle?• How did you overcome challenges?• How could you have tackled this differently?• How will this information help you in the future?

Connie Hamilton, Author of *Hacking Questions*

HACKINGQUESTIONS.COM

Metacognition for Math

Ask yourself these questions...

What is the problem asking?

How could I start this problem?

How can I prove my answer is right?

What number sentence could I make to describe the problem?

What could I draw to show my thinking?

Why is this important to the problem?

Think about your thinking!





Use Metacognition for Reading Skills

www.KidsMasterSkills.com

What is Metacognition?

- Metacognition is "Thinking about thinking", "Learning about learning", and "Knowing about knowing".
- In other words, kids learn better when they think about what they're learning. Even younger children can monitor the way they attend and learn. This is true for beginning and intermediate readers. Try these ideas!

Picture it!

- When reading a story, ask kids to close their eyes and picture a scene.

Start, Middle, End!

- Fold a paper in thirds. Kids draw the start, middle, and end of a story.

What's Your Story?

- Can children relate to this story? Ask them to share their own tale!



Draw it!

- After reading a story, ask children to draw their favorite scene.

Character Fun!

- Children take turns describing a character. Ask for lots of details.

Ask Questions!

- What was the problem? What did the character do? What would you do?

Trickier Stuff: Make Predictions!

- With younger or older kids, stop before turning a page and ask what might happen next. What clues are in the text? Make guesses together.

More Tricky Stuff: Group Story!

- Select a book the class read. Start at the ending and make a new story. "After the pigeon drives the bus, what does he want to do next?"

www.KidsMasterSkills.com

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