



# Stretch and Challenge Policy

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Responsible: Academic Co-Headteacher

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## Rationale

The Stretch and Challenge Policy, although aimed specifically at those students considered 'more able', 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

To ensure that all pupils are challenged and supported to reach their potential.

## Objectives

- To foster a growth mind-set of all our pupils
- To stimulate and challenge all students and inspire, motivate and engage all learners.
- To provide a differentiated education for all students.
- To provide an environment to stimulate a lifelong commitment to learning.
- To provide a Curriculum to stretch students of marked ability.
- To ensure that 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 pupils.
- To provide challenging teaching that stretches and inspires Gifted/more able pupils.
- 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 pupils achieve ambitious destination outcomes.

## Definitions and Identification

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

## Criteria at Caxton College

### **Pupils can be identified in a number of different ways;**

1. Gifted/More Able/High Potential Learners;
  - When a pupil gets an IQ of 127 or more in the CAT4 test sat in Year 7 or Year 9
  - When a pupil gets an External professional report.
2. High Achievers;
  - When a pupil gets an IQ of 119-126 in the CAT4 test sat in Y7 or Y9.
  - 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 I/GCSE exams.
  - Year 13: when a student achieves a grade A or A\* in ALL subjects in their AS external exams.
3. Talented;
  - When a student is performing at a high level in; Sport, 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.

The current live Gifted and Talented, high achievers document can be viewed [here](#).

## **Roles and Responsibilities**

**SLT** encourage best practice among all teachers and with the aim that all children 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 Academic Co-Headteacher together with the Assistant Academic Headteacher will:**

- Create a register of Gifted/more able and Talented pupils which will be shared with all teaching staff.
- Track and monitor progress of Gifted/more able pupils against peers and in comparison to National norms.
- 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.
- Track and monitor the appropriateness of the curriculum and destination choices of Gifted/more able pupils.
- Coordinate the provision of enrichment opportunities for Gifted/more able pupils.
- 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.
- Work with the relevant staff to ensure that the teaching of Gifted/more able pupils is appropriately challenging and that staff are given appropriate professional learning opportunities to develop their teaching of Gifted/more able pupils.
- Keep staff informed of research, good practice and resources on the effective teaching of Gifted/more able pupils.

### **Heads of Departments will;**

- Ensure that all department members are aware of who are the Gifted/more able students as well as those students that may need additional support. Students should be highlighted in registers and catered for effectively.
- Ensure that the schemes of work provide the necessary differentiation to cater for the needs of all learners particularly the Gifted/more able.
- Provide additional extra-curricular opportunities to Stretch and Challenge individuals.

- Track and monitor Gifted/more able students keeping the Academic Headteacher and Gifted and Talented Coordinators regularly informed.

**Gifted and Talented Coordinators will;**

- Work with the Head of Department, teaching staff as well as the SEN Coordinator to identify Gifted/more able and Talented students within their department.
- Encourage/foster differentiation of the curriculum to meet the individual needs of a student 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 meet with the Academic Headteacher on a regular basis.

## 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.

### Teaching:

- Teaching staff should aim to teach the skills required for a top achieving student. Good practice and staff skills will be developed through the use of dedicated CPD sessions, external training and departmental meetings and learning walks.
- All pupils are stretched through challenging teaching in the following ways:
  - grouping of pupils within the classroom and ability setting
  - activities that build fluency, speed, accuracy and automaticity
  - activities that build abstract thinking and the ability to connect beyond immediate context
  - activities that encourage extension and synopsis
  - opportunities and resources for pupils to access knowledge at a higher level
  - unscaffolded tasks
  - socratic questioning
  - convergent and divergent thinking.

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.

# Appendix

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

## 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 ownabilities.
- 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.

**Knowledge**

Recall/regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

**Key words:**

- Choose
- Copy
- Define
- Duplicate
- Find
- How
- Identify
- Label
- List
- Locate
- Match
- Memorise
- Name
- Observe
- Ornit
- Quote
- Read
- Recall
- Recite
- Recognise
- Record
- Relate
- Remember
- Repeat
- Reproduce
- Retell
- Select
- Show
- State
- Tell
- Trace
- What
- When
- Where
- Which
- Who
- Why
- Write

**Comprehension**

Toshow understanding and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

**Keywords:**

- Ask
- Cite
- Classify
- Compare
- Contrast
- Demorstrate
- Discuss
- Estimate
- Explain
- EQ/feSS
- Extend
- Generalise
- Give exam-
- pl+s
- Illustrate
- Indicate
- Infer
- IntefJ/fet
- Match
- Observe
- Outline
- Predict
- Purpose
- Relate
- Rephras\*
- ReP<rt
- Restate
- Review
- Summarise
- Translate

**Application**

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

**Key words:**

- Act
- Administer
- Apply
- Associate
- Build
- calculate
- cat<SOrise
- Choose
- Oassify
- COnnect
- COnstruct
- COrelation
- Demonstate
- Develop
- Dr.Imatise
- Employ
- Experiment
- with
- Group
- Idently
- Illustrate
- Int<fl>f<t
- InteMew
- lini<
- Mattuseof
- Manipulate
- Modet
- Organis=
- Perffonn
- Plan
- Practke
- Relate
- Represent
- Show
- Simulate
- soTv\*
- summarise
- Teach
- Transfer
- Translate
- Use

**Analysis**

To Komin in detail. EKominng and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

**Key words:**

- Analyse
- Appraise
- Arran\*
- B<eakdown
- catosorlse
- causeand
- effect
- O>oose
- aaasity
- om.<rences
- Oiscwer
- Ois<rimlnate
- Dissett
- Distinction
- Distinguish
- Divide
- Establish
- Examine
- fonD
- FOOJS
- function
- Group
- Highlight
- In.<Joph
- Roorganls=
- Resear(h
- S.<e
- Set<ct
- S<parat=
- Similiarto
- Simplly
- Ust
- Motive
- Omit
- Orde<
- Orpnlse
- Point out
- Prioritze
- Question
- Rank
- R<son
- Relation-shipS
- Resear(h
- S.<e
- Set<ct
- S<parat=
- Similiarto
- Simplly
- Take parin
- Theme
- Comparing

**Synthesis**

To change or create into something new. Compiling information together in a different way by combining elements in a new form or proposing alternative solutions.

**Key words:**

- Adapi
- Addto
- Blilid
- Change
- Choose
- Combi
- comp;I\*
- Compose
- Construct
- Convert
- Create
- Celete
- Do&gn
- Develop
- Devis
- Discover
- Oiscuss
- Elaborate
- Estimate
- Experment
- Extend
- Formulate
- Happon
- Hypotlesise
- Imogino
- Improve
- Innovate
- Integate
- Invent
- Makeup
- Maximise
- Minimise
- Modet
- Origin
- Orijinate
- Plan
- Predict
- Produce
- Propos\*
- Reframe
- Rewrite
- Simplify
- SOlve
- Spe<ulate
- SUBstitute
- SUPpose
- Tabulate
- Thoorlse
- Think
- Transform
- VISualse

**Evaluation**

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

**Key words:**

- Agree
- Appraise
- Atjue
- Asses.s
- Award
- Bad
- Choose
- Compare
- Conclude
- Consider
- Convince
- Criteria
- Critclse
- Debat=
- Decide
- Deduct
- Defend
- Df:u rmine
- Disprove
- Dispute
- Effect
- Estimate
- Evaluate
- Explain
- Givtreasons
- Good
- Grad<
- Howdowe
- know?
- Importance
- Infe<
- Influence
- Interpret
- Judge
- Justify
- Mari<
- Measure
- Opinion
- Pe<colve
- Per:wade
- Priortlse
- Prove
- Rato
- Re<omend
- Ru on
- S<lect
- SUPport
- Tost
- Useful
- Validato
- Value
- Why

**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 ...?
- What is the main idea of ...?
- Which is the best answer ...?
- Which statements support ...?
- Why do you state or interpret in your own words ...?

**Questions:**

- 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 ...?
- Why do you state or interpret in your own words ...?

**Questions:**

- How would you use ...?
- What examples ...? 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 ...?
- Can you make use of the facts to ...?
- What elements would you choose to change ...?
- What facts would you seek to show ...?
- What questions would you ask in an interview with ...?

**Questions:**

- What are the parts or features of ...?
- How is ... related to ...?
- Why do you think ...?
- What is the theme ...?
- What motivels 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 ...?

**Questions:**

- What changes would you make to solve ...?
- How would you improve ...?
- What would happen ...?
- 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 reformulate a theory for ...?
- Can you predict the outcome ...?
- 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 ...?

**Questions:**

- Do you agree with the Ktions/outcomes ...?
- What is your opinion of ...?
- How would you prove/desprove ...?
- Can you assess the value/importance of ...?
- Would it be better if ...?
- Why did they (the character) choose ...?
- What would you recommend ...?
- How would you rate the ...?
- What would you (ite 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 (Or) Ktion ...?



# Bloom's Taxonomy for iPads

<b>Creating</b>									
	Audioboo	iMovie	ComicBook!	ReelDirector	SonicPics	Animoto	Puppet Pals	Toontastic	Doink
<b>Evaluating</b>									
	HootSuite	Skype	Mobile RSS	Science 360	Zite	FlipBoard	Instapaper	Goodreads	Wunderlist
<b>Analyzing</b>									
	iThoughts HD	Lino	Popplet	Today's Documents	Diigo	Explain Everything	3D Cell Simulation	GoSky Watch	GoDocs
<b>Applying</b>									
	ShowMe	Poetry Creator	Keynote	Visual:ite	Posterous	ZigZag Board	Presentation Link	Xperica	GearHD
<b>Understanding</b>									
	ScreenChomp	Motion Math	123 Charts	Idea Sketch	Corkubus	Blogsy	Good Reader	Touch Draw	Pages
<b>Remembering</b>									
	iBook	Noteshelf	Stack the Countries	Evernote Peek	NxtApp 4Kids	Ansel & Clair's Adventure	Word Seek HD	eClicker	Globe

## Starters:

10 minute creations...



Can you use these items to create an artefact to represent [insert subject/topic]?

This is a really fun task to stretch students' creativity. Combining and looking at things in new ways helps build the students' synoptic thinking.

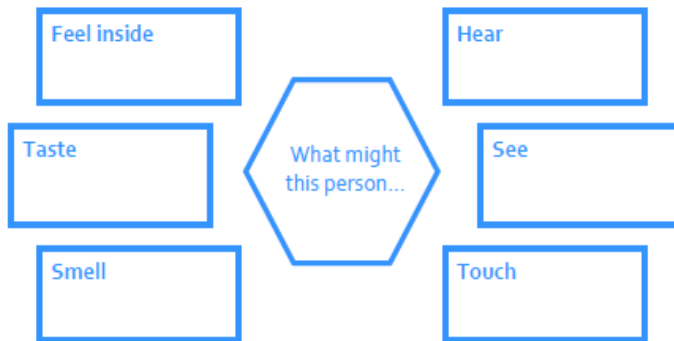
Where's the...?



Where's the [insert subject/topic] in this...?

Use this starter activity as an open activity to help stretch and extend the students' thinking. This helps build the higher Bloom's synoptic skills.

### The senso-graph...



Use a senso-graph alongside a media clip to enhance empathy...

This is a great way of introducing empathy into the learning. This helps to build the higher Bloom's analytical and evaluative skills.

### 6 degrees of separation...



Can you link Cheryl Cole to [insert subject/topic] in steps...

This is a good linking activity. It can be quite challenging too. By doing this activity students will be building up their ability to evaluate and suggest alternative ways of thinking – a higher Bloom's skill.

## PLTS:

With your neighbour, think of as many different uses for a paper clip as you can.



Creative thinking



A good activity to help build the students' application and analysis. Try replacing the paper clip with another item related to the topic the students are studying.

Score your neighbour out of 10 for their shoes.



Reflective learning



A great way of introducing assessment for learning. Try scoring a number of items, then bring it back to the work and/or skills the students have been doing that lesson.

Sketch the clue for your neighbour to guess, using their hand and with your eyes closed.

cloud

Team working



Self managing



A really fun activity that builds team work and managing skills. This could be used as an ice breaker activity for group work. Build in reflection time to help students' comment on the skills they used.

Find something out about your neighbour that you didn't already know.

?

Independent enquiry



Try this activity before setting the students an independent research task. Ask students to write down and comment on the questions they asked each other.



## meta starters



- What do you want to learn today?
- What skills do you have that could be useful this lesson?
- What might hinder your thinking?
- When have you had to think like this before?
- What have you learnt that is similar?
- What do you already know that might be useful?
- What *must* you do in this lesson? What *should* you do? What *could* you do?

Meta Menus are a great for students to reflect on their learning and the learning process.

## meta mains



- What are you currently thinking about?
- Has any of the lesson so far been about you?
- What connections have you made?
- How do you feel about the lesson?
- How have you got involved in the lesson?
- What should you do to further your thinking?
- What breakthroughs have you made?
- What do you want to know more about?

Meta Menus are a great for students to reflect on their learning and the learning process.

## meta desserts



- How are you going to remember this learning?
- What is *the* key aspect you will remember from this lesson?
- What has this lesson reminded you of?
- Which senses were most important?
- What did you learn that you didn't know before?
- What have you learnt that could be useful elsewhere?
- What have you learned elsewhere that is like this?
- How will you apply what you have learnt?

Meta Menus are a great for students to reflect on their learning and the learning process.