

Classroom Quality Standards in gifted and talented education: Layer 1

	Features	Prompts	Evaluation of practice in relation to providing challenge for all learners			Evaluation of practice in relation to providing challenge for G&T learners			Evidence to support self-evaluation of practice in relation to G&T learners
			Unsure	Quite well	Very well	Unsure	Quite well	Very well	
1	Conditions for learning	<ul style="list-style-type: none"> How well do learning conditions ensure that learners are healthy and safe and enjoy their learning? How well is learning linked to the working world beyond the classroom allowing learners to make informed connections and decisions for learning? How well are learners enabled and challenged to demonstrate, use, and develop their gifts and talents to make a positive contribution? 							
2	Development of learning	<ul style="list-style-type: none"> How well is an understanding of the development of learning applied and used to support pupils' learning? How well are learners enabled to take charge of their learning and become self-regulating? 							
3	Knowledge of subjects and themes	<ul style="list-style-type: none"> How well are knowledge and skills of subjects and themes used to stimulate and challenge learners? How well is learning developed through specific subject knowledge and skills? How well is the curriculum adapted to address the needs of different learners? 							
4	Understanding learners' needs	<ul style="list-style-type: none"> How well are the emotional and social needs of the learner identified and addressed to raise achievement? How well are barriers to learning identified and removed? How well is learners' progress assessed, monitored and evaluated in order to raise achievement? How well are the training and learning needs of teachers and classroom assistants identified so that they meet the needs of learners? 							
5	Planning	<ul style="list-style-type: none"> How well does planning build on learners' prior knowledge and attainment? How well is planning used to improve outcomes for all learners? How well is a range of different teaching and learning styles and strategies used in planning activities to ensure extension, enrichment and progression? 							
6	Engagement with learners and learning	<ul style="list-style-type: none"> How well are teaching and learning skills and resources deployed to extend, inspire and challenge learners? How are available organisational structures and settings within the school used to identify potential and raise achievement? 							

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7	Links beyond the classroom	<ul style="list-style-type: none">▪ How well are learning, and opportunities for learning beyond the classroom encouraged, known about, built upon, and celebrated?▪ How well are parents and carers included in supporting and developing their children's learning?							
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Classroom Quality Standards in gifted and talented education: Layer 2 – Science

Feature and Prompts	Entry	Developing	Exemplary
<p>1. Conditions for learning</p> <p>How well do learning conditions ensure that learners are healthy and safe, and enjoy their learning?</p>	<p>G&T learners enjoy their education in a safe and healthy environment, which is free from adverse peer pressure.</p> <p>Stimulating and well-organised classrooms support achievement.</p> <p>G&T learners show self-discipline and respect for others.</p>	<p>G&T learners are highly motivated, and feel confident and secure in sharing their experiences with others.</p> <p>They evaluate and influence their own learning, and apply themselves well to achieve good progress.</p>	<p>G&T learners confidently develop new ideas and ways of working which help them achieve excellent progress.</p> <p>They are able to direct their own learning and achieve excellent progress free from institutional, social, or emotional pressure on their performance.</p> <p>Creative and lateral thinking routinely inform their learning.</p>
	<p>Learners have the opportunity to contribute to the development of a positive climate for learning by:</p> <ul style="list-style-type: none"> engaging with science enthusiastically; participating in scientific debate; acknowledging the rights of individuals to hold different views about science, and expanding their repertoire of learning styles to match the demands of different science contexts. 	<p>Learners have the opportunity to contribute to the development of a positive climate for learning by:</p> <ul style="list-style-type: none"> taking risks in their learning and encouraging a culture where there is the freedom to fail; appreciating the rights of individuals to hold different view points; exemplifying logical arguments; exploring different ways of thinking to stimulate creative thought, and knowing and using the differences between rational and irrational argument. 	<p>Learners have the opportunity to contribute to the development of a positive climate for learning by:</p> <ul style="list-style-type: none"> taking risks in learning beyond the bounds of the formal curriculum, for example interdisciplinary approaches; reconciling the rights of individuals to hold different scientific view points; judging the quality of their own and others arguments, and pulling multiple-layer arguments together to form a logical sequence of ideas.
<p>How well is learning linked to the working world beyond the classroom allowing learners to make informed connections and decisions for learning?</p>	<p>Activities and tasks enable G&T learners to link their learning in a relevant way with the practical world outside the classroom.</p> <p>They begin to consider the economic, ecological, social and moral implications of aspects of life and learning regularly.</p>	<p>G&T learners are prepared well for adult life. Learning is regularly linked to the world of work.</p> <p>They evaluate the wider implications on others of aspects of their learning, and regularly consider the global implications of social, political, ethical, and moral decision-making in their learning.</p>	<p>G&T learners successfully apply their learning to study global problems.</p> <p>They contribute productively to projects linked to the ecological and economic world.</p> <p>They routinely and critically analyse their learning in relation to social, political, ethical, and moral matters.</p>

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<p>Science thread: Developing the big picture</p>	<p>Learners have the opportunity to develop, apply and enhance their communication skills by:</p> <ul style="list-style-type: none"> linking current work with other topics and real world applications of science. 	<p>Learners have the opportunity to develop, apply and enhance their communication skills by:</p> <ul style="list-style-type: none"> appreciating the global nature of science and its impact on different populations, and making links explicitly between topics and areas of science to see the emerging 'big pictures' of science. 	<p>Learners have the opportunity to develop, apply and enhance their communication skills by:</p> <ul style="list-style-type: none"> understanding the scientific, social, moral, and ethical reasons which impact on how and why discoveries happen.
<p>How well are learners enabled and challenged to demonstrate, use and develop their gifts and talents to make a positive contribution?</p> <p>Science thread: Developing scientific ideas</p>	<p>G&T learners have extended opportunities to experience a wide and diverse range of activities.</p> <p>They explore, reflect upon and discuss their work.</p> <p>They contribute positively to lessons and to the school community.</p> <p>Achievement and commitment in relation to past performance is recognised.</p>	<p>Opportunities are provided for every G&T learner to develop identified abilities and skills and to discover new areas of talent.</p> <p>The classroom ethos values creativity, and it encourages learners to use it to improve achievement.</p>	<p>There is an expectation that every G&T learner will have the highest aspirations for themselves and for the school community.</p> <p>Opportunities ensure G&T learners consistently demonstrate exceptional achievement.</p>
	<p>Learners have the opportunity to develop, apply and enhance their skills by:</p> <ul style="list-style-type: none"> expressing extended ideas about science and providing reasons and (or) evidence for these. 	<p>Learners have the opportunity to develop, apply and enhance their skills by:</p> <ul style="list-style-type: none"> developing their own criteria to research, judge and criticise the quality of information used to make sense of science observations. 	<p>Learners have the opportunity to develop, apply and enhance their skills by:</p> <ul style="list-style-type: none"> pulling a range of secondary sources together to use as a stimulus for their ideas.

<p>2. Development of learning</p> <p>How well is an understanding of how learning develops applied and used to support pupils' learning?</p>	<p>Activities and tasks support personalised learning by identifying and providing for each G&T learner's specific ways of learning.</p> <p>There is provision for collaborative working, individual study and teacher-directed problem-solving.</p> <p>Teachers and other experts model and demonstrate effective ways to learn.</p>	<p>G&T learners are encouraged and supported to explore alternative ways of learning, and to develop both team and leadership skills.</p> <p>Regular opportunities are provided to use thinking and problem-solving skills, as well as creative and interpretative approaches.</p>	<p>There is strong understanding of how G&T learners achieve excellent performance and of the range of activities and techniques which contribute to high attainment.</p> <p>There is widespread and sustained use of critical thinking skills and problem-solving together with regular opportunities to lead and influence others.</p> <p>Learners select and make decisions about which strategies to use to improve their achievement.</p>
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<p>Science thread: Encouraging exploration and uncertainty</p>	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> independently access and discuss current issues and applications of science; practise identifying relevant evidence for familiar aspects of science; pursue their own areas of investigation; develop skills in different types of enquiry – including surveys and the use of secondary sources; develop an awareness of the social, political, moral, ethical and emotional influences on science; choose an appropriate approach, including a fair test, to answer a question and make relevant observations and measure quantities, and make links explicitly between science ideas. 	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> discuss how the application of science ideas draws upon science knowledge, skills and current understanding; advance their learning in leaps rather than incrementally when they grasp a concept with ease; judge and balance reasons and (or) evidence about an area of study; appreciate the uncertainty of science and that often there is no single clear answer, and recognise the influence of ethical, social, political, moral and emotional decision-making on the progress and development of science. 	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> hypothesise about new and innovative applications of science; test out with various audiences their emerging 'big pictures' of science; suggest what further evidence is required and the next steps needed to make better judgements, and analyse an argument critically to discriminate between issues relating to social, political, ethical, and moral implications of science.
<p>How well are learners enabled to take charge of their own learning and become self-regulating?</p>	<p>G&T learners work independently and in groups. They develop an understanding of their personal learning preferences, as well as their strengths and weaknesses. They are given regular opportunities to reflect upon and discuss ways to influence and improve their learning.</p>	<p>There are increased opportunities for learner independence.</p> <p>G&T learners use initiative and independent thinking to deviate creatively from planned activity.</p> <p>Established self-review of all aspects of progress in learning informs the setting of personal targets.</p>	<p>G&T learners follow their own lines of enquiry and critically evaluate their own learning.</p> <p>They contribute to improving their curriculum and to promoting the learning of others.</p>
<p>Science thread: Searching for solutions</p>	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> follow up stimulating and unexpected pathways of learning; independently access and discuss current issues and applications of science, and succeed in a number of roles in practical and team work including leading an aspect of a project or investigation. 	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> independently research and investigate a topic that interests them , and evaluate their contribution to a group scientific activity. 	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> explore independently the underlying mechanisms behind a phenomenon, and demonstrate open-mindedness and creativity of thought.

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<p>3. Knowledge of subjects and themes</p> <p>How well are subject knowledge, and skills of subjects and themes, used to stimulate and challenge gifted and talented learners?</p>	<p>G&T learners are motivated by confident, enthusiastic communication of the subject or theme using specialist guidance and support.</p>	<p>G&T learning is underpinned by secure subject knowledge and understanding of the subject or theme which enables challenging learning targets to be set.</p> <p>Professionals with more limited subject or theme knowledge and skill receive coaching to sharpen skills and strengthen the pool of expertise.</p>	<p>G&T learners are inspired to apply intellectual initiative and creative interpretation to their subject study.</p> <p>Teachers' engagement with wider professional networks strengthens and extends subject expertise and knowledge of learning themes.</p>
<p>Science thread: Making sense of observations</p>	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> • identify the need to work accurately, safely, and with a broad range of equipment and resources to obtain reliable data; • make 'unexpected' observations; • approach science problems creatively; • interpret complex relationships in data and graphs, and • become skilful at finding and using appropriate resources to solve science problems. 	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> • begin to offer explanations of their 'unexpected' observations; • recognise that enquiry can lead to dead ends and suggest further questions; • be aware of making assumptions and the uncertainty of data; • begin to use specialist and (or) novel and (or) contemporary equipment ,sometimes in collaboration with other providers to obtain reliable, accurate data, and • interpolate and extrapolate complex trends from data. 	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> • critically evaluate 'unexpected' observations and relate these to theories and models; • interpret and evaluate data in the context of their enquiry and use it to inform further work; • visualise and articulate their interpretation of data and graphs and use this to better understand the focus of the enquiry; • identify causes of experimental error – knowing the difference between systematic and random error; • become accomplished in using specialised scientific equipment or techniques to obtain reliable and accurate data; • evaluate scientific techniques, and • use the difference between correlation and causal links when analysing data.
<p>How well is learning developed through specific-subject knowledge and skills?</p>	<p>G&T learners' subject knowledge and skills are identified, and then enhanced, through linking with other subjects and with experience from their own lives.</p>	<p>G&T learners' proficiency is strengthened by the use of higher-order concepts and terminology in reading, researching and talking about the subject.</p>	<p>Clear progressions and connections between subjects are identified and adapted to G&T learners' needs and interests.</p> <p>G&T learners have frequent opportunities to demonstrate expert application of specific skills and knowledge, and this is supported through excellent coaching.</p>

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<p>Science thread: Engaging with abstract and complex ideas</p>	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> access and appreciate how the models presented help them to understand abstract science ideas; incorporate emerging models into their explanations of abstract phenomena, and appreciate the nature, origin and limitations of models. 	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> explore abstract scientific ideas more deeply by evaluating models; use and interpret the information contained in increasingly complex diagrams, and consider a range of available models and select the most appropriate. 	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> devise their own models to explain ideas; evaluate the strengths and weaknesses of models critically particularly their own, and offer multiple explanations of observations and critically evaluate them.
<p>How well is the curriculum adapted to address the needs of different learners?</p>	<p>Specific needs and interests of G&T learners are identified and built on, using matched and optimum pupil groupings, comprehensive resources and a wide range of activities skilfully.</p>	<p>Comprehensive resources, challenging subject content and effective use of ICT develop and extend G&T learners' subject skills and knowledge.</p>	<p>G&T learners confidently use subject-specific and cross-curricular skills in independent research which is well supported by resources.</p>
<p>Science thread: Rich science</p>	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> discuss those new ideas in science that interest or excite them from a range of primary and secondary sources. 	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> access other aspects of science. For some students this will provide a broader and richer experience of science, for example geology, electronics and astronomy. 	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> extend the bounds of investigations using the science community.

<p>4. Understanding learners' needs</p> <p>How well are the emotional and social needs of the learner identified and addressed?</p>	<p>Accurate identification of G&T learners is informed through a wide variety of provision experiences.</p> <p>Learners' academic, social and emotional needs are recognised and met in a sensitive way.</p> <p>Underachievement is tackled and exceptional ability and (or) talent is provided for through effective progress-tracking and staff consultation.</p>	<p>Identification is made against criteria which aid discovery of previously unrecognised or latent ability and talent.</p> <p>Identification is shared with learners and their parents and carers.</p>	<p>Identification and review of G&T learners use multiple criteria, performance, and value-added data.</p> <p>Provision and its impact are regularly reviewed by professionals working collaboratively.</p>
<p>Science thread: Opportunities to shine</p>	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> display gifted science ability, even though weak literacy skills may mask this. 	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> demonstrate their potential in contexts that may allow them to shine. 	<p>Learners have the opportunity to:</p> <ul style="list-style-type: none"> focus on a narrow aspect of interest in great depth but not necessarily captured in a conventional way.

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<p>How well are barriers to learning identified and removed?</p>	<p>There is a comprehensive and inclusive response to the needs of each learner and recognition that there may be outstanding aptitude in one area and difficulty in others. Influences on the G&T learner from outside the school are understood and steps taken to minimise negative factors.</p> <p>Cultural differences are recognised and respected.</p>	<p>There is routine identification of dual- or multiple-exceptionality.</p> <p>There is targeted support to groups under-represented as G&T learners (for example LAC, EAL and BME). Mentoring G&T learners supports promotion of positive self-worth.</p>	<p>Comprehensive strategies counteract adverse social, organisational and curriculum pressures.</p> <p>Specialised, focused support is provided for G&T underachievers and those with exceptional ability or talent.</p>
<p>How well is gifted and talented learners' progress assessed, monitored and evaluated to raise achievement?</p>	<p>Assessment and evaluation of performance is learner-, as well as teacher-led.</p> <p>It is recognised that G&T learners need a different starting point for their work.</p> <p>When learners change schools, classes, settings, or teachers there is good recognition of prior learning and good practical use is made of transfer information.</p> <p>Assessment and evaluation outcomes are made known to G&T learners and their parents and carers.</p>	<p>G&T learners assess the impact of tasks and activities on the development of their knowledge and understanding.</p> <p>Potential and actual performance is evaluated in all learning contexts.</p> <p>G&T learners self-assess, making use of oral and written feedback.</p> <p>Their self-assessment informs planning and the setting of challenging future targets.</p>	<p>Classroom practice regularly requires G&T learners to reflect on progress against their targets and to determine the direction of their own learning.</p> <p>Assessment uses predictive data (local and national) from other subject areas.</p>
<p>How well are the training and learning needs of teachers and classroom assistants identified so that they can meet the needs of learners?</p>	<p>The CPD needs of adults are met by closely matching training and coaching opportunities to the identified needs of G&T learners using peer observation, professional consultation and mentoring.</p> <p>All professionals seek opportunities to identify and develop professional knowledge and expertise.</p>	<p>Professional knowledge and subject expertise are shared in designing coaching and professional development opportunities, including support in induction.</p> <p>Collective groups of staff have a shared understanding of G&T learners' needs.</p>	<p>Professionals share their knowledge (including from action research) and their analysis of what good G&T practice is like.</p> <p>This contributes to enhanced provision for G&T learners in a 'community of learning' of teachers, parents and carers and pupils.</p>

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

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<p>6. Engagement with learning and learners</p> <p>How well are teaching and learning skills and resources deployed to extend, inspire and challenge gifted and talented learners?</p>	<p>Tasks and activities for G&T learners have clear learning objectives and involve focused discussion and questioning. Teachers and learning assistants deploy a wide repertoire of skills and resources (including ICT) to raise G&T achievement.</p>	<p>Activity and task intentions are clear and regularly reinforced.</p> <p>There is a high level of productive and stimulating interaction between and with G&T learners, including challenging use of language.</p> <p>A personalised learning approach uses focused intervention, based on an understanding that G&T learners are all different and therefore require a variety of pace, depth, and complexity of task.</p>	<p>Lesson and activity intentions are positively influenced by learners and teaching assistants who are proactively involved in planning and lesson delivery.</p> <p>Secure and sustained processes assure the development and sharing of new knowledge about how G&T learners learn.</p> <p>Sustained progress, attainment and achievement for G&T learners are secured above local and national benchmarks.</p>
<p>Science thread: Communicating scientific ideas</p>	<p>Learners have the opportunity to develop, apply and enhance their communication skills by:</p> <ul style="list-style-type: none"> • sharing their understanding of scientific ideas or concepts using a range of approaches; • exploring and using scientific terminology and conventions correctly; • explaining the pros and cons in a scientific argument; • asking many searching scientific questions and challenging assumptions, and • experiencing a love and passion for science. 	<p>Learners have the opportunity to develop, apply and enhance their communication skills by:</p> <ul style="list-style-type: none"> • demonstrating their scientific ideas using a range of strategies, and in addition respond to questions and challenges from their audience; • researching the pros and cons in a given area and producing a written argument which concludes on the most likely explanation, and • demonstrating scientific thinking through framing demanding questions. 	<p>Learners have the opportunity to select and synthesise relevant information independently and to choose the most appropriate form to communicate ideas by:</p> <ul style="list-style-type: none"> • presenting the evidence and argument behind a controversial aspect of science; • asking questions of those with expertise beyond that available in the school in the area of science being explored; • enjoying the use of succinct scientific language, terminology and conventions, and • developing a passion for scientific knowledge and enquiry.

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

<p>7. Links beyond the classroom</p> <p>How well are learning, and opportunities for learning beyond the classroom encouraged, known about, built upon, and celebrated?</p>	<p>G&T learners access homework that extends interests and raises achievement.</p> <p>Those with particular talents or interests are informed about and supported in accessing specific activities, events or opportunities.</p> <p>A variety of approaches, notably ICT is used to help G&T learners extend their learning beyond the classroom.</p>	<p>Links between in- and out-of-school activities ensure coherent and broadening experience.</p> <p>G&T learners are helped to explore new and wider learning and are informed about regional and national opportunities (for example summer schools).</p> <p>Those who would benefit are supported to attend.</p>	<p>Sustained and secure links are established and maintained with external agencies.</p> <p>These links facilitate an extension of student voice, and support achievement of 'positive contribution' by G&T learners, both within the school and the wider community.</p>
<p>How well are parents and carers included and supported in developing their children's learning?</p>	<p>Parents and carers of G&T learners have regular opportunities to discuss the progress and achievement of their children both in and out of school.</p> <p>Ways are suggested in which the home and school may contribute, jointly support, and develop learners' progress.</p>	<p>There is an induction programme for the parents and carers of G&T learners.</p> <p>Links are in place to engage and support parents and carers who are hard to reach.</p> <p>These links ensure that learners do not miss out on opportunities both within and outside school.</p>	<p>The insights and skills of G&T learners' parents and carers are identified and used creatively within specific learning settings to support their children.</p> <p>Strong links with the school, including parental networks, workshops, and services are promoted and tailored to achieve optimum levels of support.</p>