

# Support for more able learners in Key Stage 3

# Boundless WONDER

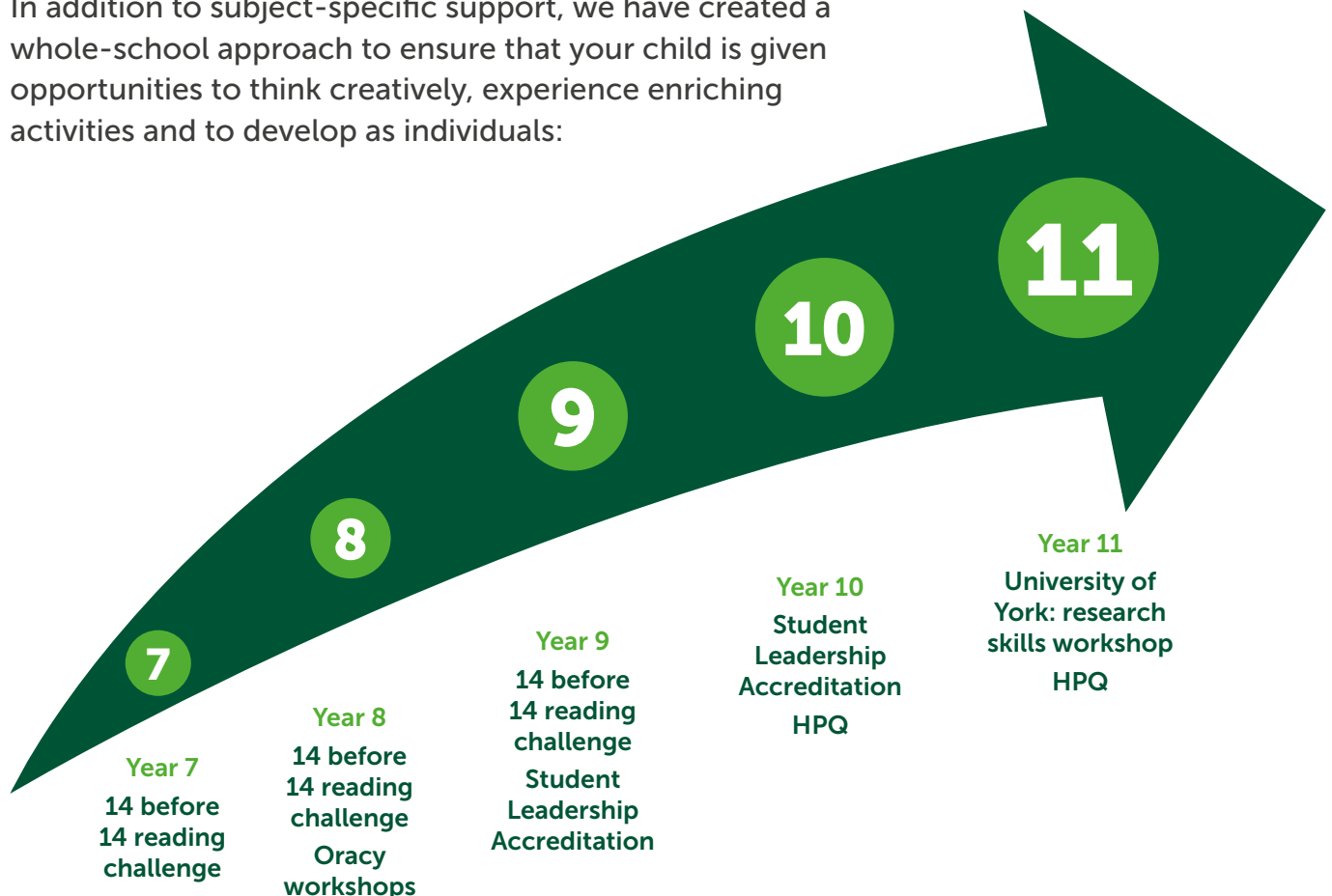
# What do the terms more able and exceptionally able mean?

The term **more able** is used by the Department for Education and Ofsted to refer to pupils whose progress significantly exceeds age-related expectations.

As a Trust, we also work under the National Associate for Able Children in England (NACE) guidance to include pupils who may be underachieving or whose skills and knowledge may extend beyond each Trust school's measures of progress and curriculum. **Exceptionally able** pupils are those who have the capacity and / or aptitude to achieve or perform at the very highest levels.

## What is our whole-school approach to more able provision?

In addition to subject-specific support, we have created a whole-school approach to ensure that your child is given opportunities to think creatively, experience enriching activities and to develop as individuals:



These represent planned opportunities. However, we will keep you up-to-date with ad-hoc opportunities through a termly newsletter. This will include:

- **Ad-hoc competitions**
- **A Wonder Challenge**
- **Further reading and opportunities for your children in each subject area**
- **Link to useful organisations and resources**

It is important to note that our approach to supporting more able learners is not an exclusive one. We believe in “teaching to the top” so that all learners are challenged in the classroom. The opportunities above are shared with all parents and carers through the school’s regular newsletter so that all pupils have the same opportunities.



# Subject support

## ART AND DESIGN

**In lessons, we will support your children to fulfil their potential by:**

- Providing links to news, current affairs
- Providing links to careers or further education
- Celebrating high achievement
- Use of modelling of pupils work
- Deeper questioning
- Opportunities for higher levels of independent working

## COMPUTER SCIENCE

**In lessons, we will support your children to fulfil their potential by:**

- Using industry standards and tools
- Challenges that take learning beyond the lesson material
- Language of success and links to future careers
- Targeted questioning to elicit critical thinking
- Cross curricular links
- Higher level and targeted questioning





## ENGLISH

**In lessons, we will support your children to fulfil their potential by:**

- Students encouraged to read independently frequently
- Highly challenging texts and topics including canonical texts
- Goal free tasks
- Topic-related reading materials available
- Modelling the best work using visualisers and AQA resources

## HISTORY

**In lessons, we will support your children to fulfil their potential by:**

- Essay writing planned systematically into schemes of work to provide opportunities for extending writing and high levels of independence
- Highly challenging enquiries
- Opportunities for extended reading
- Modelling of 'more able' or 'exceptionally able' work.
- Regular access and engagement with scholarly work
- Celebrating high achievement

## GEOGRAPHY

**In lessons, we will support your children to fulfil their potential by:**

- Challenging topics, with challenge tasks colour coded
- Referring to current news and events to show links from Geography to wider issues
- Use of display boards to promote further studies outside the classroom
- Promote use and interaction with the new Woldgate Geography Twitter page

## MATHS

**In lessons, we will support your children to fulfil their potential by:**

- Use of goal free tasks
- Use of modelling of pupils' work and metacognitive approaches
- Higher level and targeted questioning
- Frequent opportunities for further challenge and extension
- Consistent application of skills to problem solving

## MODERN FOREIGN LANGUAGES

**In lessons, we will support your children to fulfil their potential by:**

- Higher level and targeted questioning
- Modelling of exemplar / pupil work for best practice
- Frequent opportunities for independence
- Challenging topic areas – both linguistically and culturally
- Frequent opportunities for further challenge and extension
- Core Vocabulary sheets for extending range and complexity of language used



## MUSIC

**In lessons, we will support your children to fulfil their potential by:**

- Higher level and targeted questioning
- Modelling of exemplar / pupil work for best practice for example listening to interim performances of pupils' keyboard playing. (Year 8 Fur Elise by Beethoven)
- Frequent opportunities for independence. For example, using 'Garageband' software for individual composition projects
- Challenging topic areas that allow for extension activities. For example, creative composition work where pupils can develop sophisticated pieces
- Frequent opportunities for further challenge and extension. Composition projects allow for this and in performing pupils can be asked to tackle more demanding versions of the same piece of music
- Opportunities for solo/ensemble demonstration/performing. For example, pupils need to perform their compositions to the class in Year 7 and do a solo performance of Fur Elise on the keyboard in Year 8. Some pupils are encouraged to bring in instruments they learn in peripatetic lessons to give demonstrations to the class

## RELIGIOUS STUDIES

**In lessons, we will support your children to fulfil their potential by:**

- Opportunities for discussion and debating
- Goal free tasks
- Modelling the best work on class display or visualisers
- Real life examples of religion in the world from the media

## SCIENCE

**In lessons, we will support your children to fulfil their potential by:**

- Encouraging creative thinking
- Enhancing problem solving skills
- Encouraging a growth-mindset and independence
- Develop Maths skills
- Graph drawing and interpretation
- Creating investigations based on real world issues

## TECHNOLOGY

**In lessons, we will support your children to fulfil their potential by:**

- Promoting links to future careers and active designers
- QR codes to video links for proactive learners
- Signposted cross-curricular links in KS3 booklets
- Targeted questioning to elicit critical thinking
- Higher level and targeted questioning





# How can you support you child outside of school?

The biggest contribution a parent or carer can make to their child's education is to be interested in and appreciate what they are doing, know what they are interested in, and support them in what they do.

This does not mean that you have to be an expert in all school subjects or that you need to be "on their case" all the time. Gentle encouragement, interested questioning, concern when you feel there is a problem, and a habit of showing curiosity about the world yourself are all very important.

The following are suggestions which can be very effective, and which you might want to consider, given your knowledge of your own child.

## Extending knowledge of the world and encouraging discussion

Talk through your day and your child's day, and encourage active family discussions. Discuss the news and introduce an interesting fact or topic of the week. Give children a broad range of experiences, e.g. visiting exhibitions, listening to music, eating different food.

## Developing a range of skills and a balanced perspective

Do not always focus on your child's obvious skills; encourage them to sample new activities. Encourage physical activity to develop coordination and general fitness. Praise and value effort and persistence, not just achievement.

Sometimes the most effective support a parent or carer can provide may be to limit the number of engagements and formal activities their child is exposed to, in order to ensure s/he has the space and free time in which to play, experiment and develop hobbies and interests of his/her own. It is also important to complement what is done at school, and not simply replicate what goes on in school.

## Developing language

Read with your children, and to them, as often as possible, even if they are already good readers. Able children enjoy learning new words – so have a new word of the day or week at home. Puzzles, crosswords, logic games, word games, card games and board games all help to develop thinking skills and social interaction. Or you could try learning a whole new language together.

## Sporting, creative and musical talents

Children who have talents and interests which require them to undertake frequent practice, compete and participate on a very regular basis, inevitably have to juggle these with school demands. Parents and carers can work with the school to plan how best to manage these tensions without compromising their child's hopes of academic success. It is important that all options are kept open for more able children, so that they can make appropriate and realistic choices about their future. Sometimes schools may not be aware that a pupil has a demanding out-of-school interest, so communication is important between teachers, parents or carers, and the child.

