

Maiden Erlegh Trust
**PROVISION FOR HIGHER ABILITY
STUDENTS PLUS AND GIFTED
STUDENTS**



MAIDEN ERLEGH
TRUST

MAIDEN ERLEGH CHILTERN EDGE

Good Practice Document

Initial approval:	April 2019
Review frequency:	Every two years
Date(s) reviewed:	January 2021

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Principles

- All students are able and are entitled to an education that is both stimulating and challenging and which allows them to progress at a rate that is commensurate with their ability.
- Some students will be classed as HAP+ or HAP based on their KS2 results in the core subjects.
- Some students will be identified as Gifted in one or more areas of learning at some time during their school career.
- Provision for HAP+ students, HAP students and Gifted students is a matter of equality of opportunity.
- Provision for HAP+ students, HAP students and Gifted students will help to raise standards for all.

Rationale

Maiden Erlegh School in Reading will ensure that HAP+ students, HAP students and Gifted students have the necessary opportunities to:

1. Use and develop their abilities
2. Explore their interests
3. Excel academically

We will also ensure that they can grow and develop in an environment where being high ability and/or gifted is respected by all and that their achievements are celebrated.

This protocol should be considered together with the Learning and Teaching Framework.

Roles and Responsibilities

Leadership of Higher Ability Student Provision Trust Wide – Mr Rob Buck
Senior Leader Responsible for Higher Ability Student Provision – Mrs Judy Hills

Identification of HAP+, HAP and Gifted Students:

HAP+ Students (HAP+)	<ul style="list-style-type: none">• In Foundation and Year 9 and 10, HAP+ students are those who were performing significantly above the national average by the end of Year 6 by achieving a Key Stage 2 combined score of 115 or above (new KS2 scale).• In Year 11, HAP+ students are those who were performing significantly above the national average by the end of Year 6 by achieving a Key Stage 2 average points score of 33 or above (old KS2 scale).• In Foundation and Year 9 and 10 where Pupil Premium students were achieving a Key Stage 2 combined score of 113 or above (new KS2 scale), they will also be included in this category.
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	<ul style="list-style-type: none"> • In Year 11 where Pupil Premium students were achieving a Key Stage 2 average points score of 32 or above (old KS2 scale) will also be included in this category.
HAP Students (HAP)	<ul style="list-style-type: none"> • In Foundation and Year 9 and 10, HAP students are those who were performing significantly above the national average by the end of Year 6 by achieving a Key Stage 2 combined score of 110 or above (new KS2 scale). • In Year 11, HAP students are those who were performing significantly above the national average by the end of Year 6 by achieving a Key Stage 2 average points score of 30 or above (old KS2 scale). • In Foundation and Year 9 and 10 where Pupil Premium students were achieving a Key Stage 2 combined score of 108 or above (new KS2 scale), they will also be included in this category. • In Year 11 where Pupil Premium students were achieving a Key Stage 2 average points score of 29 or above (old KS2 scale) will also be included in this category.
Gifted (G)	<p>Gifted students in any key stage and any subject area are those who have a natural aptitude for a particular subject and the potential to excel. These students are identified by middle leaders based on two or more subject-specific criteria which may include:</p> <ul style="list-style-type: none"> • outstanding performance at school • outstanding performance in vocational grade tests • attendance at a centre for advanced training • attendance at a centre of excellence • holders of scholarships, national grants or awards • participation in local, regional or national competitions linked to subjects
Silver and Gold Programme eligibility	<p>At the beginning of Year 7, any students who have secured an average Key Stage 2 scaled score equivalent to the top 10% of the cohort in any of their core Key Stage 2 subjects is invited to join the Silver Programme.</p> <p>Any student who performs in the top 10% of their cohort across the core subjects who is not on the Silver Programme at data collection points will be invited on to the Silver Programme.</p> <p>At the end of Foundation (Years 7 and 8) any students who have secured 5L in English, Mathematics and Science or who are predicted 8L or above in all their courses, are invited to join the Gold Programme. Pupil Premium students may have one 7H prediction outside the core subjects and may have scored a 4H in one of English, Mathematics and Science.</p> <p>Any student who shows exceptional performance during Key Stage 4 may be invited on to the Gold programme. At data collection point 2 in Year 10, any student who secures 7L current attainment grades for all of their</p>

	subjects will be invited on to the Gold Programme. At data collection point 3 in Year 10, any student who secures 7H current attainment grades for all their subjects will also be invited on to the Gold Programme.
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Provision

Extra-curricular enrichment

We provide a wide range of high-level extra-curricular enrichment opportunities e.g. through the Silver and Gold programmes and through subject-specific clubs and visits. Many faculties also offer students the opportunity to enter local and national competitions (e.g. UK Maths Challenge). Other extra-curricular opportunities include:

- Trips and visits
- Subject clubs/workshops
- Visiting speakers and master classes
- Internal and external competitions
- Revision and enrichment provision for examination courses
- Peer teaching/mentoring opportunities
- Grouping of students in and within teaching groups is designed to promote differentiated learning at all levels.

Classroom practice

Extra-curricular provision is important but we believe that the main provision takes place in classrooms.

Our Learning, Teaching & Assessment Framework

1. Emphasises student independence through the development of high-level behaviour for learning skills.
2. Is based on an expectation that all students will be challenged and supported to make the most progress possible given their starting point.
3. Is underpinned by a **quality first teaching** approach based on an **understanding of starting points, robust ongoing assessment of progress** and a **shared assessment outcomes** (strengths and areas for improvement) and **consistent and regular student response to feedback**.

When planning the focus for stretching the high ability is:

- **broadening** learning (going beyond the prescribed curriculum e.g. just because they are in Year 7 does not mean they cannot attempt a GCSE question)
- **deepening** learning (developing mastery through application, evaluation or creating – layering challenge)
- **linking** learning (making connections with prior learning, other subjects e.g. through problem solving and critical thinking)

Monitoring and Evaluation

It is the responsibility of the leaders of the provision for the Higher Ability to monitor the consistency and impact of provision for our HAP+ and HAP students and that a review of this forms part of the Self-Evaluation.

It is the responsibility of curriculum leaders to monitor the impact of provision for students gifted in their relevant subjects. Information from this review forms part of Department Development Plan reviews as appropriate.

Monitoring and Evaluation of progress of HAP+ and HAP students is the responsibility of their teachers and the relevant curriculum leaders and Heads of Year, which then feeds into the Standards Strategy as part of the continuous improvement review.

Where students are not making sufficiently rapid progress and/or showing mastery at an appropriately high level in an individual subject, it is the responsibility of the teachers and curriculum leaders to ensure that parents and students are informed in a timely manner and that effective interventions are implemented. The impact of those interventions are then reviewed at the next Standards Strategy meeting.

Where students are not making sufficiently rapid progress and/or showing mastery at an appropriately high level in a number of subjects, it is the responsibility of the Head of Year to ensure that parents and students are informed in a timely manner and that appropriate pastoral and/or academic support is put in place. The impact of this support is then reviewed at the next Standards Strategy meeting.

A half-termly evaluation of the attainment and progress of HAP+ and HAP students forms part of the work of the Standards Team and the School's Self-Evaluation.

The LAB and Trust both monitor the provision for and progress of our HAP+, HAP and Gifted students through the termly Self-Evaluation reviews.

Celebrating the achievements and successes of HAP+ and HAP students

The leaders of the provision for the Higher Ability also ensures that the achievements and successes of our HAP+ and HAP students are appropriately celebrated:

- in the local press
- on the website
- on the screens in school
- through letters and emails to parents
- through assemblies and the tutor programme

ANNEX 1: SUPPORTING HAP+ AND HAP STUDENTS

Typical Behaviours of HAP+ and HAP students

These students are more likely than most students to:

- Have high level language skills
- Apply logical reasoning
- Think quickly and accurately
- Work systematically
- Learn and retain knowledge easily
- Enjoy problem solving and generate creative solutions
- Link concepts and ideas
- Question concepts and ideas
- Work flexibly, process unfamiliar information and apply knowledge, experience and hindsight to unfamiliar situations
- Communicate their thoughts and ideas well
- Be determined, diligent and interested in uncovering patterns
- Achieve, or show potential, in a wide range of contexts
- Show high levels of imagination and creativity
- Have a good sense of humour; show awareness of irony
- Show great sensitivity or empathy
- Demonstrate particular physical dexterity or skill
- Make sound judgements
- Be outstanding team leaders or team members
- Read widely and have wide general knowledge
- Be fascinated by, or passionate about, a particular subject or aspect of the curriculum, can become absorbed for long periods of time and become impatient with interference or abrupt change. When not sufficiently challenged, may become apathetic or disruptive
- Demonstrate a high level of attainment across a range of subjects or within a particular subject or aspect of work.

Pastoral support for HAP+, HAP and gifted students

Provision for HAP+ and HAP students will take account of possible particular needs of these students. Social and emotional needs are met by:

- the security to relax, enjoy learning and display their ability
- the opportunity to experience failure
- support from teachers who understand their strengths and weaknesses
- encouragement to ask searching questions and receive a considered response
- praise and recognition for their achievements
- the engagement of parents in meeting their particular learning needs
- opportunities to work in a team
- encouragement to value the contributions of others
- encouragement to co-operate and seek advice
- encouragement to be confident and modest in their talents
- monitoring and mentoring procedures

ANNEX 2: CHALLENGING THE HAP+, HAP AND GIFTED STUDENTS (BARRY TEARE)

HAP+ and HAP students achieve their potential through:

- High challenge in lessons
- Choice
- Exploration
- Inquiry
- Thinking skills
- Connections within and between curriculum areas
- Developing independent learning skills

Through this simple checklist we can see in principle that all of these activities would be beneficial for high ability students in our subject. What is more tricky is designing new lessons and tasks incorporating them, adding them to an already crowded scheme of work, and thinking about how the activities can be structured to allow all students in the class to develop skills, not just the able. That is the challenge.

Here are some ideas for challenging high ability learners in your lesson

- Opportunity to work at increased pace
- To start from what they already know- which may be more than everyone else
- Less practice at tasks
- Less detailed inspection
- More independence of study
- A reduced number of steps in a process
- Open-ended situations
- More problem solving
- Abstract tasks
- The need to fail
- A wide variety of opportunities
- Contact with teachers- how often do they get less contact compared to others?
- Creative opportunities
- Space to experiment
- More challenging open questions
- The opportunity to take risks

Principles of a Differentiated Curriculum for the HAP+, HAP and Gifted Students

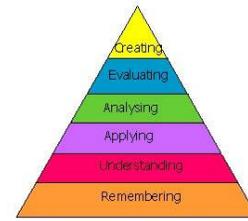
- Content that is related to broad issues, themes or problems
- Choice of task/topic
- Opportunity to develop independent study skills
- Opportunity for in depth learning of a topic
- Open-ended tasks
- Develop and practice research skills and methods
- Integrate higher level thinking skills- Blooms Taxonomy:
- Encourage the development of products that challenge existing ideas and produce 'new' ideas
- Develop products using new techniques, materials and forms
- Metacognition- become more aware of how they are learning
- Self-assessment

Thanks to Birmingham City Council

A Checklist of Approaches to Differentiation

By Task	Open-ended activities Support/Core/Extension Must/Should/Could Higher level ideas	Use and Apply Small steps/prompts Challenge Corner Differentiated homework
By Support	Use of TAs Other adults- speakers Mentors Extra time	Resources More prompts Fewer prompts Teacher intervention
By Pace/Time	Less time Waiting time in response to teacher questions	Time for review/ evaluation Menu to work through
By Interest	Select from menu Brainstorming Students involved in planning	Devising own challenges Research
By Resource	Bank of materials Complex texts	Varied pics/artefacts
By Recording	Spoken Written	ICT Graphical
By Organisation	Learning Styles	Location of resources
By Student Expertise	Groupings: reading/writing partners Think/pair share Hot seating	Group composition: thinker, ideas person, writer, drawer, presenter
By Talk/Questioning	Teacher interventions/ questions Level, speed, sophistication of language	Debates/discussions Thinking skills Higher order questioning/thinking Open/closed talk

Thanks to Barry Teare- from Excellence in Cities - Guidance for Able and gifted



Metacognition approaches



These are sometimes known as self-regulation or learning to learn strategies which aim to empower learners to monitor, evaluate and improve on their own learning. The advantage for high ability learners in particular, is that they can thereby direct their own challenge independently and additionally to the advice and direction of teachers in lessons.

Strategies which are developed are linked to:

- Planning
- Research
- Evaluating
- Improving
- Problem-solving and reasoning (using prior and extended knowledge)
- Collaborative Learning

Thanks to EEF and <https://cambridge-community.org.uk>

Solo-taxonomy

It is important that all students, but particularly the high ability, can place and use their knowledge and understanding in the context of wider learning, problems and solutions and functionality. Using a solo-taxonomy basis to plan learning (whether by the teacher or the student) means that the learning and thinking is increasingly complex. It is designed to structure the developing of understanding and application from the understanding of things in isolation, to the understanding of how things work in relation of other aspects of learning.

Thanks to: <http://www.johnbiggs.com.au/academic/solo-taxonomy/>

