Maiden Erlegh Trust
PROVISION FOR THE HIGHER ABILITY LEARNERS AND GIFTED LEARNERS

MAIDEN ERLEGH TRUST

MAIDEN ERLEGH SCHOOL IN READING

Good Practice Document

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Contents

Principles

- All learners 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 learners will be classed as HAP+ or HAP based on their results in the core subjects.

- Some learners will be identified as Gifted in one or more areas of learning at some time during their school career.

- Provision for HAP+ learners, HAP learners and Gifted learners is a matter of equality of opportunity.

- Provision for HAP+ learners, HAP learners and Gifted learners will help to raise standards for all.

Rationale

Maiden Erlegh Trust will ensure that HAP+, HAP and Gifted learners 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 more able and/or gifted is respected by all and that their achievements are celebrated.

This protocol should be considered together with the MET Teaching, Learning and Assessment Framework and the MET Equality policy.

Roles and Responsibilities

MET has a Trust Lead for Higher Ability Provision who is responsible for the overall strategic provision within the Trust.   They will work with the identified member of staff in each school, usually a senior leader, who will be the school strategic lead for higher ability provision.   Depending on the size of the school, there will be an operational higher ability coordinator who will work alongside the strategic lead. (**Annex 1**)

Identification of HAP+, HAP and Gifted learners:

Learner group	Identification Criteria
Higher Ability Plus Learners (HAP+)	• In Primary learners who are significantly exceeding national expectations for greater depth are always successful in understanding key learning objectives, are able to apply their skills in a wide range of context, making no errors, they can clearly explain and justify their ideas, they can demonstrate significant skills and knowledge beyond the curriculum, can consistently apply their high level of skills and knowledge to a wide range of context and can analyse and evaluate their own and other's performance effectively. They will achieve a scaled score of **119-120**. • In Foundation/Key Stage 3 and Key Stage 4 (Years 7-11), HAP+ students are those who were performing significantly above the national average by the end of Year 6 by achieving a Key Stage 2 combined score of **115** or above (new Key Stage 2 scale). • In Key Stage 5, any student whose Key Stage 4 average point score at GCSE was **7** (new GCSE points) or higher, will also be considered to be HAP+. *Please note that: The current Year 7 cohort are awaiting CAT testing to determine eligibility. The current Year 8 cohort process used the equivalent to Key Stage 2 data, determined by English and Mathematics. The current Year 9-11 cohort used actual Key Stage 2 SAT scores.
Higher Ability Learners (HAP)	• In Primary learners who are exceeding national expectations for greater depth are always successful in understanding the key learning objectives, are able to apply their skills in a range of context, making no errors and can explain and justify their ideas. They will achieve a scaled score of **115-118**. • In Foundation/Key Stage 3 and Key Stage 4 (Years 7-13), 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 Key Stage 2 scale). • In Foundation/Key Stage 3 and Key Stage 4 (Years 7-11) where Pupil Premium students were achieving a Key Stage 2 combined score of **108** or above (new Key Stage 2 scale), they will also be included in this category. • In Key Stage 5, any student whose Key Stage 4 average point score at GCSE was **6.1** (new GCSE points) or higher, will also be considered to be HAP. *Please note that: The current Year 7 cohort are awaiting CAT testing to determine eligibility. The current Year 8 cohort process used the equivalent to Key Stage 2 data, determined by English and Mathematics. The current Year 9-11 cohort used actual Key Stage 2 SAT scores.
Gifted Learners (G)	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

	learners are identified by subject leaders based on two or more subject-specific criteria which may include: • 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 Subject leaders have determined their own subject-specific Gifted criteria. (**Annex 3)**
School Enrichment Programme	Each school will have a bespoke enrichment programme for leaners identified as HAP+, HAP and Gifted. (**Annex 2** for Silver, Gold and Platinum Programme eligibility). There may be some overlap with students identified as HAP+, HAP and/or Gifted, but there are clearly definable eligibility criterion for Higher Ability Provision and school enrichment programmes.

Provision

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 learner independence through the development of high-level behaviour for learning skills.

2. Is based on an expectation that all learners 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 shared assessment outcomes (strengths and areas for improvement) and consistent and regular learner response to feedback.

When planning the focus for stretching the higher 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)

- **Grouping** of learners in and within teaching groups is designed to promote differentiated learning at all levels.

Extra-curricular enrichment

We provide a wide range of high-level extra-curricular enrichment opportunities e.g. through the whole school enrichment programmes and through subject-specific clubs and visits. Many subjects also offer learners the opportunity to enter local and national competitions (e.g. UK Maths Challenge and Mock Trials). Other 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

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 learners and that a review of this forms part of the Self-Evaluation.

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

Monitoring and Evaluation of progress of HAP+ and HAP learners is the responsibility of their teachers and the relevant subject or pastoral leaders which then feeds into the Standards Strategy.

Where learners 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 subject leader to ensure that parents and learners 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 learners 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 pastoral leader to ensure that parents and learners 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 learners forms part of the work of the Standards Leaders and the School's Self-Evaluation.

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

Celebrating the achievements and successes of HAP+ and HAP learners

The leaders of the provision for the higher ability also ensures that the achievements and successes of our HAP+ and HAP learners 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 pastoral programme

ANNEX 1: ROLES AND RESPONSIBILITIES

Role and Responsibility	Leader
Leadership of Higher Ability Student Provision Trust Wide	Rob Buck
Leadership of Key Stage 5 Higher Ability Student Provision	Sarah Gibbs
Leadership of Key Stage 4 and Foundation Higher Ability Student Provision	Jake Tomsett

ANNEX 2: ENRICHMENT PROGRAMME ELIGIBILITY

Programme	Identification Criteria
Silver and Gold Programme eligibility	At the beginning of Year 7, any student who has 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. This will last the entirety of the Foundation/Key Stage 3 phase. 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 2, 4 and 5 will be invited on to the Silver Programme. At the end of the Foundation/Key Stage 3 phase, students who have followed the Silver Programme will automatically matriculate onto the Gold Programme (for students in Key Stage 4). In Key Stage 4, any student who performs in the top 10% of their cohort across the core subjects who is not on the Gold Programme at data collection points 2 and 3 will also be invited to join. At the end of Key Stage 4, students who have followed the Gold Programme will automatically matriculate onto the Platinum Programme (for students in Key Stage 5) if they were a previous student at Maiden Erlegh Trust.

ANNEX 3: DEPARTMENT GIFTED CRITERIA

Art, Design & Photography

- A Student with an exceptional ability or skill that is far beyond their age.

- A student who has an ability to explore different materials with highly developed skill and refinement.

- At GCSE a student who has a deep understanding of social, cultural and emotional issues and can discuss these in depth or demonstrate these through their work.

- At Foundation a thirst or passion for extending their skills and knowledge within the subject.

Business Studies and Economics

- Have the ability to evaluate and discuss current affairs.

- Have the ability to evaluate curriculum knowledge and link relevantly to current affairs items.

- Have the ability to think synoptically at an early stage of the learnt curriculum.

Computer Science

At KS4:
- Demonstrate relevant and comprehensive knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts.

- Effectively apply fundamental concepts, principles and mathematical skills, using sustained. analytical, logical and evaluative computational thinking, to a wide range of complex problems.

- Can develop and refine a complete solution that meets the requirements of a substantial problem.

At Foundation:
- Demonstrate mostly accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts.

- Appropriately apply fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems.

- Produce a working solution that meets the requirements of a complex problem.

Creative iMedia

- A student who demonstrates a thorough understanding of a range of products and their uses.

- A student who demonstrates a thorough understanding of connections, purpose, audience and can consistently apply these to scenarios.

- A student who can demonstrate a use of a variety of assets.

- A student who can apply effective skills to produce the intended project.

- A student who is consistent and appropriate with all aspects of project work.

- A student who can thoroughly evaluate a product referring back to their brief.

Design and Technology

- Demonstrate originality, creativity and flair when generating design ideas.

- Use a range of primary and secondary sources to develop research independently.

- Follow the iterative design process to develop a design to answer a design brief.

- Be an independent learner and time manager with an interest in technology beyond the specification.

Drama

Foundation
- Contribute performance ideas, applying a range of drama techniques and skills.

- Responds effectively to feedback.

- Applies a fair range of skills and techniques with accuracy.

- Achieves some artistic intentions (aims).

- Demonstrate some awareness of how texts and ideas are interpreted.

- Fair knowledge of key concepts.

- Evaluate the success of a performance using key concepts.

KS4
- Develop highly original ideas for performance with a detailed and developed focus on dramatic intentions (aims).

- Apply a highly extensive range of theatrical skills.

- Highly successful realisation of artistic intentions.

- Demonstrate thorough knowledge and understanding of developing and performing drama, very clearly supported throughout with precise, accurate, details.

- Analyse and evaluate drama demonstrating highly developed skills in assessing the merit of different approaches supporting ideas with thorough exemplification.

English Language

- Very wide vocabulary.

- Extremely accurate writing – technically (SPG).

- Flair with writing – (expression, able to manipulate syntax).

- Perceptive reader of a wide repertoire of texts.

- Able to analyse and evaluate writers' intentions with sophistication discussing the effects writers create though language choices.

English Literature

- Perceptive reader of a wide repertoire of texts.

- Able to analyse and evaluate writers' intentions with sophistication discussing the effects writers create though language choices.

- Able to cross-reference concepts and ideas across texts and genres.

- Sophisticated analytical critical style when writing.

Food, Preparation and Nutrition

- Demonstrates high levels of technological knowledge, understanding and application.

- Demonstrates high quality making and incorporating a wide range of complex practical skills.

- Works well in contexts beyond their own experiences and empathise with user and client needs and wants.

- Show flashes of inspiration which are innovative and highly original.

- Show sensitivity to aesthetic, social and cultural issues when designing and evaluating.

- Capable of showing rigorous analysis and interpretation of products.

- Demonstrates different ways of working or different approaches to issues.

- Demonstrates passion and show they are informed and thoughtful consumer of food.

Geography

- Thinking synoptically – the ability to link concepts and develop these ideas.

- Applying knowledge spatially and to different scales.

- Thirst for geographic knowledge and being receptive to changing or expanding their world views.

Health and social care

- Demonstrates high levels of technical knowledge, understanding and application.

- Demonstrate high level of thinking skills.

- Show flashes of inspiration when presenting work.

- Work comfortably in contexts beyond their own experiences and empathise with the Health and Social Care industry.

- Show sensitivity and interest to social and cultural issues when discussing care values.

- Demonstrate different ways of working or different approaches to issues.

- Explores wider issues linked to the world of work in the Health and Social Care industry.

History

- Able to fully and clearly explain their points of view

- Use of accurate, detailed historical knowledge and historical terms.

- They have strong literacy skills and are able to use a broad vocabulary in their writing.

Languages

Foundation
- As students are new to studying their additional language we believe that a gifted and talented student is able to:
    - Spot patterns quickly.
    - Relate new work to previous knowledge.
    - Identify familiar language in an unfamiliar context.
    - Identify links between words.

Key Stage 4
- As pupils progress in their language learning and develop their knowledge, Gifted & Talented students may be identified by their willingness to:
    - Use language creatively and imaginatively.
    - Experiment with theories and seek to solve linguistic problems.
    - Look for similarities between languages when studying a second or third foreign language.
    - Learns about the culture of the language studied in addition to the language itself.

Mathematics

- Able to make generalisations and connections between topics in order to solve problems.

- Identifying patterns/logical thinking.

- Show an interest in the subject.

Music

- Is progressing significantly faster than pupils of a similar age or experience.

- Shows a remarkable aptitude for age in pitch discrimination or rhythmic awareness.

- Evidence of an exceptional musical memory or aural awareness.

- Shows a need to create music.

- Evidence of a particular aptitude for performance to an audience.

- Has an innate understanding of structure, pattern or harmony in music which is reflected in performance.

- Inclination to practise and /or play at every opportunity (over a significant amount of time).

- Is deemed to be exceptionally suited to the instrument being learned e.g. Making a sound way beyond expectations for age and stage.

Physical Education

- Performing exceptionally well in one sport or to a good standard in many.

- Good spatial awareness.

- Skilful body management.

- Learning, understanding and adopting technical aspects of a sport very quickly.

- Making correct decisions in pressure situations and adapting their technique accordingly.

- Ability to work independently and with initiative.

Religious Studies

Interest in the subject
- Read widely around the subject and engage in learning including challenge tasks.
Literacy
- Use top tier vocabulary in their written and verbal responses.
Organisation of ideas
- Make cross curricular links both within and outside the subject area and across different religious traditions.

- Summarise / condense complex texts and handle complex ideas and arguments.

Analysis and evaluation

- Evaluate different beliefs and viewpoints, giving serious consideration to both sides of an argument and reaching a logically coherent conclusion.

Science

- Make connections quickly between facts and concepts they have learned, using more extensive vocabulary than their peers and apply these ideas to novel situations.

- Think abstractly at an earlier age than usual and understand models and use modelling to explain ideas and observations. For example, Foundation students may be willing to apply abstract ideas in new situations; key stage 4 students may be able to use higher-order mathematical skills such as proportionality, ratio and equilibrium with some complex abstract ideas when offering explanations.

- Have an enquiring approach to their studies. Students will be able to adapt their critical thinking skills to suggest ways of solve problems and investigate hypotheses.

- Consistently perform highly on skills-based assessments across all three science disciplines.

ANNEX 4: SUPPORTING HAP+ AND HAP LEARNERS

Typical Behaviours of HAP+ and HAP learners

These learners are more likely than most learners 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 learners

Provision for HAP+ and HAP learners will take account of possible particular needs of these learners. 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 5: CHALLENGING THE HAP+, HAP AND GIFTED LEARNERS (BARRY TEARE)

HAP+ and HAP learners s 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 higher ability learners in our subject. What is trickier 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 higher 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 learners

- 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 more able 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 more able, 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/