



POLICY FOR THE MOST ABLE

Date reviewed	May 2025
Frequency	Two Yearly
Next review date	May 2027
Reviewed by	Academic Standards, SEND and EducationalTrips Committee

Signed:

Dated: 15.05.2025

Chair of Governors

Signed:

Dated: 15.05.2025

Principal

Introduction

Goldington Academy is fully committed to equality of opportunity for all students. We believe that every student, whatever their ability, has the right to be challenged and so encouraged to develop to his or her full potential.

We subscribe to the core principles of the National Association for Able Children in Education (NACE):

- The education of more able learners is a whole-school endeavour which should be embraced by school leaders at all levels.
- Addressing the needs of more able learners can raise achievement for a much wider group of learners in a school by increasing challenge for all.
- Providing for more able learners is about creating a curriculum which gives opportunities for all children to flourish.
- Considering the needs of more able disadvantaged learners is crucial to ensuring an inclusive and fair curriculum.
- Ability can be revealed across a range of specific domains, or more generally, and not only in traditional academic subjects.
- An ethos and culture of high expectations and aspirations is integral to any school providing for more able learners.
- Teachers are central to providing challenging and enriching education, and their professional development is paramount.
- Ability is a fluid concept: it can be developed through challenge, opportunity and self-belief.

Terminology

Goldington Academy defines more able (MA) learners as those whose progress significantly exceeds age related expectations. However, to effectively provide for the most able, Goldington Academy will look beyond actual progress to include those who may be underachieving or whose skills and knowledge may extend beyond the school's measures of progress and curriculum.

High Prior Attaining (HPA) students are those with an average Reading/Maths KS2 scaled score of 110 or higher.

Exceptionally able pupils are those who have the capacity to achieve or perform at the very highest levels (typically the top 2% of students nationally).

As a result of the extensive extra-curricular opportunities available at Goldington Academy, extension for those students who are talented in sports, music, drama, dance and the arts is devolved to those departments. This policy is concerned with identifying our most academically able students and extending and challenging them to the utmost of their academic capabilities.

Identification

We recognise that young people develop at different rates and therefore base our approach to MA identification upon analysis of a range of data as well as continual review of individual progress.

We aim to identify approximately 10% of pupils in each year group. In the first instance more able pupils are identified based on a combination of KS2 achievement and CAT scores. However, as students progress through KS3 & KS4, they may be identified as more able through a variety of methods.

The following identification criteria are used in the first instance, although these will vary slightly depending on the profile of each cohort:

Key group	Identification criteria & review	Identified by
High Prior Attainers (HPA) Identification : “HPA”	<p>Any students with an average Reading/Maths KS2 scaled score of 110 or higher.</p> <p>Review</p> <p>This group of students is irrevocable and will be tracked and monitored as a cohort through years 7 – 11.</p>	Data manager
More Able Identification: “More Able”	<p>Approximately 10% of the cohort, based on a range of data, including:</p> <ul style="list-style-type: none">• An average Reading/Maths KS2 scaled score of 115 or higher• Approximately the top 10% of each year group, based on their mean CAT4 score (typically, this is likely to be 120 or higher).• Performance consistently in top 10% of the year group in internal assessments across the core academic subjects <p>Review</p> <p>The “More Able” group will be reviewed after the final data drop of each academic year and new students will be given the opportunity to join the group based upon their attainment in academic subjects and/or teacher feedback</p>	Data manager More Able Coordinator / Curriculum Leaders

<p>Exceptionally Able</p> <p>Identification: “Exceptionally Able”</p>	<p>Students whose attainment is in the top 2% nationally. This could be indicated by:</p> <ul style="list-style-type: none"> • Reading/Maths KS2 scaled scores of 118 or higher. • Mean CAT4 score of at least 127, or above 129 in two CAT batteries. • Sustained exceptional attainment across a wide variety of academic disciplines. <p>Review Exceptionally Able students will maintain that identification until the end of Y11, unless there is compelling evidence that they would no longer benefit from the tag.</p> <p>Each year, teachers may nominate students who may be Exceptionally Able. The More Able Coordinator will assess these nominations through interviews with the student & their teachers, alongside an analysis of academic performance.</p>	<p>Data manager</p> <p>More Able coordinator</p>
<p>Subject-specific More Able</p> <p>Identification on central register: “More Able in (subject)”</p>	<p>There is no prescribed number/percentage of students who should be identified, although it is not expected that more than about 10% of a cohort would be considered more able in any subject. A good rule of thumb for Curriculum Leaders is to consider which pupils would have the potential to go on to study their subject at university (or high level apprenticeship) and thrive.</p> <p>Subject-specific criteria are used to ensure that all learners are given an opportunity to be identified. The subject based criteria used by each department to decide on these cohorts are available in the Appendix. Formal testing will be only one feature of the identification process.</p> <p>Review The register of subject-specific more able learners will be reviewed each</p>	<p>Curriculum Leaders (monitored by More Able Coordinator)</p>

	<p>year.</p> <p>In the event that a pupil is appearing as more able in a significant number of subjects, but is not on the general more able register, the More Able Coordinator may choose to interview the pupil and speak with their teachers to provide evidence to support and decide if that child should be added as a more able pupil.</p>	
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High academic expectations for all of our students

At Goldington Academy we believe our responsibility is to nurture, stimulate and guide the talents of **all our students** in preparation for tomorrow's opportunities and demands. Therefore, all students should benefit from interesting and engaging lessons and should be encouraged to participate in the wide range of optional extras that take place before, during and after school. These include, but are not limited to:

- Visits from external speakers as arranged by departments
- Visits to external sites/speakers
- Attending subject-based clubs and societies
- Participating in academic enrichment days and academic programmes
- Supporting other pupils in peer-to-peer learning

Academic Provision for the most able/exceptionally able

Provision for the most able within the classroom

Teachers and Curriculum Leaders are expected to extend all students in their subject, irrespective of whether they are on the more able register.

Provision for the more able should be regularly discussed in departmental meetings and teachers should be encouraged to have higher expectations of the most able, with extension provision being an essential part of lesson planning.

Extension activities should not be simply 'bolt on' activities for students who finish a task early. Instead, the focus should be on the enrichment of the whole experience, as opposed to discrete extension tasks.

Teachers should use appropriate teaching and learning strategies to encourage high achievement, originality, problem solving, higher order thinking skills and creativity.

These strategies may include:

- giving opportunities for students to initiate discussion and to think creatively
- guiding students through a range of problem-solving processes

- posing open-ended questions, activities and assignments
- judging the correct starting point for more able students rather than a common starting point for all
- using group work to allow scope for leadership, cooperative decision making and student-initiated perspectives
- encouraging individual research
- introducing individualised or group enrichment programs

Extension can be achieved through:

- Reducing scaffolding for the more able students.
- Planning higher order questioning techniques (Blooms Taxonomy) and asking them of the more able.
- Independent thinking and learning skills such as analysis, synthesis and evaluation.
- Appropriate extension resources and materials for use with the most able/exceptionally able students in lessons.
- Setting in some subjects, allowing the most able to go further and faster.
- Grouping together or pairing the most able and giving them a more difficult task than other students.
- Grouping the more able with the less able to encourage the more able to lead paired work.
- Taking advantage of a student's particular advanced knowledge or skill by allowing them to be a partner in the delivery of the lesson, such as leading a starter or working with the less able.
- Providing more able students with different stimuli or resources to other students.

Provision for the most able outside of the classroom

Outside of the classroom, extension for the most able students can be achieved through:

- Acting as peer mentors for younger students
- Becoming a subject ambassador
- Taking part in external competitions (e.g. essay/poetry competitions; UK Maths Challenge; science competitions).
- Workshops and masterclasses delivered by external providers
- Departmental based clubs (e.g. Expert Science Club)
- Invitations to participate in specific programmes aimed at more able pupils(e.g. The Scholars programme)

Provision for subject-specific More Able learners

In addition to the general provision in the previous sections, each curriculum area is encouraged to offer subject-specific opportunities for challenge/development, such as:

- At least one subject-specific extra-curricular/enrichment activity per term
- Wider reading opportunities through subject-specific resources in the library and/or the Goldington Academy website
- Allowing subject-specific more able learners to represent departments at open evenings, contribute to student voice, act as Subject Ambassadors and offer support to students lower down the school in that subject

Monitoring the progress of the more able

Subject teachers, Curriculum Leaders and the More Able Coordinator will monitor the academically able to ensure satisfactory progress is being made through.

- Teacher assessment data on Go4Schools
- End of year examinations
- School registers to ensure that able students are attending school as expected
- Informal discussions with teachers, form tutors and other stakeholders (e.g. parents)
- The reporting system
- Achievement points & behaviour points to ensure that students are achieving well

The more able will also be included as a part of the monitoring cycle (pupil voice, learning walks, book monitoring) to ensure that they are being adequately challenged and stretched both inside and outside the classroom.

Responsibilities

More Able Coordinator

- Work with the Senior Leadership Team & Governor for More Able to ensure that the Most Able policy is implemented
- Strive to raise the level of challenge in classrooms across the Academy
- Raise the profile and ethos of more able students and practice within the Academy
- Co-ordinate the tracking of progress of more able students
- Monitor the provision of wider enrichment opportunities for more able students
- Work alongside the Teaching & Learning Coordinator to ensure that the professional development programme includes relevant aspects of more able provision and that good practice is regularly shared

Curriculum Leaders

- Provide Schemes of Work which contain enrichment/extension materials
- Ensure that the enrichment/extension material is being used by subject teachers.
- Ensure discussion of provision for more able students takes place regularly at department meetings
- Use learning walks, work scrutinies and pupil voice to gauge whether students receive appropriate challenge in lessons.
- Monitor the progress of more able students and put appropriate interventions in place
- Identify any relevant CPD needs of their team
- Oversee the identification of subject-specific more able students in their area

Subject teachers

- Use a variety of teaching strategies to provide for the needs of more able students.
- Check whether students are on target through regular tracking. Issues of underachievement should be identified quickly and remedied.
- Discuss work with the student and gauge whether the student has experienced the appropriate degree of challenge and assess whether they are capable of still further challenges
- Develop and share resources for challenging students with other members of their team
- Help identify students who demonstrate subject-specific more able characteristics in their area

Form tutors

- To be aware of tutees who have been identified as more able
- To liaise with Heads of Year and subject teachers to support underachieving students
- To be aware that a more able student may be under increased pressure and they may need additional pastoral care, support and intervention.

Review

The Most Able Policy will be reviewed bi- annually.

Links to other school policies and procedures:

This policy is intended to be used in conjunction with the school's

- Attendance Policy
- Pastoral Care Guidance, and Support Policy
- Assessment Policy

Appendix

Subject-specific More Able learners

The following criteria have been developed to help to identify the most able pupils within individual subjects.

ART



Characteristics of a More Able learner

- Can independently problem solve and experiment with a range of materials
- Wants to follow a different plan to others, complete challenge tasks or extend their brief in seemingly unrelated directions
- Can interpret and evaluate the ideas of artists with consideration of how they may be influenced by them
- Is technically skilled and keen to explore new forms of media
- Shows a passionate interest in the world of art and design, they are often interested in a specific culture (possibly relating to their own cultural background or sense of identity)
- Takes creative risks without knowing what the outcome will be
- Is driven by their own creative ideas, and those of other artists
- Explores ways to depict ideas, emotions, feelings and meanings in a visual form
- Is fully immersed in the journey of their own work

Activities that More Able students should do

- Have access to their own equipment for regular use
- Attend external art classes e.g. Bedford arts and crafts, Bedford college, Fun palaces, independent artist workshops, Bedford school artist talks (free of charge)
- Take part in extra-curricular art activities and also lead them
- Use a wide range of media, styles and genres in their art work
- Attend art exhibitions within school and outside of school
- Engage in conversations about art
- Have their own 'Pinterest' or social media pages (age appropriate)
- Collect materials and/ or inspirational objects when outside for future use
- Devote time each day work on art
- Attend external art organizations e.g. Tate Gallery summer schools and Family days
- Go to art galleries on a regular basis
- Be in the Art department at break, lunch and after school
- Learn about artists, the history and theory of Art from all external sources e.g. TV, radio internet etc.

How parents can support More Able students

- Support when students are completing their homework, providing them with the space, time and resources where necessary
- Visit local galleries The Higgins, MK gallery, TATE galleries etc.
- Watch documentaries
- Try to meet local artists - Bedford flea market, The Higgins workshops, local artists exhibition in school (March)

COMPUTER SCIENCE / iMEDIA



Characteristics of a More Able learner

- Drive to apply what is learned in lessons to the wider school community
- Ability to develop further through independent learning
- Curious as to how this can be taken to the next stage such as Post 16 and university
- Creative and original in design

Activities that More Able students should do

- Help to produce the media for Goldington's Got Talent
- Contribute to the production of the Year 11 Leavers' video
- Work with Youth TV (for example) outside the school

How parents can support More Able students

- Enrol in activities outside of the school community
- Give them material to read or tv episodes to further extend their knowledge

COOKING & NUTRITION / HOSPITALITY & CATERING



Characteristics of a More Able learner

- The student can independently problem solve and experiment with a range of ingredients and recipes
- The student wants to follow an individualised plan, complete stretch tasks given or extend their written work
- The student is technically skilled and keen to explore new and challenging techniques
- The student shows a passionate interest in the world of food, they are often interested in a specific culture (possibly relating to their own cultural background or sense of identity)
- The student experiments with ingredients without knowing what the outcome will be
- The student is driven by their own creative ideas, and those of other chefs
- The student is fully immersed in the journey of their own work
- The student is active in their independent learning, getting involved in baking and cooking at home

Activities that More Able students should do

- Have access to their own equipment for regular use
- Take part in extra-curricular activities
- Engage with cooking and baking shows e.g. GBBO, Master Chef etc. to increase knowledge and creative curiosity
- Follow a wide range of recipes from different cultures
- Engage in conversations about cooking
- Devote time each day to cooking
- Learn about chefs, their history and theory from all external sources e.g. TV, radio internet etc.
- Read different recipes

How parents can support More Able students

- Support when students are completing their homework, providing them with the space, time and resources where necessary
- Watch documentaries and cooking shows
- Allow students independent time in the kitchen to experiment with new recipes and ingredients
- Sign up for recipe blogs e.g. BBC Good Food, Tesco Magazine etc.

DESIGN & TECHNOLOGY



Characteristics of a More Able learner

- Demonstrate high levels of technological understanding and application
- Demonstrate high-quality making and precise practical skills with a willingness to develop these further where necessary
- Willingness to accept and discuss new ideas; conceptualise beyond the information given
- Have an awareness of how to create, develop and produce a 3D outcome (model, CAD)
- Is able to learn and operate independently CAD/CAM packages
- Have flashes of inspiration and highly original or innovative ideas
- Show attention to detail and a flare for innovation thinking beyond the obvious
- Demonstrate different ways of working or different approaches to issues
- Ability to link theory elements to practical tasks
- Understand that through practise, experimentation and failure one can learn to develop their skills and make improvements
- Is aware of the technological changes on going in the world and their impacts
- An independent learner who seeks to learn outside of the classroom
- Transfer and adapt ideas from the familiar to a new problem – dynamic solutions
- Demonstrate an ability to evaluate skilfully including reference to aesthetic, social and cultural issues
- Demonstrate a willingness to independent explore and investigate new concepts/ processes beyond the classroom
- Show confidence when using a range of tools and machinery
- Interested in extra-curricular opportunities in and out of school
- Proactive when problem solving thinking beyond the obvious to navigate and consider alternative solutions
- Show consideration when exploring, investigate, designing and evaluating designs for the intended user (s) of a product
- Ability to plan ahead a range of tasks methodically
- Shows a keen interest in other STEM subjects (Science, Technology, Mathematics, Engineering)
- Ability and interest to disassemble products and evaluate their use
- Ability to communicate ideas in a variety of ways and a willingness to develop and improve these skills further



Activities that More Able students should do

- Have the correct equipment and/or access to this at home in addition to school
- Look at existing designs and finding out about new developments in the world of Design.
- Teaching themselves how to use different 2-D and 3-D program is also an excellent way learning how to create things and understand how things are made. E.G. Sketch Up, Tinkercad, photoshop, Blender
- Lunch time sessions to develop their practical or CAD/CAM skills in addition to other material areas such as casting, vacuum forming, crumble and occasional joint STEM clubs
- Look at the assembly of a product (how it is put together) and think about the steps to create this, i.e. the disassembly of a product. This can simple products at home
- Attend museums and galleries where possible- Design Museum London, Northampton Shoe gallery, MK gallery
- Dedicated directive time to concentrate on developing presentation skills such as technical drawing, model making or CAD work using free software
- Sign up to daily design newsletters e.g. Dezeen or Design milk
- Listen to design podcasts such as 'Designed for life'
- Learn about key designers e.g. Zaha Hadid, Phillippe Starck

How parents can support More Able students

- Make sure there are a range of drawing material/equipment at home in addition to modelling equipment such as scissors, card and glue so pupils can develop their 3D modelling skills.
- Encourage them to complete more independent reading online and paper copies using the library on work of designers/ design concepts
- Encourage visiting museums and galleries such as MK gallery, Northampton Shoe museum
- Encourage questioning of Design and Technology with consideration about what it actually means and what it includes
- Most designing is now done on computers. Help your child access free 3D and 2D programs such as sketchup, Tinkercad and blender.
- Encourage your child to find out about design online. Promoting independency. Podcasts, TV shows such as 'Inside the factory' and 'All that glitters'.
- Talk with your child on the changes of technology over the past years and its impact on society/environment
- Help with home improvements- discuss what problems can be solved around the house to help promote independent thinking and practical skills
- Discuss how the 6R's - Reduce, Recycle, Repair, Rethink, Reuse, Refuse can be implemented into your everyday lives. This can be linked to other subjects such as Science, Geography and life skills
- Disassemble products and see how they have been constructed and see where you could make improvements
- Seek out online, national or local competitions that your child can be involved in and learn further communication and design skills

DRAMA



Characteristics of a More Able learner

- Can communicate the elements of drama verbally and through active participation in performance
- Willing to work hard and self-motivate in drama rehearsals to achieve success in performance
- Ability to see the bigger picture and set long term goals in drama (challenging choice of texts)
- Communicate through use of movement and voice showing sensitivity and empathy
- Interested in how technical and design elements of theatre work in tandem with texts
- Can show versatility in performance demonstrating a range of skills.
- Prefers to respond to drama practically rather than through written communication
- A natural performer who understands how to engage an audience
- Reads a variety of plays for pleasure
- Can learn lines effectively
- Can use directing skills
- Has an interest in theatrical history
- Often takes a leading role in group work due to high confidence levels
- Will probably participate in drama outside of school

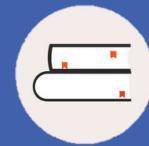
Activities that More Able students should do

- Participate in productions in school and outside
- Join a Youth Theatre
- Take part in extra-curricular drama activities
- Read a wide variety of texts of different styles and genres
- Visit the theatre
- Engage in conversations about drama
- Develop skills in improvisation and devising
- Help run a school drama club
- Read reviews of major theatrical productions
- Attend external drama clubs/ amateur theatre societies
- Explore technical/design elements of theatres
- Use the theatre when it is free to have extra rehearsals
- Learn about playwrights, the history of theatre and dramatic theory

How parents can support More Able students

- Encourage son/daughter to participate in drama activities
- Take students to the theatre to experience live performances

ENGLISH



Characteristics of a More Able learner

- Read widely, fluently and independently
- Read with meaning, drawing on inference and deduction; can “read between the lines”
- Can draw parallels between plot, theme and characterisation of texts from different contexts
- Can frame their own questions about text and interpret texts in an independent fashion
- Are sensitive to the nuance of language
- Uses language precisely with technical accuracy
- Delights in the meaning of words
- Can express ideas succinctly and elegantly
- Grasps the essences of particular styles and adapts them to their own purposes
- Write or talk in imaginative, lucid and cogent ways, showing flair and creativity
- Use extended vocabulary
- Contribute with incisive, critical responses
- Can analyse own work
- Can produce work that is substantial and the product of sustained, well directed effort
- Elaborates on content that is exceptional for their age
- Can engage seriously and creatively with moral and social themes expressed in literature and non-fiction texts.
- Develops an interest in the context of literary texts
- Can justify opinions convincingly and challenge others' viewpoints
- Strong communicative skills
- Articulate and confident speaker
- Very good listening skills
- Shows enthusiasm and enjoyment in the subject

Activities that More Able students should do

- Regularly read comment articles from broadside newspaper and political magazines
- Use the British library to read more about the life and times of authors
- Read other texts by the authors they study or other writers of the time to gain knowledge of style, genre and further contextual information
- Join a book club
- Find other opportunities to express their own opinion and speak publicly
- Devote time to reading and writing for pleasure

How parents can support More Able students

- Take them to see plays (also often shown via live links at cinemas more cheaply) book launches and poetry readings
- Provide access to newspapers
- Watch and discuss different film interpretations of texts
- Watch documentaries that relate to the contexts of the texts they are studying as well as on the authors
- Provide access (available free, through libraries) to a wide range of reading material

ENTERPRISE & MARKETING



Characteristics of a More Able learner

- Innovative
- Risk taker
- Apply the theory learned to practical situations
- Ability to work independently and as part of a team when solving problems and creating solutions
- Inquisitive - "What if.....then....."

Activities that More Able students should do

- Show an interest in current business news stories
- Read/watch how government policies effect businesses
- Watch business programmes including dragons den
- Listen to podcasts. Diary of a CEO or the eventful entrepreneur have excellent stories/interviews with different people about how their business started. (age warning may apply).

How parents can support More Able students

- Talk to students about current news stories which are relevant to business
- Encourage pupils to get in contact with local business owners for work experience opportunities
- Ask questions to pupils about their lessons
- Encourage pupils to find links between government policies and effect on the market

GEOGRAPHY



Characteristics of a More Able learner

- The ability to think, speak and write like a Geographer
- Can make synoptic links between topics
- Can locate major human and physical features on local, national and international scales
- Understands concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions
- Understands geographical ideas and theories, and applies them to real situations
- Communicates effectively using both the written and spoken word and in ways that are appropriate to task and audience
- Learns subject specific vocabulary and uses it accurately, reasons, argues and thinks logically, shows an ability to manipulate abstract symbols and recognise patterns and sequences
- Uses and applies mathematical principles and formulae to solve geographical tasks and problems
- Identifies their own geographical questions and sequence investigations
- Understands, and is able to explain, complex processes and interrelationships enjoys using graphs, charts, maps, diagrams and other visual methods to present information
- Competent and confident in using the wide range of visual resources required
- Has well-considered opinions on issues such as the environment and the life in different places
- Has a wide-ranging general knowledge about the world and topical issues
- Is able to transfer knowledge from one subject to another
- Is creative and original in their thinking, frequently going beyond the obvious solutions
- Will challenge the rhetoric and think critically about what they are studying
- Is able to self-direct their learning through planning, monitoring and evaluation

Activities that More Able students should do

- Follow current affairs
- Read the news regularly and link to a geographical issue
- Ask pertinent questions about the world around us
- Use critical thinking to challenge norms through debate and problem solving
- Open-ended tasks
- Make connections with the key concepts with reasoning and evidence

How parents can support More Able students

- Encourage them to read/read together
- Encourage them to use maps/atlasses when following directions
- Engage in debates/discussions – linked to current affairs
- Discuss current affairs/news
- Model curiosity
- Encourage pupils to conduct research around the topic they are studying
- Provide pupils with sufficient time to ensure homework is completed to a high standard
- Provide pupils with an adequate space/area to be able to work independently
- Encourage wider reading and watching
- "Eyes up geography" when walking around their local area, to explore urban growth and design
- Visit the local museums such as the Higgins to explore the physical and human geography they are studying
- Provide opportunities for students to make their own decisions

HISTORY



Characteristics of a More Able learner

- Uses subject specific vocabulary and terminology with accuracy and confidence
- Able to evaluate sources by applying valid criteria with developed reasoning
- Can comment on how the provenance affects the usefulness of source content
- Able to use contextual knowledge in the process of interpreting sources and applying criteria for judgements on their utility
- Produces written answers showing a line of reasoning that is coherent, sustained and logically structured
- Has wide-ranging knowledge and understanding of features or characteristics of the period studied.
- Shows particular skill in inferencing and deduction
- Has an excellent understanding of second order concepts such as cause, consequences, change, continuity
- Able to question, challenge and develop own lines of enquiry
- Good understanding of historical interpretation
- Able to review alternative views in coming to a substantiated judgement
- Can make judgements and justify them
- Awareness of the characteristics of different historical periods
- Offer unexpected insights
- Enquiring mind
- Reads widely around topics and has good general knowledge.

Activities that More Able students should do

- Read, watch, listen and research widely around the topics under study in school
- Apply historical skills and extended writing skills to a range of questions (outside the classroom)
- Visit a range of historical sites to further extend knowledge of different eras etc.
- GCSE - join History Film Club

How parents can support More Able students

- Discuss learning with their child/ren. Use curriculum summaries (KS3) and Core Knowledge documents (GCSE) to ask questions about knowledge areas covered in school
- GCSE - encourage child/ren to use their Enrichment lists to extend their learning
- KS3 - encourage child/ren to use the school library and the history learning page on the school's website to read and listen (podcasts) widely around the topics covered in the classroom
- Where possible, encourage visits to historic sites and museums. Encourage the watching of documentaries about any aspect of history

MATHS



Characteristics of a More Able learner

- Rapid and sound memorisation of mathematical material
- Learn and understand mathematical ideas quickly
- Reason logically: can verify, justify and prove
- Work systematically and accurately
- Recognise patterns easily and see the formal structure of a problem in a way that leads to ideas for action
- Use mathematical symbols accurately and confidently as part of the thinking process
- Make jumps in reasoning
- Think flexibly, adapting problem-solving approaches
- Demonstrate curiosity and enthusiasm for mathematical problems
- Make connections between the concepts they have learned
- Can take a creative approach to solving mathematical problems
- Reverse their direction of thought – may work backwards and forwards when solving a problem
- Communicate their reasoning and justify their methods
- Sustain their concentration throughout longer tasks and persist in seeking solutions
- Enjoy working at increased depth
- Adept at posing their own questions and pursuing lines of enquiry
- Take delight in numbers and use them in other areas of the curriculum
- Enjoy mathematical puzzles and problems
- Shows a desire to understand the reasons behind a solution rather than just knowing how to get the answer
- Ability to solve the same problem using varied strategies

Activities that More Able students should do

- Enter the UKMT Maths Challenge
- Ask questions about the Maths they are studying
- Attempt <https://corbettmaths.com/more/corbetts-conundrums/> 365 difficult maths problems
- Analyse and critique the numbers they see every day
- Shopping - best value/budgets
- Newspaper reports - data representation/percentages Social media
- Follow maths relevant feeds on twitter/snapchat/Instagram etc.
- Attempt logic puzzles – Sudoku/code breakers etc.
- Complete additional online tasks on MathsPad & MathsWatch

How parents can support More Able students

- Talk to children about the maths they have learnt that day
 - Can they describe it/teach it to you?
 - Can they explain their homework?
- Involve them in every day mathematics
 - Shopping budgets
 - Monthly bills – gas meters, water usage etc.
 - Timetables/scheduling
- Check progress on MathsWatch & MathsPad
 - Find out your child's log in details and see for yourself how they have done

MODERN FOREIGN LANGUAGES



Characteristics of a More Able learner

- An early awareness of the second language as a separate system
- Curiosity in how language works
- Extrapolate general rules from samples
- Pick up new language and structures quickly
- Make connections and classify words and structures to help them learn more efficiently
- Identify, memorise and reproduce new sounds
- Explain the “logic” of languages
- Capacity to compare and contrast new languages with their home language
- Strong desire to put language together by themselves
- Creativity and imagination when using language
- Desire to ask further questions and seek solutions
- Awareness and use of a range of strategies for learning
- Intense interest in the cultural features of the language studied
- The ability to transfer skills across to other languages
- Manipulate vocabulary to express something new
- Inquisitive – asks the ‘right’ questions to understand information
- Able to apply knowledge to unfamiliar content
- Competitive, ambitious to grow as a language learner
- Creative in their written work
- Well-organised

Activities that More Able students should do

- Listen to the podcasts, the news, etc. in a foreign language
- Take opportunities to read about the countries where their foreign language is spoken
- Read comics, short articles, etc. in a foreign language
- Watch films/TV programmes in a foreign language
- Follow “Learn to improve your French/Spanish” Instagram/TikTok accounts
- Support learning through language apps, such as DuoLingo

How parents can support More Able students

- Encourage pupils to conduct research around the topic they are studying
- Encourage them to read
- Encourage the use of puzzle games/word games/card games etc. to improve thinking and developmental skills
- Visit foreign countries where possible
- Engage in discussions regarding the importance of foreign language learning
- Discuss current affairs

MUSIC



Characteristics of a More Able learner

- Can communicate the elements of music verbally and through musical demonstrations
- Willing to work hard and self-motivate in music practice to achieve success
- Communicate through music performing with musical expression and confidence
- Performs music with a natural awareness of phrasing and pulse
- Knowledge of music history, including an awareness and appreciation of a range of genres and sub-genres

Activities that More Able students should do

- Take peripatetic music lessons
- Join music ensembles in school and in the community (Music for Bedford Borough: Rock School; Friday Flyers; Kempston Concert Band)
- Take part in extra-curricular musical activities, including Goldington concerts and the annual musical
- Listen to a wide range of music styles and genres
- Attend concerts and live performances
- Devote time each day to music practice as part of a daily routine
- Attend external music organisations, such as Music for Bedford Borough composing workshops and masterclasses
- Be in the Music department at break, lunch and after school practising music
- Learn about musicians, the history of music and music theory

How parents can support More Able students

- Encourage their children to play a musical instrument
- Encourage and facilitate regular instrumental practice
- Foster a love of music by playing music regularly at home
- Provide transport to external music opportunities
- Take their children to festivals and concerts

PHYSICAL EDUCATION



Characteristics of a More Able learner

- Execute skills to high level and transfer skills between activities
- Volunteers to demonstrate
- A natural leader
- A strong team player, supportive of other peers
- Shows a high level of understanding of principles of health related exercise and their application in a variety of activities
- Particularly high levels of fitness for their age
- Have a good understanding of the benefits of exercise on the body
- Know how to improve elements of strength, speed, stamina and flexibility in both their own and others
- Able to use technical terms effectively, accurately and fluently
- Able to analyse and evaluate their own and others' work, using results for self-improvement

Activities that More Able students should do

- Take part in extra-curricular sports activities outside of school
- Lead warm ups/cool downs
- Mentor other pupils in specific roles
- Help with equipment
- Be a positive role model

How parents can support More Able students

- Allow participation in fixtures/clubs
- Purchase correct equipment/kit
- Promote new sporting opportunities
- Encourage further participation outside of school
- Positive role model for healthy eating/lifestyle

PSYCHOLOGY



Characteristics of a More Able learner

- Understand concepts clearly; can apply this understanding to new situations to make interpretations, develop hypotheses, reach conclusions and explore solutions.
- Communicate effectively using both the written and spoken word, in ways that are appropriate to task and audience.
- Learn subject-specific vocabulary and use it accurately.
- Wide-ranging general knowledge about human behaviour and topical issues.
- Recognise and process reliable, valid and accurate data; can explain why data is unreliable, invalid or inaccurate.
- Think flexibly, generalise ideas and adapt problem-solving approaches.
- Put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions.
- Creative and original in their thinking, frequently going beyond the obvious solutions.

Activities that More Able students should do

- Engage in conversations about Psychology.
- Read up to date research studies.
- Watch TV series, films and documentaries with a psychological focus.
- Consider current affairs and how psychological theories could be used to explain them.
- Listen to Radio 4 Mind Changers.
- Use the online textbook, Learndojo and Psychboost website to further their reading in the different topic areas.

How parents can support More Able students

- Engage in conversations about Psychology.
- Watch TV series, films and documentaries with a psychological focus together.
- Talk through homework tasks together.
- Discuss up to date research and the implications on understanding human behaviour.

RELIGION, PHILOSOPHY & ETHICS



Characteristics of a More Able learner

- Are respectful, considerate and actively listen to the values and beliefs of other pupils
- Understands the connection between scripture and beliefs, and explain how these influence the daily practices of religious groups
- Understands the diverse nature of religion and is able to evaluate and critically justify varying opinions based upon evidence
- Understands that religions are studied through the lenses of different topics (history, philosophy, psychology, sociology, science)
- Understand the influence of religious beliefs on how people interpret the world around them in different ways (particularly regarding controversial topics such as animal testing)
- Able to evaluate moral questions, giving reasons for and against
- Can reach justified conclusions with reasons on religious, philosophical and ethical issues
- Are able and willing to challenge and re-examine their pre-existing point of view on a topic if evidence supports an opposing view
- Understands that there are some things that we cannot answer in life, but these unanswerable questions still have an impact on people's lives
- Independent, organised, and self-motivated

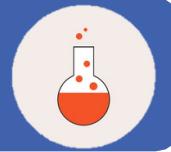
Activities that More Able students should do

- Participate more in class discussions in order to connect and better understand your own views on the religions and beliefs being studied
- Ensure classwork is completed in depth – check that full sentences are always used, include more subject-specific vocabulary in your examples, and always ensure that your examples are fully explained in relation to the question being asked
- Read instructions carefully and be proactive about utilising stretch opportunities and extension resources provided
- Draw upon other subjects (history, science, psychology etc) in your written work to discuss the significance of beliefs and practices
- Draw upon and analyse scriptural quotes provided in lessons to give depth to your written answers
- Discuss diversity of beliefs and practices in written answers – e.g. why might some Christians interpret the meaning of a piece of scripture in different ways?
- Independently research issues further in order to deepen and broaden your understanding

How parents can support More Able students

- Watching documentaries that reveal the lived experiences of people from different faiths
- Visit places of worship and places of cultural and historical significance to different religious groups
- Discuss current affairs and world events
- Help your child to make sense of controversial media headlines in order to challenge discriminatory views of different religious groups
- Discuss what has been learnt in each lesson around the dinner table, reflecting on why it is important to understand the diversity of viewpoints on any given topic

SCIENCE



Characteristics of a More Able learner

- Good mathematical skills – able to manipulate equations and data
- Inquisitive – asks extended questions about how things work and why things happen
- Be able to apply knowledge to unfamiliar content
- Can recall factual information
- Good problem solving skills- think flexibly, generalise ideas and adapt problem-solving approaches
- Has a thirst to understand information- extremely interested in finding out more about things around them
- Eloquent written communication - use advanced and extensive vocabulary, including the use of appropriate language from other areas of the curriculum such as mathematics
- Good observational skills- able to recognise patterns and relationships in science data
- Good practical skills - can hypothesise/predict based on valid evidence and draw conclusions, decide quickly how to investigate fairly and manipulate variables, recognise and process reliable, valid and accurate data, can explain why data is unreliable, invalid or inaccurate and strive for maximum accuracy in measurements of all sorts
- Self-evaluative
- Logical- enjoy logical reasoning
- Competitive
- Organised
- Aspirational

Activities that More Able students should do

- Pay attention to any current affairs surrounding Science- for example; plastic usage and global warming
- Focus on increasing maths in science skills due to the increased maths content in all 3 science subjects
- Read widely in science or science fiction
- Have scientific hobbies and/or be members of scientific clubs and societies
- Talking with the teacher about new information or ideas
- Researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena

How parents can support More Able students

- Encourage them to read/read together
- Encourage the use of puzzle games/word games/card games etc. to improve thinking and developmental skills
- Visit science exhibitions/museums to encourage engagement
- Engage in debates/discussions
- Discuss current affairs/news
- Model curiosity
- Encourage pupils to conduct research around the topic they are studying
- Provide pupils with sufficient time to ensure homework is completed to a high standard

TRAVEL & TOURISM



Characteristics of a More Able learner

- Can communicate effectively using written and spoken word in both class and homework
- Can confidently give detailed answers and well thought out answers to questions
- Will participate in class discussions and can build upon information already given to expand more thoughtful answers
- Will learn subject based vocabulary and can use it in the correct context
- Can use a range of media to present their work
- Is able to see curricular links and utilise learning from other subjects to produce their work.
- Is creative and original in their thinking
- Is able to reason and debate issues that have multiple answers
- Is able interpret data such tables, graphs and sources

Activities that More Able students should do

- Use a wide range of media and styles to present their work
- Involve themselves if/when family holidays/trips are being organised in order to give their learning context
- Watch Dr Hayley Stainton's Travel and Tourism channel on Youtube
- Use the Google Maps and Digimaps on the school website to learn and understand about mature and emerging tourist destinations

How parents can support More Able students

- Support when students are completing their homework, providing them with the space, time and resources where necessary
- Involve their children in decisions regarding holiday and trip destinations
- Watch travel documentaries on the TV