



MAIDEN ERLEGH SCHOOL

Good Practice Document

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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+)	<ul style="list-style-type: none"> • 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+. <p>*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.</p>
Higher Ability Learners (HAP)	<ul style="list-style-type: none"> • 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. <p>*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.</p>
Gifted Learners (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 learners are identified by subject leaders based on two or more subject-</p>

	<p>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 <p>Subject leaders have determined their own subject-specific Gifted criteria. (Annex 3)</p>
School Enrichment Programme	<p>Each school will have a bespoke enrichment programme for learners based on specific criteria (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.</p>

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	Anne Cheshire
Leadership of Key Stage 4 and Foundation Higher Ability Student Provision	Sian Young

ANNEX 2: ENRICHMENT PROGRAMME ELIGIBILITY

Programme	Identification Criteria
Silver, Gold and Platinum Programme eligibility	<p>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.</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 2 and 3 will also be invited to join.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>In Key Stage 5, any student who secured an average Key Stage 4 scaled score equivalent to the top 10% of the cohort in all of their Key Stage 4 subjects is invited to join the Platinum Programme.</p>

ANNEX 3: DEPARTMENT GIFTED CRITERIA

Art & Design

- Have a natural aesthetic understanding of some or all of the formal elements of Art such as; line, tone, form, space and colour
- Risk takers, they explore and experiment with materials with technical ease, often in after school clubs or on their own at home. They make original contributions to the Art group that inspire others
- They push the boundaries of normal processes, problem solve, explore ways to depict ideas, emotions, feelings with meaning. They are eager to work and engage
- They rise to the challenge of understanding contemporary, abstract or conceptual Art. They in response might create ideas-based work, driven by high level thinking, connected to their personal experience or other curriculum subjects
- They have a good knowledge and understanding of the subject. They demonstrate a tenacity and ability to self-drive and explore art work that they see in galleries, museums and from different cultures. They attend department trips to galleries, sculpture parks and attend local art trails
- Are able to drive and resource classwork and the exam assessment criteria for themselves independently
- Show a fluency of imagination and expression, one idea leads to another, or they can extend their ideas in fantastic directions
- Students might work frequently with their favourite Art form/material or show an affinity/extraordinary skill with a particular material. Over time they build on their technical skills and knowledge with this medium, pushing the boundaries on an individual basis with these materials. Animation, film, photography, modelling in clay are just a few examples

Business Studies

- The ability to link theory to current business and markets
- The ability to link theorists to business strategies
- Students that independently seek out further reading
- Students that are able to instinctively use academic language verbally and through written work
- Students that are able to critically evaluate concepts

Computer Science

- The ability to read extensively about computer science theorems
- Converse about aspects of computer science which goes beyond the key stage they are studying at
- Students that independently seek out further reading and link it to the curriculum
- Students that are able to instinctively use academic language verbally and through written work.

Design Technology

- Demonstrate high levels of technological understanding and application
- Display high-quality making and precise practical skills
- Have flashes of inspiration and highly original or innovative ideas
- Demonstrate different ways of working or different approaches to issues
- Be sensitive to aesthetic, social and cultural issues when designing and evaluating
- Be capable of rigorous analysis and interpretation of products
- Get frustrated when a teacher demands that they follow a rigid design-and-make process
- Work comfortably in contexts beyond their own experience and empathise with users' and clients' needs and wants.

Drama/Theatre Studies

- Outstanding performance in practical work
- Consistent high standard of written work
- Exemplary consistent behaviour and teamwork
- Participation in theatre productions outside of school
- Outstanding participation in school theatre productions and performances

Economics

- The ability to link theory to current firms and markets
- The ability to read extensively about economic theorists and use them to link theory in extended writing
- Students that independently seek out further reading and link it to the curriculum

- Students that are able to instinctively use academic language verbally and through written work
- Students that are able to critically evaluate concepts and devise solutions to economic problems posed

English Language/English Literature

- Students reading at a breadth, level and quantity beyond that of their peers
- Students actively seeking critical or theoretical texts beyond those indicated in the curriculum
- Students' ongoing participation in national level awards and competitions, e.g. public speaking, debate, creative writing

Food

- Demonstrate high levels of technological understanding and application
- Display high-quality making and precise practical skills
- Have flashes of inspiration and highly original or innovative ideas
- Demonstrate different ways of working or different approaches to issues
- Be sensitive to aesthetic, social and cultural issues when designing and evaluating
- Be capable of rigorous analysis and interpretation of products
- Get frustrated when a teacher demands that they follow a rigid design-and-make process
- Work comfortably in contexts beyond their own experience and empathise with users' and clients' needs and wants.

Geography

- Understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions
- Communicate effectively using both the written and spoken word
- Reason, argue and think logically, showing an ability to manipulate abstract symbols and recognise patterns and sequences
- Enjoy using graphs, charts, maps, diagrams and other visual methods to present information
- Be confident and contribute effectively when taking part in less formal teaching situations

- Relate well to other people, showing an ability to lead, manage and influence others, appreciating and understanding others' views, attitudes and feelings
- Have a more highly developed value system than most pupils of their age
- Have a wide-ranging general knowledge about the world
- Be able to transfer knowledge from one subject to another
- Be creative and original in their thinking, frequently going beyond the obvious solution to a problem

Health and Social Care

- Demonstrate high levels of technical understanding and application
- Display high levels of thinking skills
- Have flashes of inspiration
- Demonstrate different ways of working or different approaches to issues
- Be sensitive to social and cultural issues when discussing care values
- Work comfortably in contexts beyond their own experience and empathise with the care industry

History

- Written work shows a complex understanding of a topic or event, through thorough explanation, analysis and evaluation
- Demonstrates a wide range of accurate and detailed knowledge
- Reaches coherent, sustained, substantiated and well-reasoned judgements
- Independently undertakes detailed reading and research about topics and events showing a desire to go 'above and beyond' that of a very good student
- Consistently shows a desire to learn and improve their knowledge and understanding of local, national and international history, and how they interrelate.
- Ability to confidently work with a range of historical sources and interpretations to analyse the accuracy of content, evaluate the reliability of provenance and assess utility
- Demonstrates a firm grasp of the different historical concepts: change and continuity; cause and consequence; similarity and difference; significance; chronology

ICT

- Ability to independently review software and learn beyond the means of the key stage

- Converse about aspects of ICT which goes beyond the key stage they are studying at
- Students that independently seek out further reading and link it to the curriculum
- Students that are able to instinctively use academic language verbally and through written work

Law

- The ability to demonstrate knowledge and understanding of relevant legal rules and principles.
- Be able to effectively select appropriate case examples and understand their points of law.
- Be able to apply the legal principles from previous case examples to discuss similar/current cases in the news.
- Be able to analyse legal rules and principles effectively and apply the correct rules and principles to exam scenario or real-life situations.
- Present a legal argument using appropriate terminology and be able to evaluate the legal rules and principles
- Provide a logical, sustained and well-developed line of reasoning ensuring it leads to a valid, relevant and substantiated conclusion in written and verbal format.
- Read beyond the textbook – use journals, keep up to date with current affairs, be aware of political climate. Be aware of changes in the law or introduction to new laws.

Mathematics

- Identifying “gifted” students starts in primary schools. Liaison with the primary school Year 6 teachers will alert us to the identity, talents and needs of individual pupils and ensure that we make the transition to secondary school as smooth as possible for them. We must take every opportunity to provide and encourage excitement and enthusiasm for Year 7 pupils. As with all students in the school, lessons should be at an appropriate pace and offer challenges.
- The setting of students means that the most able will be taught in one of two “top” sets in each year group. By definition, those who are “gifted” are in the top 5% of the ability range, so it may be that in a class there will be only one or two who are exceptionally talented
- Teaching and learning strategies may, at times, differ from those applied to the majority of the class. However, all able students do benefit from being encouraged to take some responsibility for their own learning and the following strategies may be applied to more than just the most able. Opportunities should be given to gifted learners to: -
- Solve problems for themselves – rather than waiting for explanations which may not be necessary; developing a willingness to persevere in order to succeed

- Analyse – encourage posing questions, explaining why and how – both orally and in writing
- Prove mathematically – appreciate the need to justify rather than accept ideas
- Develop methods, be original, logical and inventive – rather than always conform to “set methods” and routine
- Generalise – develop a high level of algebraic competence and an awareness of the power of algebraic reasoning
- Go beyond the breadth and depth of the content of the lesson – responding to a capacity to cope with a high quantity of mathematical facts and pursuing a train of thought to its conclusion
- Self-assess – so as to determine when criteria have been mastered e.g. by choice of project, check lists of criteria, list of aims and objectives, choice of questions
- Work independently – once mastered, application of theory need not be applied to numerous questions; develop good study skills
- Develop higher order thinking skills – through rigorous investigative tasks
- Express ideas – using concise, precise mathematical language and notation
- Investigate – deal positively with “open-ended” tasks and communicate what has been found
- Give a presentation to the rest of the class – “A” level students should be encouraged to do this
- The resources used for these students should be appropriate to their skills
- Many extended learning opportunities are offered to our most able learners
- Learning happens at the point just beyond the place where students perceive they can cope. Our aim is to identify this point for each student and to ensure that the most able are given every opportunity to learn.

Media Studies

- Demonstrate a wide knowledge of and a keen interest in the mass media and keeps up to date with new developments
- Students actively engage with issues and concepts in the media and apply these independently to their studies
- Knowledge and understanding of a wide range of contextual factors and the ability to draw upon these independently when evaluating media texts
- Demonstrate creativity through practical production work, and already have an active role in the current media landscape

Modern Foreign Languages

- Have a strong desire to put language together by themselves they apply principles from what they have learned to new situations, transforming phrases and using them in a different context, often with humour
- Show creativity and imagination when using language, they often extend the boundaries of their knowledge and work beyond what they have learned, not wishing simply to respond and imitate, but to initiate exchanges and to create new language
- Have a natural feel for languages they are willing to take risks and see what works, knowing instinctively what sounds right and what looks right; they are acutely and swiftly aware of the relationship between sound and spelling
- Pick up new language and structures quickly they may have excellent aural and oral skills and may be able to cope with rapid streams of sound and identify key words at an early stage; they may also display outstanding powers of retention, both immediately and from one lesson to the next
- Make connections and classify words and structures to help them learn more efficiently they are able to evaluate new language critically, recognising the grammatical function of words
- Seek solutions and ask further questions they may test out their theories and seek to solve linguistic problems, sometimes challenging the tasks set and trying to understand their relevance to the language-learning process
- Have an insight into their own learning style and preference they may say how they like to learn vocabulary or structures; they are clear about the type of tasks they like doing; they may show or display an ability to work independently, without supervision, and to make effective use of reference material
- Show an intense interest in the cultural features of the language being studied they may use idiom in the language itself and explore the history and the traditions of the language; some pupils may wish to share their knowledge with their peers
- Transfer skills across languages
- They can adapt the knowledge they have acquired of one language to another

Music

- On one or more musical instruments, students will be at least grade 3 in years 7 and 8, grade 4 in year 9, grade 5 in years 10 and 11 and grade 7 in year 12 and grade 8 in year 13
- Students will independently seek out further reading and listening opportunities
- Students will regularly participate in extra-curricular groups in and/or outside of school
- Students will regularly take on a leadership role during group practical tasks

Physical Education/Dance

- Be intelligent, independent, thoughtful performers, actively forming and adapting strategies, tactics or compositions
- Be able to reflect on processes and outcomes in order to improve performance, understanding the close and changing relationship between skill, fitness and the tactics or composition of their performance
- Be good decision-makers and able to take the initiative, often showing high levels of autonomy, independence and leadership
- Be creative, original and adaptable, responding quickly to new challenges and situations, and often finding new and innovative solutions to them

Psychology

- The ability to recognise reasons behind the range of approaches on various behaviours
- The ability to apply Research Methods throughout all three exam papers and use RM knowledge to analyse methodology in studies
- Independently able to read beyond textbooks and access journal articles, and research contemporary studies to compare to findings previously published
- The ability to use evaluations and comparisons from approaches, issues and debates in psychology as counter arguments
- Written work demonstrates a strong clear argument of key concepts, theories, research with references to a range of evidence to support or argue against psychological arguments
- Application of knowledge is used effectively to explain behaviours in written work and verbal feedback. Furthermore, awareness of contemporary/current affairs link to psychology
- A strong understanding of the philosophical, psychological and biological nature of psychology

Religion & Philosophy

- The ability to make links between religious views and topical debates, with the student recognising reasons behind the range of viewpoints on the contentious issues
- Independently able to interpret religious scripture and appreciate the impact the cultural context had on its meaning
- The ability to analyse arguments with flair and originality, demonstrating the ability to present a persuasive and coherent argument
- Written work demonstrates persuasive reasoning and references to a range of evidence to support or reject religious arguments during class debates on religious and ethical issues

Sciences

- 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

Sociology

- Make exhaustive use of concepts
- The ability to make links to contemporary issues (independently)
- Thorough, developed, explicit evaluation
- Independent recognition of sequencing across units and topics
- Highly-appropriate conclusions drawn with sensitivity to the issue shown

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 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 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 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

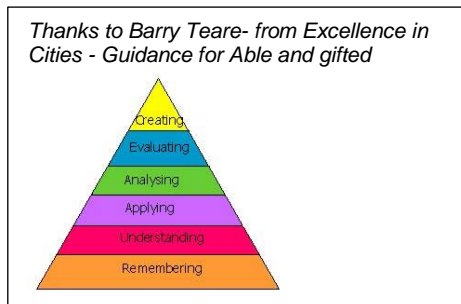
A Checklist of Approaches to Differentiation

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

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/>

