Gifted, More Able and Talented at Walton

Stretch and challenge for all

Establishing a culture of scholastic excellence

Strategy Update

Walton

everyone achieving their full potential

Section 1: Stretch and Challenge for all

Context

We believe that teachers should use higher-order tasks and questioning to probe and challenge students; eliciting the highest possible outcomes by going beyond 'explain'. This is implemented by confident staff who trial, evaluate and share innovative practice.

Summer Exam results 16/17

English 9-1

	Outcome												Below Expected		Expected Progress		Above Expected	
	Other	U	1	2	3	4	5	6	7	8	9	#	#	%	#	%	#	%
Other					2	1	2					2	2	100.00%	0	0.00%	0	0.00%
W												0	0	0.00%	0	0.00%	0	0.00%
1												0	0	0.00%	0	0.00%	0	0.00%
2				2	1							3	0	0.00%	2	66.67%	1	33.33%
3					3	1	2	1				7	0	0.00%	3	42.86%	4	57.14%
4				5	12	18	18	19	2			74	17	22.97%	18	24.32%	39	52.70%
5					1	6	10	10	5	2		34	17	50.00%	0	0.00%	17	50.00%
#	0	0	0	7	17	25	32	30	7	2	0	120	36	30.00%	23	19.17%	61	50.83%

Maths 9-1

	Outcome												Below Expected		Expected Progress		Above Expected	
	Other	U	1	2	3	4	5	6	7	8	9	#	#	%	#	%	#	%
Other					1		2	2				4	2	50.00%	0	0.00%	2	50.00%
W												0	0	0.00%	0	0.00%	0	0.00%
1												0	0	0.00%	0	0.00%	0	0.00%
2			3									3	3	100.00%	0	0.00%	0	0.00%
3				3	2		2					7	3	42.86%	2	28.57%	2	28.57%
4			2	4	11	31	19	5	2			74	17	22.97%	31	41.89%	26	35.14%
5					1	5	13	10	5			34	19	55.88%	0	0.00%	15	44.12%
#	0	0	5	7	14	36	36	17	7	0	0	122	44	36.07%	33	27.05%	45	36.89%

P8 Scores	High PA	Mid PA	Low PA
Maths	-0.06	0.08	0
English	0.05	0.08	0.32
Ebacc	0.3	0.32	0.81

Actions:

1. **Re-identification/Rebranding of GMT**

Gifted, More Able and Talented students re-identified using Year 6 data and teacher recommendation (for talented students).
Year 9, 10, 11 More able is all high prior attainment students, gifted >32 APS
Year 7, 8 SAS of 110+ as gifted, 110 or more in 1 area as more able
Talented identified by practical subject areas.
40 gifted students were identified
145 more able students identified

Impact:

a. SIMS and 4Matrix

Updated GMT data imported into SIMs and 4matrix has allowed more effective and efficient tracking of students; teachers are aware of whether a student is G, M or T and most specifically where a student is talented. Tracking of more able students is able to be isolated from talented students.

Current data for Yr 11	Y10 DP3		Y11 Targets		Y11 Predicted	
Title	Total	Percentage	Total	Percentage	Total	Percentage
E&M Threshold						
Entered	25	100%	25	100%	25	100%
Both Subjects Below 5	0	0%	0	0%	**0**	**0%**
Only English Above 5	10	40%	**0**	**0%**	**0**	**0%**
Only Maths Above 5	0	0%	0	0%	0	0%
Both Subjects Above 5	15	60%	**25**	**100%**	**25**	**100%**
Progress8						
Progress8 Entries	25	100%	25	100%	25	100%
Progress8 Score	-0.34	-	**1.17**	-	**0.45**	-
Attainment8	54.66	-	**69.72**	-	**62.56**	-
English Attainment8	11.6	-	**14.32**	-	**12.4**	-
Maths Attainment8	8.8	-	**13.84**	-	**12**	-
EBac Attainment8	16.84	-	**20.5**	-	**19.08**	-
Other Attainment8	17.42	-	**21.06**	-	**19.08**	-
English Progress8	-0.28	-	**1.08**	-	**0.12**	-
Maths Progress8	-1.41	-	**1.11**	-	**0.19**	-
EBac Progress8	0.13	-	**1.35**	-	**0.88**	-
Other Progress8	-0.13	-	**1.08**	-	**0.42**	-

b. Pupil Passports

Identification has allowed tracking of individual GM students for planning purposes. Year 9, 10 and 11 more able students have completed a short questionnaire in the Autumn term which then fed into the creation of GMT pupil passports (appendix 1). Areas of strength have been highlighted and

G M T
GMT

M T (Drama, Music
G
G

M T (Drama)

G T (Dance)

M
T (Drama)

T (Music)
M T (VA)

resources available to GMT students outside of school reviewed to build mechanisms for those that need it. Student passports present in teacher progress folders.

2. **TED Sessions**

The main focus of the TED sessions (appendix 2) throughout the Autumn term has been Stretch and Challenge with a particular focus on higher order questioning and activities, and using challenging outcomes developed from Bloom's taxonomy.
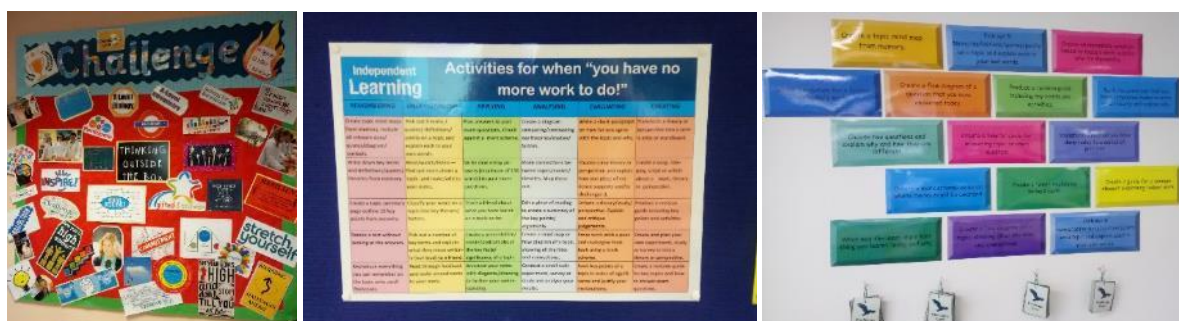
Impact:

a. Innovative practice: Gold Stars

Gold stars used to flag stretch activities within lessons resources, and present in books to remind/reward students.
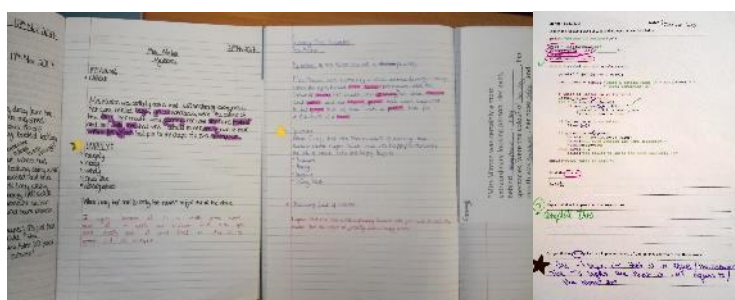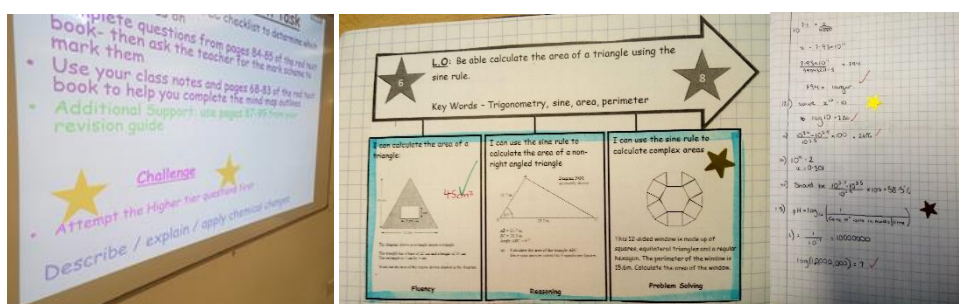
b. Innovative practice: Challenge Walls

Faculty areas trialling different methods of engaging students in independent challenge activities.

c. Innovative practice: Revision passports

A UPS teacher trialling a passport based personal challenge based revision structure.

GMT, Stretch and Challenge Learning Walk

Observer		CMC
Teacher	Subject	Evidence Seen
LLI	English	… excellent MAD time sheets which plan for every aspect of feedback, including praise, key points for students to improve their work and challenge activities which she directs at specific students.
RJU	Computing	… starter sheets which explained the learning aims and also included reference to challenge activities. Use of sticky gold starts to show where these activities were taking place in student books/folders.
WRE	Art	… focused on stretch and challenge from the very start of his lesson. The first slide involved an in-depth explanation of the learning aims and the challenge activity was displayed on the same slide. The links between the challenge activity and the learning aims were explained to the students. A rationale was given for the challenge activity and students were really encouraged to take part in this.
JWR	Science	Students were being pushed to add depth to their answers. Questions were directed and structured.
KSA	PE	…the most able students were leading the warm up.
VWO	Science	… students had print outs of PowerPoints which included learning aims (bronze to gold) and a challenge activity. Displays about challenge on walls.

Observer		MHO
Teacher	Subject	Evidence Seen
SBY	French	Stars in books, personalised feedback, mark schemes to support independent challenge
CWH	Science	Challenge mindset wall, challenging targeted questioning of low ability group
LST	H & S	Differentiated tasks, specifically targeted to named students
WTE	History	Stars on ppt, clear hierarchical outcomes
JBO	English	Blooms outcomes and Challenge outcomes – challenge task matched to challenge outcomes. Gold stars in books
JEL	Computing	Gold starts in ppt. Clear direction of high target students to start with challenge task.

3. Middle leaders GMT development

Through delivery in HoF meetings and promoting leadership in TED sessions, middle leaders have been given increased responsibility and accountability for GMT in their areas.

Impact:

a. L10 intervention tracking lists

Faculty leaders have created dynamic tracking sheets for the lowest 10 performing GM students in year 11 in their area.

b. GMT Faculty Action Plans

In line with previous practice for SEND and PP students, each faculty has produced a Faculty Action plan outlining general strategies to be used with underperforming (appendix 3)

c. Super 9s

Faculty areas running Super 9s activities, whether through bespoke revision sessions or challenging 1-2-1 support.

d. Star Walls

Raising the profile of high achieving students and celebrating success, each faculty now has an area recognising successful students in the previous and current cohorts.

Section 2

Establishing a culture of scholastic excellence

1. Walton High Flyers

All G students invited to take part in targeted enrichment activities. Each faculty submitted outlines for projects (appendix 4). All parents contacted.

Current calendar of activities:

Year	7	8	9	10
Project	**Computing** Micro:bit challenges Programming the handheld update on the 1980s classroom computer. Creating a reaction speed game.	**Performance** Walton Lifestyles Research project Researching the nutrition, sleep patterns, exercise and social activities of Walton students in order to prepare a presentation. As well as outlining the findings, the presentation will also	**Maths** National Cipher Challenge Breaking the codes of the Lost Legion. Alongside developing code breaking skills, students will be writing a professional report outlining the back story, skills learnt etc.	**Science** Silver Crest Award Students to choose from a number of projects to work towards a nationally recognised Award. 1. Fraud detection using chromatography 2. Viva La Vaccine incredible inoculations
Schedule	Friday lunchtime. **T14**	Friday lunchtime. **M6**	Friday lunchtime **M5**	Weekly meetings. Some lunchtimes, some afterschool. **Science Block**

2. GMT trip coordination

All trips for GMT students now monitored through GMT lead.

   Impact:

   a. Increased engagement/recognition of GMT trips…

Post 16 visit to the Sir Isaac Newton Lecture at RAF Cranwell.

High Flyers 'launch' event at Future 2.0 at University of Lincoln. Attended by ~40 GM students (inc P16)

3. Social Media

Twitter and Instagram feeds set up with specific focus of supporting GMT students and sharing pertinent opportunities. Actioned following successful use in mathematics during 16/17.

   Impact:

Instagram has 24 followers and has had over 200 interactions in its first few weeks of existence.

Appendix 1

More Able Student Passport Example

Walton

Student Passport

Name: Jessica Ambrose	Form: 10IRE	Year: 10

I would like you to know that I am particularly good at: Chemistry, Biology, French	**I like to be challenged by:** Problem solving, independent research.
After year 11 I intend to: Sixth Form to study Chemistry, Biology and Maths to study Medicine at University.	**Outside of school I…:** Silver CREST Award, Wind Band. **I also have access to…:** Apple Mac, iPads, iPhones, WiFi, Dictionary, Thesaurus, Encyclopedia, Intelligent parents and grandparents.

Appendix 2

TED Sessions

TBo TED session 2:
Deep Learning Outcomes

- Categorise learning outcomes
- Critique learning outcomes
- Create learning outcomes

Introduction — What are learning outcomes?

What are they?
- Think – Pair – Share

The skills and knowledge that a student will be able to demonstrate upon completion of a particular section of learning.

Learning outcomes, why bother?

Not JUST because they're a core expectation

Backwards planning: They should make planning easier by providing structure to lessons

They should make it easier for students to understand what is expected of them.

Creating Deep learning outcomes…

Top tips:

- Use language students will understand
- Keep them short
- Keep in mind the level of the outcomes – Use Bloom's taxonomy and start with lower level thinking skills and go up to higher – make them challenging
- Develop around 3 outcomes per lesson

Understand
Apply
Remember
Create
Evaluate
Analyse

Higher order thinking skills

arrange define describe duplicate identify label list match memorize name order outline recognize relate recall repeat reproduce select state

explain summarize paraphrase describe illustrate classify convert defend describe discuss distinguish estimate explain express extend generalized give example(s) identify indicate infer locate paraphrase predict Recognize rewrite review select summarize translate

use compute solve demonstrate apply construct apply change choose compute demonstrate discover dramatize employ illustrate interpret manipulate modify operate practice predict prepare produce relate schedule show sketch solve use write

analyze categorize compare contrast separate apply change discover choose compute demonstrate dramatize employ illustrate interpret manipulate modify operate practice predict prepare produce relate schedule show sketch solve use write

create design hypothesize invent develop arrange assemble categorize collect combine comply compose construct create design develop devise explain formulate generate plan prepare rearrange reconstruct relate reorganize revise rewrite set up summarize synthesize tell write

Judge Recommend Critique Justify Appraise Argue Assess Attach Choose Compare Conclude Contrast Defend Describe Discriminate Estimate Evaluate Explain Judge Justify Interpret Relate Predict Rate Select Summarize Support Value

Lower order thinking skills

Higher order thinking skills

Create
Evaluate
Analyse
Apply
Understand
Remember

Lower order thinking skills

Can these be improved? Think – Pair - Share

- Identify parts of a plant cell
- Memorise parts of a plant cell
- Label parts of a plant cell

- Describe the fluvial processes that take place
- Explain how a river erodes, transports and deposits its load
- Make links between the fluvial processes in the river to explain how a river changes its course

- Identify 3 effects of the Black Death
- Explain the impact each effect had on the people
- Come to a personal and supported conclusion on the most significant impact

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TBo TED session 2:
Deep Learning Outcomes

- Describe effective learning outcomes
- Explain effective learning outcomes
- Create effective learning outcomes

What do effective learning outcomes look like?

1. They relate in some way to the WALT – WHICH SHOULD ALSO BE DISPLAYED IN EVERY LESSON

¿Cómo es tu casa?

WALT: Describe our house
- Identify house descriptions
- Translate house descriptions
- Create house descriptions

2. They are short, clear and in bullet point format – they can be as short as 3 words each

3. They start with Blooms verbs

- Describe Spanish fiestas
- Explain Spanish fiestas
- Evaluate Spanish fiestas

What do effective learning outcomes look like?

3. The theme remains the same throughout:

- Translate family opinions
- Create family opinions
- Justify family opinions

4. They are challenging and refer to higher order thinking skills

- Recognise
- Label
- Memorise

- Label ✔
- Explain ✔
- Evaluate ✔

CMC Session 1

Slide 1: Stretch & Challenge

AIMS

- Tasks to stretch & challenge most able students in each year group (with a focus on questioning)
- To encourage a growth- mind set: "Ability is not fixed"
- To embed a positive work ethic and resilience in our students
- To increase aspirations

Slide 2: Every outstanding lesson has a starter…

- 4 effective questions
- Give a range of lower and higher order questions

Slide 3: Is there such a thing as a 'bad' question?

Slide 4: How to ask questions badly? (A checklist of guilt!)

- Asking too many questions at once
- Asking a question and then answering yourself
- Asking a question only to the brightest and most likeable students
- Asking irrelevant questions
- Always asking the same type of questions
- Not using probing questions
- Not giving pupils time to think
- Not correcting wrong answers
- Ignoring pupils answers
- Failing to build on answers

Slide 5: So what is effective questioning?

Cognitive level increases, pupils are led and supported to answers that demand increasingly *higher order thinking skills*
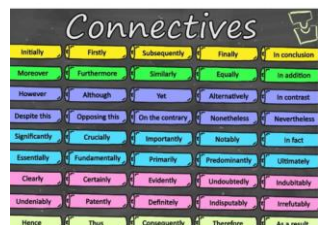
Effective questioning can be planned and *linked closely to learning objectives*

Slide 6: So what is effective questioning?

- **Varied**: Closed/Open, Lower/Higher Order
- **Use assessment/exam criteria** in questions (key terms, refer to quotes, key skills – model what you want in their answers in your questions)
- **Directed**: 'What is 237 x 56?' PAUSE 'James, what is the answer?'
  'Fran, is James correct?'
- **Thinking time –** don't be afraid of silence
- **Used to build relationships/communication skills**: 'Is she right?' 'Can you build on X's comment?' 'How does X's view contribute to the overall judgement of this argument?'
- **Planned** but be willing and brave enough to be **spontaneous**
- **Challenge weak and incorrect answers**

Slide 7: Encourage use of connectives for mature responses

Slide 8: Structured Questions – Bloom's

1. Where do Muslims go on pilgrimage?
   Closed question requiring factual knowledge. (Bloom 1)

2. Why do Muslims make pilgrimage to Mecca?
   Requires understanding and application. (Bloom 3)

3. Is going on pilgrimage a necessary part of being religious?
   Requires deeper reflection and synthesis of knowledge (Bloom 5)

Slide 9: Developing questioning skills…

IF YOU FREEZE…

KNOWLEDGE / REMEMBERING	
USEFUL VERBS	SAMPLE QUESTIONS
Tell / State	• What happened after…?
Name / Identify	• How many…?
Recognise / Recall	• Who was it that…?
Label	• Can you name / select the…?
List	• Describe what happened at…?
Describe	• Who spoke to…?
Relate	• Can you tell why…?
Locate / Select	• Find the meaning of…?
Write	• What is… / can you define …?
Find / Retrieve	• Which is true or false…?
Define	

EVALUATION / EVALUATING	
USEFUL VERBS	SAMPLE QUESTIONS
Judge	• Is there a better solution to…
Select / Choose	• Judge the value of…
Decide	• Can you argue / defend your position about…?
Justify	• Can you critique the argument for…?
Debate / Argue	• Do you think …is a good or a bad thing?
Verify	• How would you have handled…?
Recommend	• What changes to … would you recommend?
Assess	• Do you believe?
Discuss	• Are you a … person?
Rate	• How would you feel if…?
Prioritise	• How effective are…?
Determine	• What do you think about…?
Defend	• What conclusion can we draw from this?
Rank	• How would you convince … to …?
Measure	
Convince	
Conclude	

ALSO USEFUL FOR STUDENTS

Slide 10: Other resources to help…

Bloom's teacher planning kit

Resource from EPE

Slide 1

Slide 2
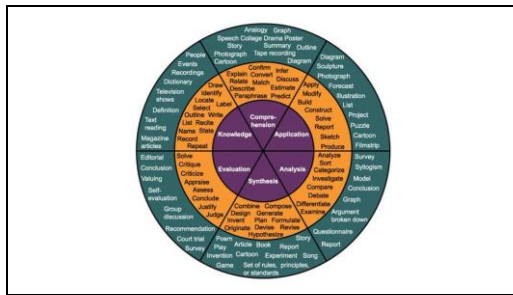
Reversing student thinking

- What would be the <u>worst</u> way to conduct an experiment?

- How could you prove that Hitler was a great leader?

- What makes a really awful piece of art / music?

- What would be the least effective method of knitting a jumper?

- How can you prove to me that this is a rubbish poem?

Slide 3

Can you think of 4-6 pictures that you could use in a similar way for one of your topics?

make a wish!

Slide 4

TASK 1

Sort the hexagons into three piles according to the ethical theory you think that they are linked to:

- Divine Command Theory
- Virtue Ethics
- Ethical Egoism

TASK 2 – Make the longest caterpillar possible!

- Explain your links as fully as possible
- If relevant, give examples to support your point

Flash Back: Does the picture on the right remind you of anything that we have studied in Philosophy?

Learning Outcomes
- Describe key concepts
- Explain links between key concepts
- Apply this knowledge to improve your level

- Hexagons used to structure lower and higher order questions

- Incorporates exam criteria – terms, quotes, examples, key information

- Deeper skills involved with linking concepts together

CMC Session 2

Slide 5

Stretch & Challenge

Slide 6

Outstanding Criteria

Can you think of a student who has a high target that isn't loving the challenge of learning?

- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.

- Pupils *love the challenge of learning* and are *resilient to failure*. They are *curious*, *interested* learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They *thrive* in lessons and also regularly take up opportunities to learn through extra-curricular activities.

PLAN EACH LESSON WITH THIS STUDENT IN YOUR MIND...CAN WE MAKE THEM CURIOUS? CAN WE MAKE THEM RESILIENT? CAN WE MAKE THEM THRIVE?

Slide 7

- What are the key barriers to/main issues with engaging the most able?

- What do we already do to engage our most able students?

PASS YOUR BEST IDEA TO THE NEXT TABLE

10 min

Slide 8

"IT IS IMPOSSIBLE TO LIVE WITHOUT FAILING AT SOMETHING, UNLESS YOU LIVE SO CAUTIOUSLY THAT YOU MIGHT AS WELL NOT HAVE LIVED AT ALL – IN WHICH CASE, YOU FAIL BY DEFAULT."

- J. K. ROWLING

The people on this list show that devastating failures are just another step on the road to success. They have experienced massive failure that could have easily made them give-up. But they didn't and now they're the monumental successes that they are remembered for; a good source of encouragement when it feels like you will never make it to the top.

FaiL
- First
- attempt
- In
- Learning

SUCCESS   SUCCESS
WHAT PEOPLE THINK IT LOOKS LIKE   WHAT IT REALLY LOOKS LIKE

OFSTED REQUIRES OUR STUDENTS TO BE RESILIENT TO FAILURE...

ARE OUR MOST ABLE STUDENTS SCARED OF FAILING?

HOW CAN WE CHALLENGE THIS MIND-SET?

Slide 9

Curious Students...Hook them straight away

Who would you rather sit next to in class?

Lennie   George

The Pope or Dawkins?

Slide 10

NEW PICTURE IDEA – GET THE STUDENTS TO COME UP WITH 6 PICTURES TO SUMMARISE THE SCHEME OF WORK AND GET THEM TO LEAD THE QUESTIONING FOR REST OF GROUP

Coexist

CAN YOU THINK OF A PICTURE TO ADD?

How does each picture link to Natural Law?

EXAM TECHNIQUE EXPERTS

- More able students lead peers by displaying their work and explaining how they have met the criteria

- Highlight it/Make a WAGOLL display

- Transition of GCSE and A Level criteria assists the more able to deliver lessons to younger students

K **What do you know about this topic?**
- The definition of this term is...
- Roman Catholics believe that...
- The Church of England find that...
- Humanists believe that...

I **Impact- What impact does this have on believers?**
- The impact of this belief is...
- As a result of this value, a Journey...
- Due to this belief, a Christian might...
- This means that...

S **Specialist Language**
- Includes words that you only really use in Philosophy and Ethics.
- E.g. Church, God, omnipotent, shekinah, mitzvot, sacrament
- Also includes key concepts (6 words for each unit)

S **Sources of Wisdom- Who has given you advice on this issue? What does it say in the holy books?**
- This Bible teaches that...
- One story from Jesus' teaching is...
- Humanist articles say that...
- The Synod/The Catechism reads that...

J **Judgement – What is the strength of the argument? What judgements can you make on the issue?**
- This is a particularly convincing argument because...
- Many people would see the argument as outdated/flawed because...
- Some believers might disagree/agree with the argument because...

O **Opinion- What are the varied opinions on this issue? Which opinions are most/least convincing?**
- Some people argue that...
- Many see this as a controversial issue because...
- I agree on the Humanist/Christian view of this issue which is...

Think hard strategies

Arts / humanities: Complex text
- Identify three messages contained in this text. Explain each message in 15 words max.
- Transform the argument of paragraph two/three into an image. No words allowed. Swap with a partner. What's the argument?
- Underline the three most important sentences. Briefly explain your first choice.
- Cross out the least important sentence here. Explain your thinking.
- Sort this information into three categories. Highlight and think of a title for each.
- Write down three questions to ask an expert about this.

Science / maths: worksheet of questions
- Make a flowchart of the steps required to complete Q4.
- What are the two most difficult questions here? Why are they so hard? Answer the most difficult.
- Which is the easiest question here? Why is it so easy?
- Which skills will you need to answer these questions?
- Group together the questions that require the same technique. Highlight in different colours.
- One of these questions cannot be answered. Which one and why?
- Make a 5 step guide to support a year X student encountering these questions for the first time.

Appendix 3

Walton Gifted, More Able and Talented Faculty Action Plan 2017

Subject Area: English

How many GMT students in your area are currently not making expected progress? 11
What strategies are currently in place to support these students? Study Support Revision Guides GOLD STAR activities made explicit in planning
What additional strategies will be put in place to support these students? Revision sessions aiming for Higher Levels Delivered by Faculty Staff No additional cost Compare Predicted and Prelim Grades to Summer outcomes
What other support do you feel these students need whole school?
Have you see any outstanding best practice in other schools you feel we could adopt?

Key Stage 3 and 4 Performance Faculty High Flyers Project

Scenario:

You have been asked to give a presentation about the lifestyles of students at Walton. Within your presentation you will investigate student's current lifestyles and what recommendations you would give them in order to improve their lifestyle.

Areas of research:

You can conduct your research however you like but make sure you use a range of information from a variety of students from different year groups. You will need to investigate the following lifestyle factors, and report your findings in a PowerPoint (this will be presented in assembly):

- Nutrition
- Sleep
- Exercise
- Work and rest
- Social

Furthermore, you will need to give advice to students about what they could do to improve their lifestyle. These can be general pieces of advice, but make sure they relate to the findings of your investigation.