



Most able pupils: individual provision map

Name:	Mrs K McCourt
Year group:	Years 7 – 13
Start date:	November 2016
Review date:	November 2017

<p>Pupil's particular interests and strengths:</p>	<p>Students demonstrate a keen interest across a number of subjects, in particular STEM related programmes. Student voice will be a key focus during the Spring term.</p>
<p>Focus area to develop in terms of depth, breadth and/or extra-curricular opportunities and enrichment:</p>	<p>D of E programme; BBC School News report; Mathematics Problem-Solving Club; HE+ programme; Trips and activities; Maths Challenge; High-attaining workshop in Spanish; exam master-classes; EES programme; Performing Arts workshops; university links; Medlink and Vetlink; work experience opportunities; Literacy master-class; cross-curricular activities; Business in the Community; Jaguar Land Rover partnership; Lloyds Banking group partnership; mentoring support from Kier; EPQ</p>
<p>What impact might look like by the next review and how it will be measured:</p>	<p>Improved progress between data points, improved engagement with parents. Summer results 2017.</p>
<p>People involved in developing this plan (identify lead responsibility) including how liaison between different adults will be managed:</p>	<p>Led by K McCourt and Heads of Upper, Middle and Lower school. Regular meetings with representatives who are part of the Scholars Programme. Meetings with Year 7 and 8 parents to outline support. Letters sent home to parents – identification of most able. Staff training throughout the year, e.g. questioning, identifying misconceptions etc...</p>

Universal provision (wave 1) Quality first teaching	Additional challenge (wave 2) Group teaching and/or extra-curricular	Personalised provision (wave 3) One-to-one and/or extra-curricular
<p><i>Modelling A/A* or grade 7/8 work. Students respond interactively via the use of visualisers, peer and self-assessments;</i></p> <p><i>Scaffolding approaches within the classroom – using extension/challenge tasks for the most able;</i></p> <p><i>Key focus on misconceptions and tackling errors which may hinder a deep understanding and level of learning;</i></p> <p><i>Higher order questioning skills using Bloom’s Taxonomy;</i></p> <p><i>Sharing of best practice and resources within and across departments;</i></p> <p><i>Learning mats which support higher level work;</i></p> <p><i>Effective use of DIRT time;</i></p> <p><i>Review, recall and consolidation of learning from the previous lesson;</i></p> <p><i>Daily, weekly and monthly review of content and context to support mastery learning;</i></p> <p><i>Seating plans are adapted to suit the needs of the individual students;</i></p> <p><i>Setting arrangements are regularly reviewed;</i></p> <p><i>Staff deployment;</i></p> <p><i>Development of reading material and resources;</i></p> <p><i>Aspirational target setting;</i></p> <p><i>Mentoring support;</i></p> <p><i>Development of question level analysis and</i></p>	<p><i>Review of the curriculum;</i></p> <p><i>Review of Year 8 Options and flexible pathways;</i></p> <p><i>Setting procedures;</i></p> <p><i>Use of CATS and SATs;</i></p> <p><i>Deployment of staff;</i></p> <p><i>Monitoring the quality of learning and teaching, i.e. learning walks, lesson observations, pupil voice, work sampling and results.</i></p> <p><i>Small group intervention;</i></p> <p><i>Mentoring;</i></p> <p><i>Master-classes, whole groups and small group;</i></p> <p><i>Mock Maximisation Programme;</i></p> <p><i>Bespoke subject-specific master-classes which respond specifically to misconceptions and question level analysis;</i></p>	<p><i>Mentoring and coaching;</i></p> <p><i>Individualised projects, i.e. EPQ, HE+ programme;</i></p> <p><i>Use of House system;</i></p> <p><i>School enrichment programmes;</i></p> <p><i>Recall and retention programme – Ace Your Exams;</i></p> <p><i>Mock Maximisation Programme;</i></p> <p><i>Development of STEM;</i></p> <p><i>University Outreach programmes;</i></p> <p><i>Parental engagement;</i></p> <p><i>Level 2 Higher Project Qualification for Year 10 and 11 students</i></p> <p><i>Level 3 Extended Project Qualification</i></p> <p><i>ECDL programme</i></p>

<i>misconceptions.</i> <i>Contextualisation.</i> <i>Standardisation and moderation</i>		
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Evaluation of the impact of provision during the period:	<i>Include an evaluation of any progress the pupil has made during the period.</i>
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