



#TeamLiskeard



**Working together to support
More Able Y7 Students**

At Liskeard School we have **high expectations** of all students.

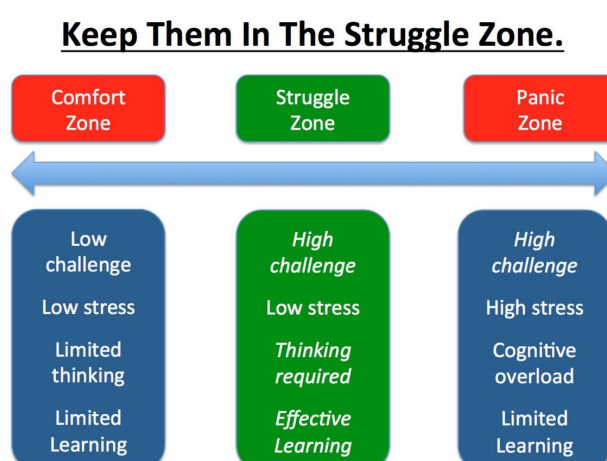
Day in, day out we instil in our students – **work hard**, be **resilient**, and have the **courage** to follow your dreams. Do this, and success will follow. So why do we need to do anything different for ‘More Able’ students? And how is a More Able child different from any other child?

More Able children do not neatly fit into one mould; they are as varied as they are similar. However, they do have certain things in common, most obviously, **the ability to develop to a level significantly ahead of their year group, either academically or in creative and practical subjects**. They have the ability to learn much faster. They can pick up skills more quickly, gain a deeper level of understanding and (to coin a phrase) are fantastic at ‘thinking outside the box.’ In terms of personality More Able students can be anywhere across the spectrum from highly confident to incredibly anxious; industrious to lazy; an articulate speaker to awkwardly shy; a good mixer to someone who finds friendship difficult. You may recognise some or all of these abilities and traits in your child.

This booklet outlines the fundamental ways Liskeard School supports More Able students and explains the key role you have as a parent to help your child unlock their potential.

1. Stretch and challenge in the classroom

Classroom teachers know their students well. They know which students are More Able before they even teach them and **plan lessons designed to stretch their skills and thinking**. By giving students’ work which makes them **struggle**, and having high expectations, teachers move learning forward. Often your child will see a task with an arrow next to it. These tasks in particular are designed to stretch the thinking of the brightest students in the room. Ask your child to tell you about the arrow work they have completed that day!



2. Challenging texts

Reading for enjoyment and to increase subject knowledge is proven to boost performance. Whilst all Y7 students are provided with a **reading list**, the list More Able students are given is bespoke to their ability and distinctly more challenging.

3. Enrichment opportunities

At Liskeard we provide a **huge range of enrichment opportunities**, from leadership positions such as the School Council, to GCSE Astronomy, to learning something new through attending one of the 43 lunchtime and after school clubs on offer. We actively encourage More Able students to get involved. In addition to this there are **specific assemblies for More Able students** led by motivational speakers and people from a variety of career backgrounds as well as **subject specific events and challenges**. More Able students are often given opportunities to work with children of different ages across the Multi-Academy Trust. As a parent you will receive details of events / opportunities for More Able students which take place at the weekend or in school holidays. As a parent you play a key role in facilitating these opportunities and encouraging your child to get out of their comfort zone and develop new skills!



4. Monitoring

More Able students are monitored as a distinct group of students across the school. Their **progress is scrutinised** by Heads of Faculty, their Head of Year and the Senior Leader i/c of More Able students, Wendy Birkbeck. **No one is left to fall behind**. Anyone causing concern is given additional support and communication with parents increased. As a parent, focus your attention on the attitude and organisation scores on your child's Progress Check.

This is not an exhaustive list of support. If you would like more information please do not hesitate to contact Wendy Birkbeck, Assistant Head teacher i/c More Able Students.

Email: wbirkbeck@liskeard.cornwall.sch.uk

When you receive your child's Progress Check, talk it through with your child and focus on the attitude and organisation scores. The aim is to get all 1's! If their attitude is right, then everything else will follow.

Year 7 Progress Check Spring Term – March 2017

Attendance: 90%
Year Group Average: 82%

Achievement Points: 26
Year Group Average: 48

Behaviour Points: 2
Year Group Average: 6

The Greater the Attendance – The Greater the Achievement. 90% attendance equals four whole weeks of lessons missed. Five years at 90% attendance is half a year missed! 17 school days missed in a year is shown to equate to a GCSE grade 4 achievement.

Subject	Target	Current Grade	Forecast Grade	Attitude to Learning Application	Organisation	Next Step
English	3.5	3.5	3.8	2	1	Work on developing your points clearly and always fully explore the writer's use of language and techniques.
Mathematics	2.2	2.2	2.5	1	1	you need to focus on clear note taking which should include core information, key questions and memorable images. We will use this technique with flash cards for assessments.
Science	3.2	3.2	3.5	1	1	Your hard work and attention to detail is paying off. Just make sure that you maintain this for the rest of the year. You could start to push yourself to attempt more arrow work in lessons too - you've built a solid enough foundation of scientific knowledge to start extending yourself more now.
Art	2.8	3.2	3.5	1	1	continue to check your drawing. The current work now needs final refined techniques to produce an even better image.
Drama	2.8	2.5	2.8	1	1	When discussing or writing about other people's work, go into greater detail about why you liked or didn't like something.
Geography	3.5	2.8	3.5	2	2	Use your arrow up tasks to think about work that you would like to do further research on.
History	3.2	2.5	2.8	2	1	Try and add more detail to your work and answers, which can be used as evidence, to gain grades 2 and 3.
RE	3.5	2.8	3.2	1	1	Explain each point you give in more detail, giving evidence and examples to support what you are saying.
Spanish	2.8	1.8	2.2	3	3	Make sure you know your numbers in Spanish. Check you can use key verbs like 'tener' and 'ser' and that you understand adjective agreement, so that you can describe people and places accurately. You should try to complete additional tasks at the end of each chapter as arrow work.
Technology	3.2	2.5	2.8	2	2	Your next step will be to undertake more detailed research. This will allow you to provide more depth to your project as you will have a better understanding of the subject area and subsequently improve your progress.

Research shows re-phrasing questions makes a massive difference!

'Can you tell me three things you learnt today?'
Instead of 'What did you do at school today?'

Taking an interest in what your child is learning is the most powerful thing a parent can do to raise achievement.

Create regular opportunities to push them outside their comfort zone and have new experiences. This could be anything from giving your child a budget and putting them in charge of the food shopping for a week to trying an extreme sport!

Limit device time. 1 hr a day social time online is the maximum recommended for an 11 yr old.

How you can help support your More Able child at home

Promote reading!
Encouraging your child to read challenging texts helps increase literacy levels, which in turn has a massive impact on achievement. As a parent you can help by talking to your child about books you are reading, visiting the local library and giving books as presents.

Are you unsure how to help your child with their Maths or English? Methods of teaching do change. Come along to our popular:

Take Your Grown Up to Maths

&

Take your Grown Up to Science

Events in the Autumn and Spring Term to experience learning alongside your child.