

Whole-school Strategies

Opportunities for extension and enrichment are built into all our units of work. We aim to:

- create an ethos where pupils feel good about achieving excellence
- encourage all pupils to become independent learners
- provide appropriate resources
- provide flexible organisation, offering opportunities for the more able pupils to work independently
- celebrate achievement

Support from Parents

Encourage children to ask questions and answer them as fully as you can! Encourage the development of imagination as much as the pursuit of knowledge

Let children experiment and accept failure as part of this process.

Use adult language structures and vocabulary in conversation with children

Encourage contentment with incomplete knowledge or uncertainty

Encourage a love of reading by giving access to a wide variety of books

Give your child access to educational games/toys/websites to allow the development of their skills

Encourage tact and understanding of others without similar abilities.

Use community facilities to give opportunities for developing knowledge - galleries, museums, sports venues, etc

Mastery in the Curriculum

What is Mastery?

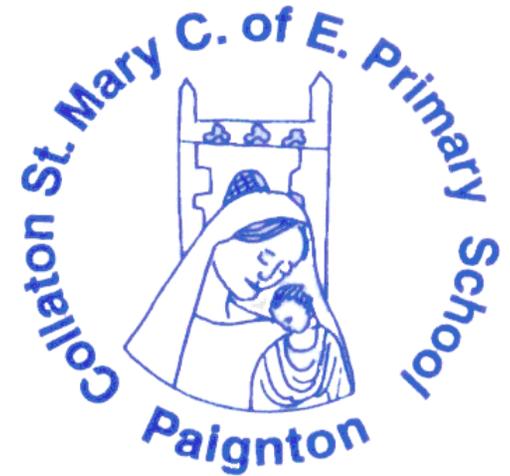
The National Curriculum expects children to learn mastery of the national curriculum.

This approach expects that:

- Teachers reinforce an expectation that all pupils are capable of achieving high standards
- The large majority of pupils progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts in tandem.
- Teachers use precise questioning in class to test conceptual and procedural knowledge and assess pupils regularly to identify those requiring intervention so that all pupils keep up.

Support from the School

At Collaton we believe that all lessons should seek to challenge and inspire all students, including the most able, and should be differentiated to allow for all students to achieve their best.



Guidance for Parents

More Able Pupils

The Mastery Curriculum

More Able Pupils at
Collaton St Mary School



We define 'More Able Pupils' as any pupil who is working above age related expectations in any area of the curriculum.

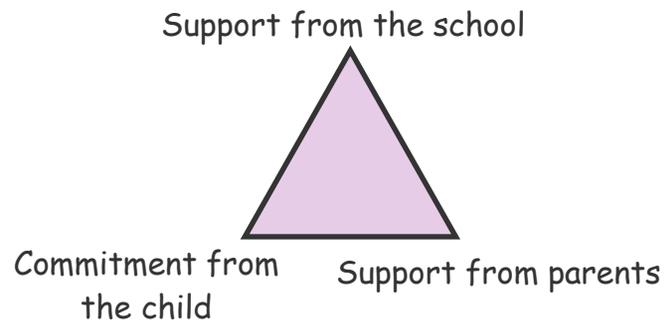
We believe that more able pupils should be given the opportunity to study subjects to a greater breadth and depth.

We aim to provide opportunities to develop pupils specific skills and their talents.

We are mindful of the importance of our role in helping to develop the whole child and not just one aspect of their abilities.

Success is a 3-way
Partnership

At Collaton St Mary School we strongly believe that maximising the potential of our children and maintaining that high level of achievement will only be realised through the combination of three key aspects of learning:



Commitment from the Child

At Collaton we strongly believe in developing a 'Growth Mindset' in all of our children. We believe that our more able children can be challenged and learn from their mistakes. Those with a 'growth mindset' are those who understand that abilities and talents are improved through effort, and that they are more successful and willing to work hard at things they find difficult. We ask all children to challenge themselves and to take risks with their learning enabling them to reach their full potential.

Classroom Strategies

At Collaton St. Mary School, we acknowledge the importance of establishing the prior knowledge, understanding and skills pupils have to avoid unnecessary repetition of work, which can be demotivating. We are alert to the pupils who are more able but who are underachieving. Through effective planning, assessment, record-keeping and liaison with children's previous teachers we aim to:

- establish what they have done previously in order to prevent repetition
- reduce peer pressure to underachieve
- provide challenges through high-quality tasks for enrichment and extension
- plan work, so that there is always extension material for the more able children
- differentiate appropriately
- allow the children to make choices about, and organise, their own work
- set individual, challenging targets and set individual homework
- expect them to carry out, unaided, tasks that stretch their capabilities
- develop their ability to evaluate and check work and improve study skills.