

Most Able Children (MAC)

Rationale

At Wildern School we believe that effective teaching and learning takes place when all students are challenged, feel successful and are stimulated and motivated.

MAC refers to our most able children: those who are working or have the potential to work ahead of their age peers and have a high aptitude for learning. Identifying these students is the beginning of provision; knowing every student in our classroom and understanding their strengths and weaknesses is paramount to high quality teaching and learning.

Through the MAC programme and CDP related to stretch and challenge, we aim to maximise the potential of all of our students, including those who have the highest capacity for learning, and the importance of doing so is highlighted by economic research.

Selecting Students

Our MAC register is continuously reviewed to support students' academic development and students are identified using a multi pronged approach, including KS2 data, CATS data, Termly WAD performance, teacher and parent feedback.

This gives a list of students who should be attaining Grades 8-9 in **a suite of subjects**.

It approximately constitutes the top 10% of the year group, but it varies dependent on the ability of the cohort.

Evidence informed practice to improve outcomes:

- Increased depth and complexity of ideas presented
- Greater abstractness of content
- Greater ambiguity
- Opportunities to explore multiple points of view
- open -ended problem solving
- Opportunities to develop critical thinking skills beyond grade level
- Sophisticated, advanced resource materials
- Activities that require more independence
- Opportunities to make connections
- Greater choice in product and paths to production
- Accelerated pace of instruction

From 'What works in Gifted Education? A Literature Review' - Centre for Education Economics

The Thinking Hard Process

Knowledge and understanding

Reduce
Transform
Deconstruct
Derive



Analysis and application

- Prioritise
- Categorise
- Criticise
- Trends and patterns
- Practise



Flexibility of thinking

- Make connections
- Compare
- Extend
- Create



Stretch and challenge

Stretch: *Be capable of being made longer or wider without tearing or breaking.*

Questions that unlock thinking

Explanation - Why might that be the case? How would we know that? Who might be responsible for...?

Hypothetical - What might happen if...? What would be the possible benefits/impact of X?

Evidence - How do you know that? What evidence is there to support this view?

Clarification - Can you put that another way? Can you give me an example? Can you explain that term?

Linking and extending - Can you add to what X just said? How does this idea support/challenge what we explored earlier in the lesson?

Summary and synthesis - What remains unknown at this point? What else do we need to know or do to understand this better?

Metacognition - What was the most difficult part of that task? How would you do it differently next time? How could you approach this question?

Meta questions

- **Before a Task** - How does this link to previous learning? Is this similar to a previous task? What do I want to achieve? What should I do first?
- **During The Task** - Am I on the right track? What can I do differently? Who can I ask for help?
- **After a Task** - What worked well? What could I have done better? Can I apply this to other situations? What was the most difficult aspect of this work? What made it difficult? How did I overcome this?

Able learners like to see the bigger picture; "they require context in order to be motivated to complete an activity or to put in their best effort." (Potential Plus UK)

Explain the reason for a task, what skills are being learnt through it or where it fits in the knowledge of a subject.

Give students opportunities to explore alternative viewpoints

Encourage speculation:

might, could, perhaps, may, if, possibly, arguably

Consider strategies to introduce new vocabulary (particularly tier 2 and 3 vocabulary).

Ask students to argue the reverse for a quick opportunity to challenge and extend their thinking