

They will focus on the **depth of pupils' learning** - the impact of the teaching.

They **monitor** pupils' over time **progress** and use the information well to **adapt** their planning.

Personalised Learning for More Able pupils

Friday 8th November 2019

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...create deeper understanding rather than to accelerate pupils into new content.

Teachers monitor pupils' **responses in lessons** and **adapt their approach** accordingly;

Part 1: What do we mean by more able?

- ▶ How do we identify these pupils?
- ▶ What factors do we need to think about for successful provision?

Part 2: Practical strategies to support the more able

Learning Behaviours

Maths

- ▶ Task design
- ▶ Mastery document
- ▶ Exemplification of Standards
- ▶ Reasoning & Explanation
- ▶ Deepening Learning

English

- More able writing
- ▶ Reading prompts



**What would you see, hear
or feel a more able child
doing?**

How does this differ from other children?



A rising tide raises all of the ships

Joseph Renzulli

What is it that motivates your child?

"How do you know what you are good at until you try?"

Steve Redgrave



Potential $+$ $\frac{\text{Opportunities}}{\text{Support}}$ $+$ Motivation

$=$

High Achievement

All the elements need to be present

Personalised agenda quote

► Fleas in a jar

“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....”

Ofsted outstanding 2016

How can we support the more able pupils in class?



Fixed and Growth Mindsets

Fixed Mindset

Intelligence is static

Leads to a desire to 'look smart' and so leads to a tendency to:

- *avoid challenges*
- *give up easily when presented with obstacles*
- *see effort as fruitless*
- *ignore useful feedback*
- *be threatened by others' success*

Growth Mindset

Intelligence can be developed

Leads to a desire to learn and therefore to a tendency to:

- *embrace challenges*
- *persevere despite obstacles*
- *see effort as a path to mastery*
- *learn from criticism*
- *be inspired by others' success*



Boundaries

I can take turns to talk.

I can use my words when I'm upset.

I can think before I act.

I can show I'm listening to others.

I can use kind hands and feet.

I can understand there are rules.

Resilience

I can make good choices.

I can accept when things are not always fair.

I can keep going when finding things difficult.

I understand when I need to ask for help.

I can learn from my mistakes with support.

I can recognise my emotions with support.

Focus

I can respond appropriately when spoken to by an adult.

I can remain on task with support.

I can do as I am asked first time.

I can pay attention to all adults.

I can follow instructions by the count of 3.

I can concentrate on a task for 5 minutes.

Respect

I can use equipment safely with support.

I can say good things about myself.

I can respect property with support.

I can keep my hands and feet to myself.

I can put my hand up when I need attention.

I can use kind words.

Self-Regulation

I can make the right choices.

I can overcome my problems with support.

I can use my safe place techniques.

I can talk to others politely.

I am able to ignore others behaviours.

I can recognise when I'm not coping.

Independence

I can say good things about myself in a group situation.

I can always be prepared to learn.

I can say good things about myself.

I can ask for things I need.

I can accept responsibility for my actions.

I know when I need help.

Boundaries

Resilience

Focus

Respect

Self-Regulation

Independence

I can respect and accept my own and others emotions.

I am able to cope in any situation calmly.

I can carry out all instructions by adults.

I am always respectful to the environment.

I recognise physical feelings are linked to my emotions.

I can start and complete my work independently.

I can walk away and ask for help when needed.

I can accept the consequences of my actions.

I can do as I am asked even if I do not want to.

I can accept others points of view.

I can calmly think my way through a problem.

I can say good things about myself in a group situation.

I can respect other peoples feelings.

I can accept compliments and criticism.

I can remain on task independently.

I can use equipment safely and independently.

I can admit when I have made the wrong choice.

I can always be prepared to learn.

I can cope when things don't go my way.

I can cope when I make mistakes.

I can follow all instructions.

I can show empathy towards others.

I can patiently wait for my turn.

I can say good things about myself.

I can share appropriately with others.

I can use time out independently.

I can maintain focus during class instruction.

I can be where I am supposed to be.

I can respond appropriately to how I am feeling.

I can ask for things I need.

I can respect others personal space.

I can use time out with support.

I am able to repeat back my instructions.

I can prepare and tidy away independently.

I can express how I am feeling in a safe way.

I can accept responsibility for my actions.

I understand I can't always be first.

I can seek guidance when I need it.

I can ignore others behaviours and distractions.

I can treat others as I would like to be treated.

I can accept the decisions of adults.

I know when I need help.

3 key words for Talk, Planning
and Marking

Resilience

Confidence

Independence

(Challenge)

Austin's Butterfly



Coffee



At Greater Depth

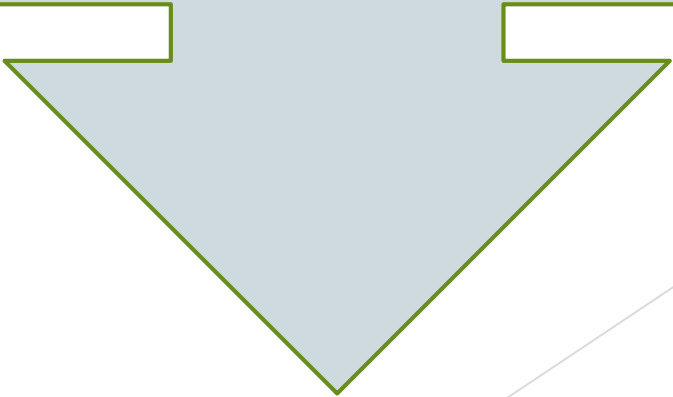
- ▶ A pupil who is judged to working at greater depth within the expected standard would be the pupil who **grasps new concepts rapidly** and then has the opportunity to **apply the same mathematics in more complex problems** (where the approach is not so obvious)

Beyond

Beyond is about extended abstract learning. Prior learning looked at in a new way and used as the basis for prediction, generalisation, reflection or creation of new understanding (Hook and Mills 2011). Children being able to apply their learning in an a new context and creating new meaning or thinking.

Children are making conscious deliberate decisions about their learning. Children can transfer their learning and explain their learning to others. Teachers will need to capture and extend their thinking.

EXPERT mathematician (end of year) *make links to DfE interim performance descriptors for end of key stage in Y2 and Y6 'working at expected' +*

- Pupils can suggest and draw on a **range of appropriate models to represent** a mathematical concept, or solution including a missing box number sentence
 - Able to talk about their **reasoning using accurate vocabulary** when engaged in 'intelligent practice' tasks
 - Can discuss what is mathematically the same and different about a range of problems because the context is not distracting from the mathematics required.
 - Pupils respond flexibly and with **resilience** to non- routine problems
 - **Make decisions** confidently about which calculations could be worked out mentally and which calculations need pencil and paper recording.
 - Pupils able to discuss and **illustrate connections** between domains of mathematics
 - Pupils can independently use informal and formal notation to **share their solutions** with peers
 - Pupils independently **use known facts** involving all four operations to both simplify calculations and **check reasonableness** of answers including in the context of measures
- 

What greater depth is not...



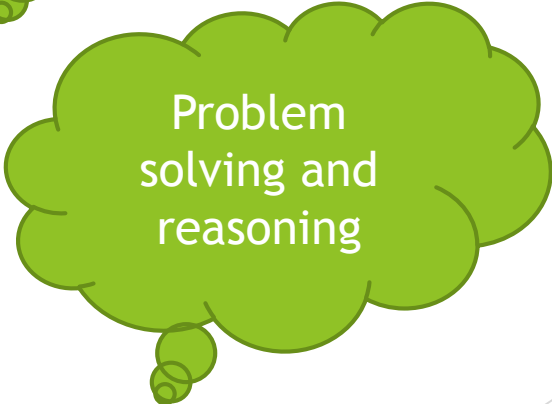
Bigger
numbers



Next years
curriculum



Multi-step
problems



Problem
solving and
reasoning

What does a greater depth task look like?

Year 1

Mastery

Write the numbers in order of size.

15	16	5	71	50
----	----	---	----	----

What is one more than...?

What is one less than...?

Complete:

19		21	22		
----	--	----	----	--	--

Mastery with Greater Depth

2	3	4	5	6
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Use two of the digit cards to make a number greater than 50.

Use two of the digit cards to make a number less than 30.

Use two of the digit cards to make an odd/even number.

Use two of the digit cards to make a number between 47 and 59.

What is the smallest 2-digit number you can make?

What is the largest 2-digit number you can make?

Explain your reasoning.

Year 4

Tom ate 9 grapes at the picnic. Sam ate 3 times as many grapes as Tom.

How many grapes did they eat altogether?

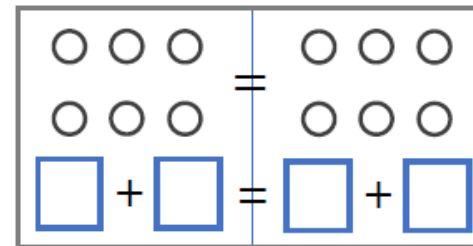
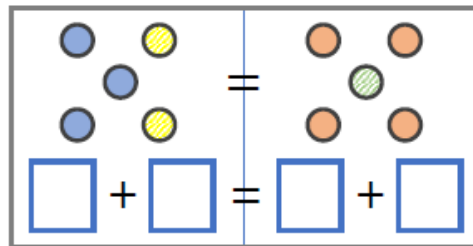
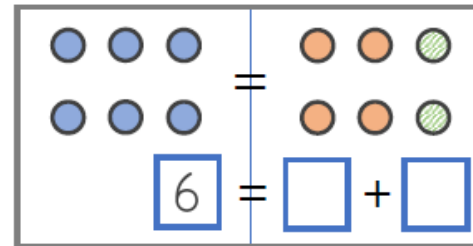
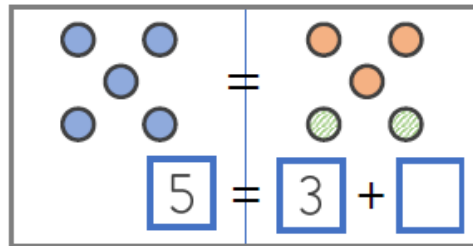
The bar model is a useful scaffold to develop fluency in this type of question.

Sally has 9 times as many football cards as Sam. Together they have 150 cards.

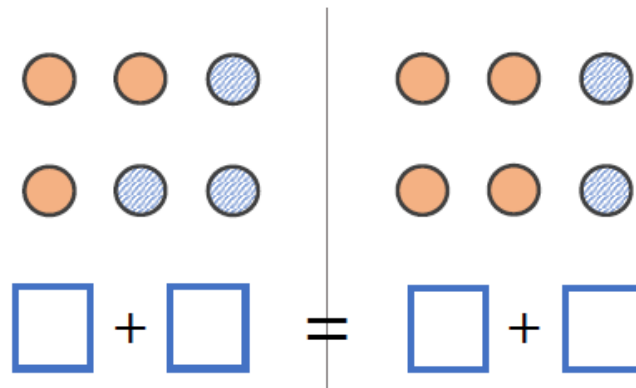
How many more cards does Sally have than Sam?

The bar model is a useful scaffold to develop fluency in this type of question.

Finish the pictures

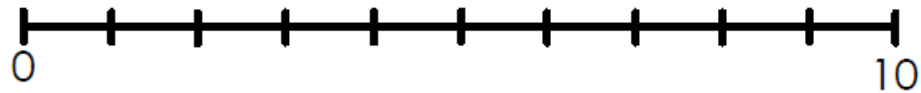
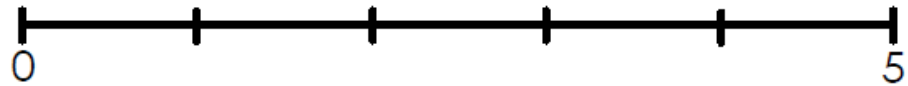
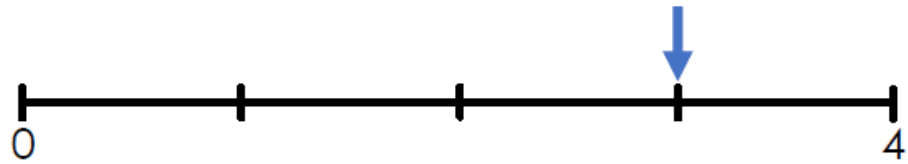


The same... different...



Number lines

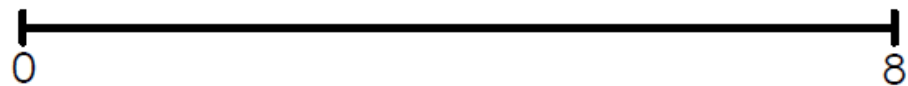
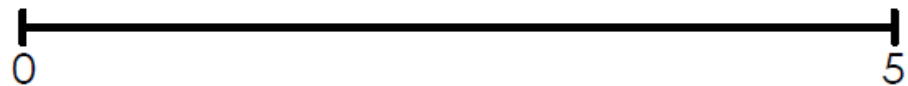
Show **3** on each number line.



What do you see?

Number lines

Show **4** on each number line.



There are 3 red flowers and 5 blue flowers. How many flowers are there altogether?

There are 8 flowers; some are red and some are blue.
If three of them are red, how many are blue?

There are 8 flowers; some are red and some are blue. If there are two more blue flowers than red flowers, how many are there of each colour?



NUMBER AND PLACE VALUE?

Thinking Tom says;

"384 could be partitioned into
 $300 + 80 + 4$."



Thinking Tanya says;

"384 could be partitioned into 300
 $+ 70 + 14$ or $200 + 180 + 4$."



Task:

Are there any other ways 384
could be partitioned?

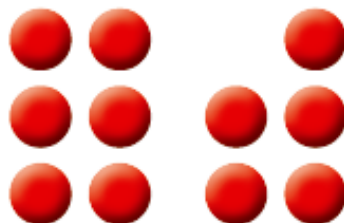
What do you think?

Convince Me!

NUMBER AND PLACE VALUE?

Thinking Tom says:

"I know there are an odd number of counters here without counting them all."

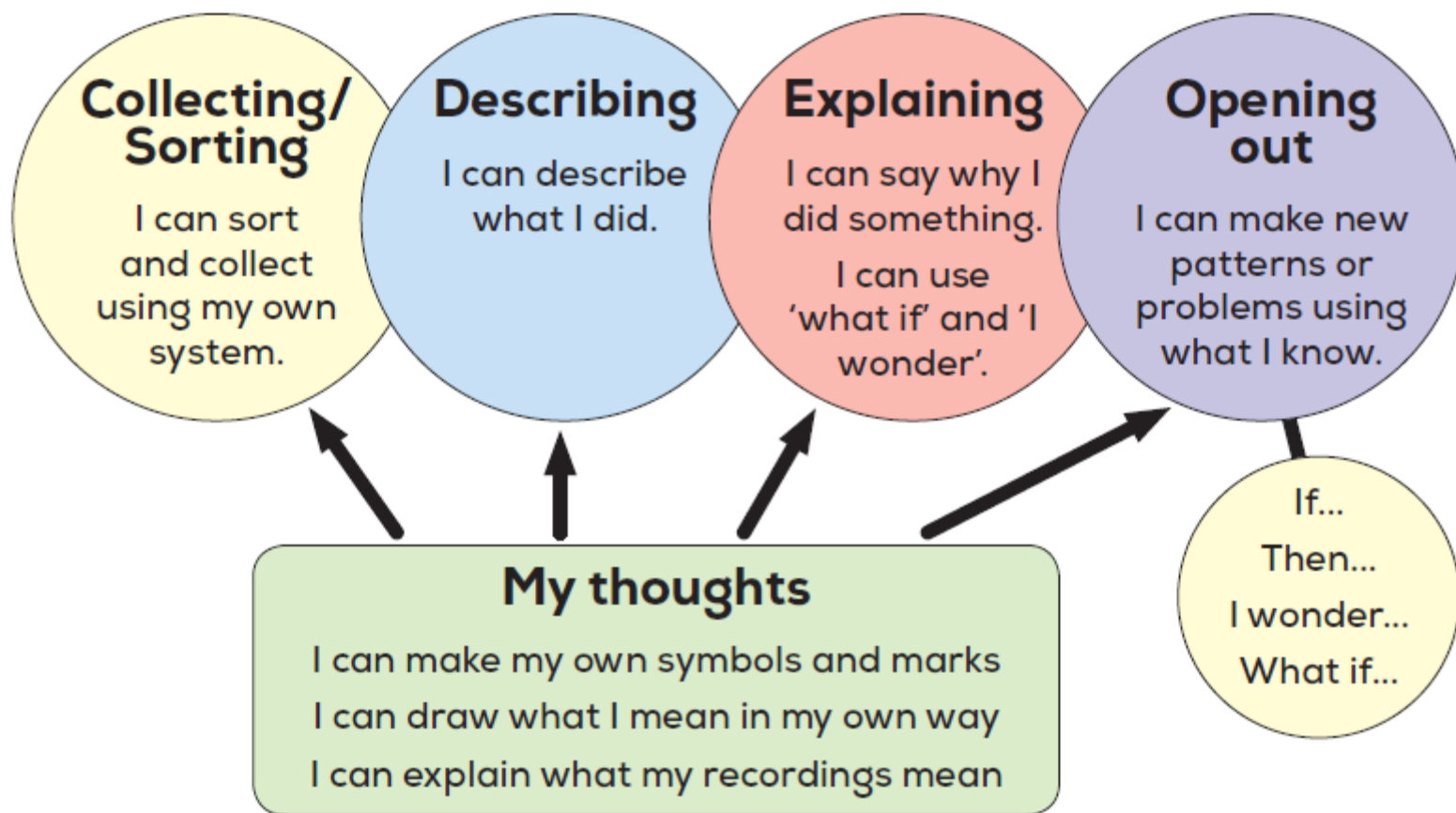


What do you think?

Convince Me!



Reasoning EY and KS1



Reasoning KS2

Describe

I can tell you what I did.

Explain

I can say why I did it.
I can be systematic.

Convince

I can generalise from one example, which is probably true.
I can look for patterns.

Justify

I can justify why something will or won't work.
I am beginning to use proof.

Proof

Exhaustive: I can find all possibilities.

Images and examples

Counter example: one that doesn't work.

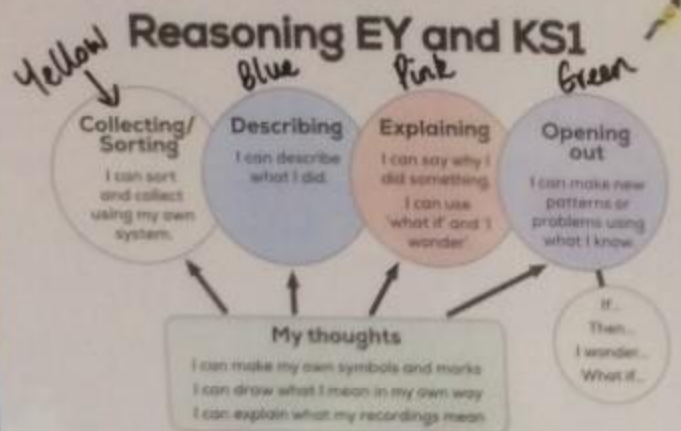
Algebraic: I can find a pattern and give a general rule for what I see. I can prove if this works for other numbers.

Describe- tells us what they did

Explain- some reasons which may or may not be accurate

Convince- confident in chain of reasoning statements

Justify- complete chain of reasoning



I think...

I started with...

I decided to...

I think

I noticed....

I noticed

To prove

To prove

100 - 27
36 + 27

five to five past

Another and Another

► Write down a fraction that is equivalent to $7/10$...

► and another

► and another

► and another

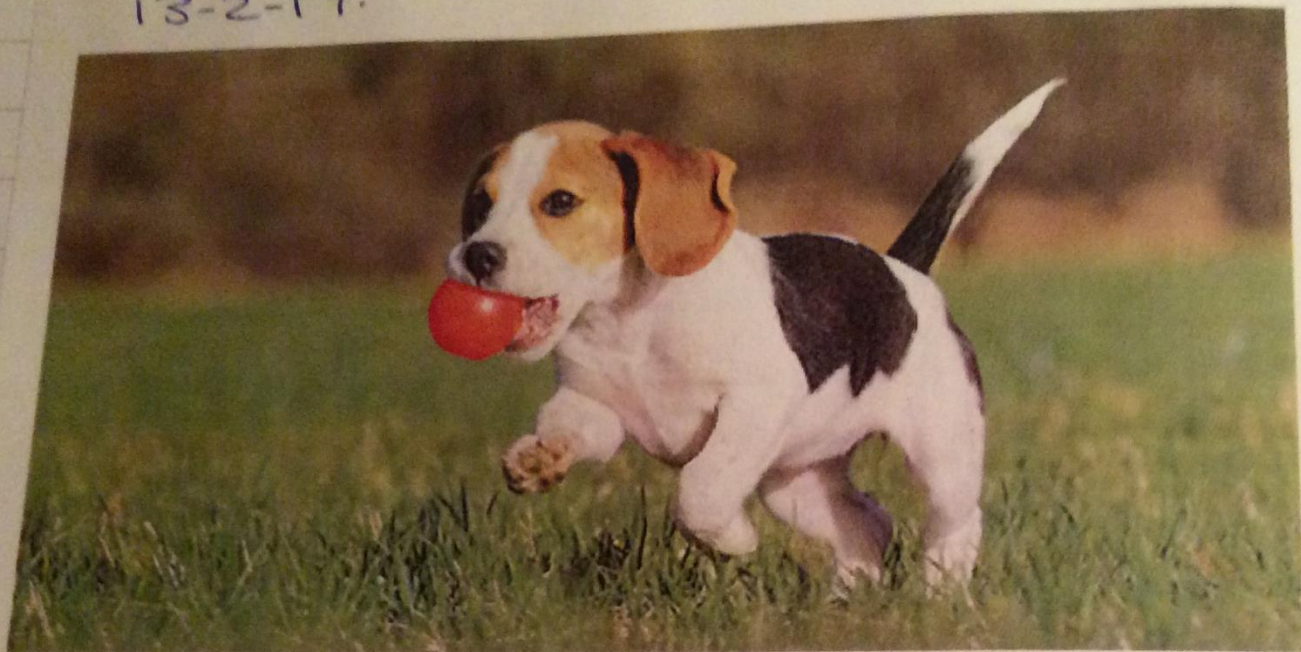
► Write down a fraction that is equivalent to $2 \frac{3}{8}$

► and another...

Always, Sometimes, Never

- Halves are the same size
- A fraction is smaller than one
- The maximum number of halves is 2
- The maximum number of tenths is 10
- I can write a fraction with a denominator of 10 as a decimal
- I can write any fraction as a decimal

13-2-17.



The dog is running
and having great
fun and holding
a ball and jumping
with a red ball.

(I)

All writing involves the interplay between these factors:

- One or more of these factors is sometimes 'a given'. Learners need to practice working with the 'givens' and to make choices about the other two factors.



Purpose

Inform
Explain
Describe
Instruct
Advise
Persuade
Entertain
Discuss
Retell
Report
Compare
Speculate
Evaluate
Explore
Agree/disagree

Fiction

Non-fiction

Poetry

Audience

A friend/peer who feels/needs...

A character from a story

Someone important (a teacher, a head teacher, a governor, the police, a local MP, the Queen, the Prime Minister)

Several people (an army, a crowd, neighbours)

Someone who wants to find out...

A local industry (post office, restaurant, shop, travel agency, estate agency)

Generic

Viewpoint/shift of voice

Sentence level manipulation for effect

Vocabulary for effect - writer's choice

Structure (layout)

Fluency between paragraphs

Talk to the reader

Change of audience.

Choice of form

Connections/making links

<p>words are: nouns verbs adjectives adverbs?</p> <p>you list the parts....?</p> <p>has happened?</p> <p>were the main ideas?</p> <p>was the key character?</p> <p>are the meanings of these ...?</p> <p>three words to describe...</p> <p>do you think was meant</p> <p>...significant?</p>	<p>What do we know about...?</p> <p>Can you recall/sequence the main events?</p> <p>What are they key events/points/ideas?</p>	<p>Who was it that ...?</p> <p>Can you name the...?</p> <p>Who spoke to..?</p> <p>Can you select...?</p>		<p>How does the writer describe?</p> <p>What are the parts or features of...?</p>	<p>theme of...</p> <p>What con writer use</p>
	<p>How does...react to.... and why?</p> <p>Describe the relationship between....?</p> <p>What do you know about (chosen character)?</p> <p>What do we learn about...?</p>	<p>Where is the word that means....?</p> <p>What evidence can you find that shows....?</p> <p>How was ...?</p> <p>How did...happen?</p>	<p>Based on what you know, what is your view of the character?</p>	<p>How could you describe...?</p> <p>How do you know...?</p> <p>Why did...?</p> <p>Why do you think...?</p> <p>What kind of person was...?</p> <p>How did...react?</p> <p>What does this tell us about them?</p> <p>Can you predict the outcome of...?</p>	<p>What big</p> <p>What is th</p> <p>What does the writer want us to think/feel about...?</p> <p>What does the structure of the text/paragraph/sentence suggest?</p>
	<p>How would you organise...to show...?</p> <p>What is it like to be...?</p>	<p>What examples can you find...?</p> <p>Can you make use of the facts to...?</p> <p>What facts would you select to show...?</p> <p>Can you usefrom the text to...?</p>	<p>How would you have used...?</p> <p>What parts/words would you select to show X?</p> <p>What questions would you ask the characters about...?</p> <p>What did X make you think of?</p> <p>How did X make you feel?</p> <p>What would you have said/done...?</p> <p>Do you know another instance where ...?</p> <p>Could this have happened in ...?</p> <p>How would you organise...to show...?</p> <p>How is...related to...?</p>	<p>How would you solve...using what you've learned...?</p> <p>What approach would you use to...?</p> <p>What would result if...?</p> <p>Can you make use of the facts to...?</p> <p>What will happen next? – moved from Clarify/evaluate</p>	<p>Can you add to the writer's description of...?</p> <p>In the text, the writer uses... Can you use...to...?</p> <p>Could you propose an alternative word for...?</p> <p>Can you make connections to...?</p> <p>Invent your own words to describe the character.</p> <p>Can you describe the character in your own words?</p>
<p>you make a distinction en...?</p> <p>is the function of...?</p> <p>you make links between...?</p> <p>did the writer portray/show/present...?</p>	<p>What was the underlying theme of..?</p> <p>Can you explain what must have happened when...?</p> <p>How is ... similar to...?</p> <p>What were some of the motives behind...?</p> <p>What was the turning point in the...?</p>	<p>Why did ... changes occur?</p> <p>What are some of the problems of ...?</p> <p>What were some of the motives behind ...?</p> <p>What was the problem with ...?</p> <p>How would you group these words together?</p> <p>What effect do/does the nouns/verbs/ repetition etc have on the reader?</p>	<p>How has the author achieved ...?</p> <p>If ... happened, what might the ending have been?</p> <p>How was this similar to..?</p> <p>What was the underlying theme of...?</p> <p>What do you see as other possible outcomes?</p> <p>How is ... similar to ...?</p> <p>Can you distinguish between...?</p>	<p>Do you think that is how the writer wants you to feel?</p> <p>What does the writer do to make you think/feel that?</p> <p>Which events could have happened ...?</p> <p>Why do you think...?</p> <p>What is the theme?</p> <p>What were some of the motives behind ...?</p> <p>What was the problem with ...?</p>	<p>Why did the writer choose to...?</p> <p>How does the writer use to...?</p> <p>How do the words present...as...?</p> <p>Why did t</p> <p>If ... hap ending ha</p> <p>How is th within the</p> <p>What are</p> <p>What was</p> <p>What do y outcomes</p> <p>How is ...</p>
<p>as the writer used...?</p> <p>how would you improve?</p> <p>...is most powerful?</p> <p>is your favourite/least te...?</p> <p>do you think about...?</p>	<p>How effective are ...?</p> <p>What do you think about..?</p>	<p>Can you select the most....examples of...</p> <p>Which... would you like to improve? Why? How?</p>	<p>Why did the author write this story? – Moved down from knowledge</p> <p>What changes to ... would you recommend?</p> <p>How effective are..?</p> <p>What do you think about..?</p> <p>What is your opinion of...?</p>	<p>How might other readers respond to...?</p> <p>Why is your interpretation different to...?</p> <p>Do you think this interpretation is justified? Why?</p> <p>=</p>	<p>What did you think of the way the writer...?</p> <p>Which ... do you think is most effective in...?</p> <p>Compare the impact of ...?</p> <p>How would you improve/change.....?</p> <p>What cha recomme</p> <p>How effec</p> <p>What do y</p> <p>Would thi poetry/pro</p>

Y2: coordinate and subordinate

I shouldn't
follow him
but...

Mum's going
to be angry
that...

He's going to
be in trouble
when...

I could wait
here or...

I'm going to
follow him
because...



He might get
stuck and...

What would
happen if...

“I won’t learn anything unless I try and I won’t know unless I try it.”

Niamh

