



The Marlborough
Science Academy
'shaping futures'

Accelerated, Exceptional Students



Provision for our Young, Gifted and Talented students

ACES information

Welcome to our ACES information booklet. We would like to provide information and news for our ACES students and their parents and carers, as well as introducing some of our initiatives and ideas.

This is a response to the Government white paper 'Higher standards: better schools for all' (2005) which highlighted the correct view that the needs of all students should be met and provided for within our schooling system. The Marlborough Science Academy is constantly reviewing our provision for our ACES students and we aim to:

- Consider the learning needs of our ACES students through curriculum pathways and innovation.
- Provide planned enrichment which will offer ACES students to be challenged, motivated and valued.
- To enhance, widen and improve our systems for identification of ACES students.
- To support teachers, students and parents in improving provision for ACES students by improving training and learning outcomes.
- To create a community and ethos where ACES feel valued and supported.

This information booklet will outline some of our initial steps to realise these aspirations and outcomes.

I hope you find the information in our ACES booklet useful. If you have any concerns or questions regarding your ACES then please do not hesitate to contact me at school.

Identification

The definition of who is 'gifted' and who is 'talented' is one of open debate. Some would define this broadly as 'a gifted and talented person demonstrates, or has the potential to demonstrate, an outstanding level of ability in one or more fields of activity' (British Educational Communications and Technology Agency). Perhaps 'gifted learners are those who have abilities in one or more subjects in the statutory school curriculum other than art, design, music or PE, and talented learners are those who have ability in art, design, music or the performing arts such as dance and drama' (Qualifications and Curriculum Authority, 2005). Some are more empirical in their view suggesting 'those who are more than two standards of deviation from the mean on a normal curve of intelligence.'

These are working definitions of identification that tend to open argument and debate as opposed to leading to resolution and a firm definition. At The Marlborough Science Academy we follow national guidelines and we aim to identify *at least* 5% of our cohort by:

- Teacher recommendations (these are usually based on attainment and performance but sometimes the gifts and talents of our students can be recognised through other areas such as class discussions or learning dialogues).
- Parental recommendations particularly when the student has a gift or a talent that is not school based but recognised through outside activities.
- Cognitive Ability Tests (CATs) and our base line data where we identify the top 5% in each year group according to these criteria.



Curriculum provision

The curriculum at The Marlborough Science Academy is designed to offer learning pathways to success. Our ACES have choice, opportunity and potential to play to their strengths and to learn in environments designed to challenge them. Below are the different curriculum offers for faculty areas at our school.

Mathematics

- Setting in all year groups
- Further Mathematics at Key Stage 5
- Mathematics AS and A level

Contact: [Miss G Smith](#)

English

- Setting in all year groups
- English Language and English Literature offered at Key Stage 4
- English AS and A level

Contact: [Mrs E Blount](#)

Science

- Setting in all year groups
- Biology, Physics and Chemistry offered at Key Stage 4
- Biology, Physics and Chemistry AS and A level

Contact: [Mr D Eve](#)

PE

- Along with core PE, GCSE PE is offered at Key Stage 4
- BTEC level three is offered at Key Stage 5

Contact: [Mr C Packard](#)

Humanities

- Setting in all year groups for Geography and History
- Setting at Key Stage 4 for Philosophy and Ethics
- GCSE Classical Civilisation at Key Stage 4
- Classical Civilisation, Geography, History and Government and Politics AS and A level

Contact: Miss A Garrett (Classics), Miss S Wainwright (Geography), Mr R Atterton (Government and Politics), Mr A Pressland (History) and Miss E Warr (Philosophy and Ethics)

Performing Arts

- All Performing Arts subjects are offered in the open option block at Key Stage 4 which allows students to focus their choices if their gifts and talents lie within these areas
- Performing Arts is also well represented at Key Stage 5
- Music offers peripatetic lessons as well as various bands including jazz and a wind orchestra

Contact: Miss C Burton (Drama), Ms J Bustin (Art), Ms L Haines (Music) and Mr S Salih (Media Studies)

Modern Foreign Languages

- Setting in all year groups
- Double languages offered at Key Stage 3 and Key Stage 4
- French offered at Key Stage 5

Contact: Mr K Henshall

Technology

- All students study Food, Textiles, Resistant Materials, Metal and Graphics at Key Stage 3
- Technology offers a wide choice at Key Stage 4.
- Technology is offered at AS and A level

Contact: Mr S Salih

Enrichment

Enrichment is crucial to offer our ACES because it allows challenge and extended learning opportunities, which complement the curriculum model. It is also a chance to make our ACES feel valued, and allows them to socialise with similar students. This environment will enable them to progress as a whole. The enrichment we offer presently is listed below. We will update this list so keep an eye open because it is subject to change and improvement. (see the link on the school website)

Mathematics

- The Maths Challenge
- Year 6 and Year 7 ACES Quiz Day



English

- Book Club
- Carnegie Medal Reading Club
- External master classes for English students
- BBC School News Report
- Debating Club
- Young Journalists -The Mo and Mini Mo
- Journalist Visit
- Creative Corner

Science

- Extra sessions for KS4 at lunchtime and after school
- Cross curricular trip with Maths—Bletchley Park
- Cross curricular trip with History—History of Medicine

Art

- Art competitions
- Primary School art projects
- Cross curricular ACES Day with Languages

Humanities

- Latin Club for KS4 students
- Trip to Italy (Classics and History)
- Guest Speakers—Geography
- Top Grades Club at lunchtime—History



Music

- A choir and orchestra
- Individual bands are also supported and encouraged

MFL

- MFL challenge day
- Cross curricular ACES Day with Art
- Trip to Spain at KS4

Technology

- Rotary Club Challenge Day
- Food ACES Day at KS3 and 4

PE

- Young Leader Awards
- Participation in District and County sports events
- Sports Award Day
- Sports psychology/nutrition ACES Day

Drama

- ACES Theatre Company
- LAMDA exams at KS5

What does our enrichment look like?

English and Photography ACES Day

'Nature: in all its glory' was the title of the workshop for Year 8 and 9 ACES. The morning was organised by Ms Redfern and Miss Burton who had arranged for Mr Rupert Evershed, a nature writer for the Herts Advertiser, to come into school and not only talk to the students but help them craft a piece of non-fiction nature writing inspired by the natural landscape of The Marlborough Science Academy. Mr Evershed's articles are always relevant to the local area and are accompanied by an equally insightful photograph. The students brief was to go out and take a photo and then write an article about their picture.

"It was a thoroughly enjoyable day working with some very capable students. I was very impressed by just how observant the children were as they went out into the school grounds and captured the first signs of spring in the midst of Storm Doris! It was also good to see how well they dealt with the challenges of developing their inspiration into a coherent and structured writing piece. Over recent years, nature writing has experienced an extraordinary revival and it's great to see that Marlborough has its finger on the literary pulse!"

Mr Evershed



Food ACES Day

A group of talented “foodies” from Years 7-10 made cupcakes which they arranged into a bouquet, the finished results looked amazing. Students also learnt how to create striped meringues which they then sandwiched together with flavoured cream.

Mrs Cuell



‘On Food ACES day it was so much fun! It was exciting to create something new and learn new skills. Baking the cupcakes and turning them into flower pots made them too pretty to eat. The meringues were amazing and there was a great feeling of everyone working together.’ **Rhianna**

‘I really loved the Food ACES day as I got to work in the atmosphere of a kitchen. I



enjoyed the whole day but the one thing that stood out for me was assembling our cupcake



bouquet which when finished looked so amazing, it was a pleasure to be part of and I loved every minute of it. Thank you so much.’ **Tom**

BBC
NEWS

■ SCHOOL REPORT ■

Make the news
in your school



On March 16th we took part in the BBC School News Day. 33 students took part in the day from Year 7 to Year 10 where they wrote, filmed, edited and presented the news. We were extremely lucky to have Eddie Stevens from the BBC to help support the students who commented , *'They are extremely ambitious.'* He even allowed them to use his camera to film the

reports. Rhys and Daniel Year 10 were the editors for the day and decided on the stories that were to be featured and organised the students.

It was a fantastic opportunity for the students as they had to address technical problems, work as a team and make some very difficult decisions. Many of the students enjoyed the day so much they are now thinking of a career in media and are hoping to be able to extend their skills that they have learnt even further.

There was a lovely atmosphere in the LRC and I was extremely proud of our students as they all worked well together.

Mrs Baker

Year 8 Maths ACES

To support the transition into Year 7 we held a Maths Master Workshop at Killigrew primary school with some of their Year 6 students. This workshop introduced them to new algebra concepts that they will encounter in Year 7 and helped to connect their prior learning to new teaching.

Mrs Gustafson

'It was fun to go back to our old school to see what has changed. The methods of teaching seemed to really work well.' **Joe**



'It was really great to go back to primary, to see all the teachers and help the students with their learning.' **Kaylei**

'I really enjoyed going back to primary and seeing familiar faces. I liked helping the Year 6s and seeing how much they knew.' **Abbie**

'It was a great experience to go back to primary school to help the Year 6s learn.' **Lewis**

'I really enjoyed the experience working with the Year 6s and seeing old teachers.' **Shaun**

'The children really enjoyed it, and were engaged throughout. I found it really interesting seeing the teaching of algebra broken down; it will definitely help in the future....!' **Mr Oswin, Killigrew**

GCSE Dance Workshop



Year 9 GCSE Dance students had the opportunity to spend a morning studying one of the dance pieces 'Shadows' from their GCSE course. The girls spent three hours with Antonio going through the repertoire and learning about the importance of the interpretation of music to help with the choreographic intent and smooth movement.

Miss Fox

'It was an amazing experience to be taught by a professional dancer. I learnt a lot and it was really enjoyable!' **Ruby Browning**

'It was awesome! Antonio was an amazing dancer and it was great to see how they work in professional dance companies.' **Emelia Saunders**

'It was very inspiring to meet such well trained, focused and positive students. The class were very welcoming and co-operative and showed some amazing skills.' **Antonio Borriello**

Year 8 and 9 Drama ACES Day

At the end of last half term, Drama ACES from Years 8 and 9 worked with Tip of The Iceberg Theatre to create some devised performances based around the themes of equality and individuality. The students explored different devising and performance techniques which will support their practical work in lessons and as they progress to GCSE.



I enjoyed being able to work with people who aren't in my class.' **Maddie**

'I really enjoyed doing this as it was a perfect opportunity to develop my drama skills beyond my normal lessons and learn new techniques that I will be able to use in class.' **Katy**

LAMDA Examinations

In January some of our Year 12 Drama students entered for their Grade 6 and 7 LAMDA solo acting exams. This required them to learn and perform three different monologues and answer questions on the characters and their role in the play. The students did an amazing job and received their results last week, all the girls passed with merit or distinction. grades gaining bronze and silver medals. A huge achievement! Congratulations to **Dina Fasakin, Annabel Fabian, Abigail Medlycott, Kate Mercer and Isabel Butt.**



Science Museum and Houses of Parliament Visit



'On the 18th May, 30 ACES students went on a trip to the Science Museum and Houses of Parliament. It was a good trip, it was a debating day and at the Science Museum we had to choose something and compare it with other groups. When we went to the Houses of Parliament we first had a tour followed by a workshop it was an incredibly interesting day.'

Matthew

'Yesterday was one of the best experiences of my life, I absolutely loved the Houses of Parliament. We were shown around the Queen's part of the Houses of Parliament and I felt very special and important. Before the Houses of Parliament we went to the Science Museum and we had to pick an invention and then had to debate which invention was best.'

Faye

ACES Journalism Workshop

Twenty one lucky Year 7 and 8 ACES students attended a journalism workshop, which was held in the LRC. The workshop was hosted by the Editor of the Herts Advertiser, Mr Matt Adams. Mr Adams led the workshop over two hours, where the students learned about his work, the role of a journalist and what writing newspaper articles entails.

During the second half of the workshop, the students created their own front cover newspapers, along with a lead story, on the school laptops. Throughout this task, the students were guided by Mr Adams, Mrs Redfern and Ms McCarthy.

By the end of the workshop, the students grasped the importance of how to structure a newspaper article and how to appeal to their audience. Equally, the students appreciated the significance of teamwork and developed team building skills.

'It gave me a real insight into how news reporters think and how to get your audience interested in your piece. I am sure I will be much better at writing articles if the subject ever comes up in English.'

'I enjoyed writing my own newspaper article and learning what jobs there are in journalism.'



Bletchley Park Visit

A group of Year 9 ACES students had the opportunity to visit Bletchley Park. Home of British codebreaking and a birthplace of modern information



technology. It played a major role in World War Two, producing secret intelligence which had a direct and profound influence on the outcome of the conflict. The day was organised for the students to have a guided tour of the park followed by a codes and ciphers workshop. The students were shown how messages sent by the German forces which had been encoded were intercepted and taken to Bletchley Park by motorcycle despatch riders to be decoded by the primarily female workforce. Some of them even got the opportunity to use the Enigma machine to see how the coding worked.

'I learned that the Enigma machine takes a lot of effort to decode. We all had a try.' **Hanelle**

'I really enjoyed our practical lesson, as you got to see how the workers broke the codes and it was cool that we got to too.' **Tom**

Post 16 Outstanding Achievements

Russell Group Universities and Oxbridge

A number of our students have gone on to Russell Group Universities. Here is a small sample of their university destinations and what they are studying.

Modern and Medieval Languages at Cambridge (RG)

Veterinary Medicine at the Royal Veterinary College (RG)

English and American Literature at Goldsmiths

History at Queen Mary (RG)

Politics at York (RG)

Business at Southampton (RG)

Politics at Lancaster

American and Canadian Literature at Nottingham (RG)

Communication at Leeds (RG)

Natural Sciences at Leicester

Chemical Engineering at Heriot-Watt

Students have also gone on to other prestigious universities and a whole host of different subjects ranging from Law and Civil Aviation to Fashion Journalism .

Success at Oxbridge

Having been placed second in the prestigious Trinity College Cambridge Robeson Prize for essay writing in History and gaining two A* and two As at A level Kathleen easily secured a place at Trinity College studying Modern and Medieval languages. Kathleen's 4000 word essay, examining the contributing factors to the persecution of witches in modern Europe, was described by Dr R. W. Serjeantson as intelligent, interesting and well researched.



Past Students Testimonials

"I received a first class honours in accounting and finance from Exeter university and have just taken a year out working and travelling around Europe. I start my job in September for PricewaterhouseCoopers." Laura

"After Sixth Form I went on to Durham University and studied English Literature, writing my dissertation on 'Working Class British Literature of the 1950s and 60s. I received a first class honours degree.'" Lucy

"For my A-levels I achieved A*AA and happily got into Leeds University to do English literature." Chloe

"I studied art, English literature, Biology and Chemistry as full A Levels and decided to do Biochemistry at the University of Bristol. I am now working for Deloitte where I work within the Consulting Finance practice as an analyst and have just finished my first year there on their two year graduate scheme." Susanna

"I've been living in Vietnam for the last year and a half and am teaching English here. I'll be staying for another year. I did politics at the university of Birmingham and did Politics, History and English for A levels." Sian

"I studied Maths, Further Maths, Chemistry and Physics for AS and A level. I achieved five As. I then went to study Maths at Warwick and I am now going to be working for Deloitte in tax accounting." Stephen



Monitoring

We need to look after our ACES. They have pastoral needs and we must ensure that we support them in their learning and wider school experience. This can be achieved through the pastoral system already in place at the school and added to this is the analysis of grade card information, examination performance and assessment in the classroom. We hope to identify ACES who are underachieving with a view to offering interventions and programmes designed to improve their performance. We have a Motivational Mentoring system in Year 11 which gives students one-to-one support with their learning. Most importantly we ask our ACES once a term how their experience has been so that we may learn from this and improve provision.

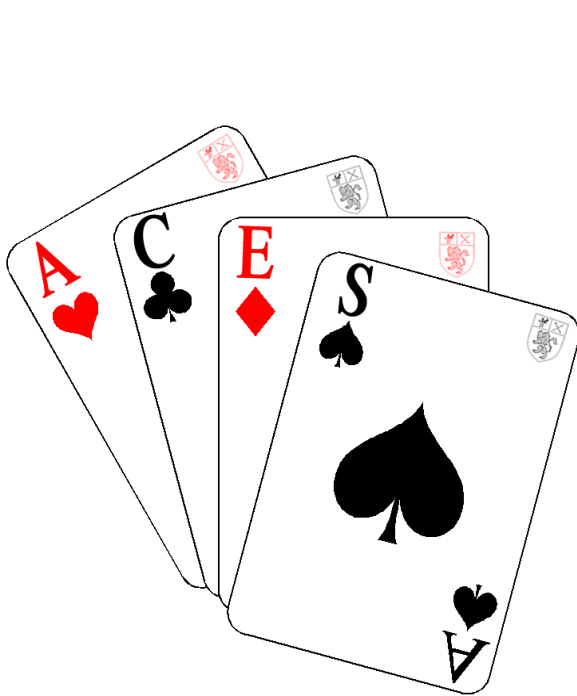
Finally...

Thank you for reading our ACES booklet. I hope you have found it informative and useful. Contact me at school if you have any queries or any ideas for enrichment or improvements.

Miss C Burton (Teacher in charge of ACES)

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Headteacher: Ms A F Thomson

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