

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: [Miss C Nugent](#)

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
 - Classical Civilisation at GCSE Key Stage 4
 - Classical Civilisation, Geography, History and Government and Politics AS and A level
- Contact: Mr A Ballantine (Geography), Mr D Samsami (History), Mr R Atterton (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) and 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 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
- Y6 and Y7 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 at 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
- A* 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?

University Of Hertfordshire – Shakespeare Challenge.

This year a number of English, Drama and Art ACES students were invited to work collaboratively on a project for The University of Hertfordshire. The task was simple, adapt Shakespeare. The students were given the choice of adapting either *Othello* or *The Tempest* in any way they wished.

Over two days Arts and Literature skills were combined to complete two very different pieces of contemporary theatre and two very thorough evaluations. After a lot of discussion from the University's judging panel I was delighted to learn that both groups have been awarded a runner-up trophy, which will be awarded to the students in the new academic year.

'To win one prize is a great achievement; to win two prizes shows that Marlborough has very creative, self-motivated and imaginative students who are supported incredibly well by their enthusiastic teachers.'

Dr Craig Bourne, Acting Head of Philosophy, School of Humanities, de Havilland Campus, University of Hertfordshire

Ms Redfern and Miss Burton



Food ACES Day

A group of talented “foodies” from Years 7-10 spent the day making gravity defying cakes and home-made croissants. Whilst the hot weather didn’t make things easy for us, the students made delicious chocolate cakes coated in chocolate icing and topped with their favourite chocolate sweets which when presented at the end of the day looked amazing, and smelt delicious. The hot buttery croissants were also really impressive and a real challenge to make, but the results too were gorgeous!

It was a fantastic day which produced amazing results from all the students. Watch out Mary Berry and the Great British Bake off!

Mrs Cuell

‘The Food ACES day was an amazing experience. I learnt lots of new skills and met lots of new people from different year groups. We made croissants and a gravity defying cake. I will never look at a croissant in the same way again, the amount of work it takes to prepare them! Overall it was a great day and I would love to do it again.’

Ellie

I really enjoyed my day, it was fun and a good experience. We made croissants and a gravity defying sweet cake. It improved my skills in cooking because it was a more complicated task that I have done before because we had all day to cook. ACES day is a great thing to do and everyone should do it.’



Jagoda



It is safe to say that our BBC Schools Report Day this year was arguably very 'chaotic'. However, considering all the technical difficulties we had concerning corrupted files and loss of audio, we did

amazingly well. It is thanks to our editor, Rhys Wernham, that our final product is what it is. Evidently the job of the editor is one that entails high levels of stress, being forced to make some very pragmatic decisions, often following the disappointment of some involved in the day. We made an effort in our report to cover a range of topics including politics and those important to our school. Some of the stories we covered included Buggy Malone production, the Gym and Dance showcase, Ultimate Frisbee, the EU Referendum and the weather. It was a productive day for all of us involved and it gave us an insight into the industry. Talking to others throughout the course of the day we could see the progress and enjoyment they had despite the stress.

The whole day was an insight for all involved from Years 7 to 10 and it was quite remarkable to see many students come into their own and showing many surprising talents. The whole team was incredibly grateful to James Brewer for his skills in audio, cameras and editing. We hope you all enjoy watching our finished production and I am certain all involved were exhausted from their efforts.

Ruth M-F Year 9

Year 7 Maths Challenge

In January a team of 4 Year 7s competed in one of the qualifying heats of the Year 7 Hertfordshire maths challenge. Jarin, Daniel, Joe and Elise performed exceptionally well, coming fourth out of eight, and beating Sandringham, with only 4 points separating the top four teams. The member of staff running the event at St Albans Girls School said the students were a credit to their school.



Mr Porter

Rotary Challenge

Marlborough were proud winners of the **Rotary Technology Tournament Advanced task**. The Technology Tournaments held annually, are a day out for teams of students with an interest in Engineering, Design, Technology and Science, to design and build a solution to an unseen technical task within a specific time frame. The teams need to have good communication skills, be well organised and able to show the stages of development of their task solution in a design portfolio. Each team's solution as a working model is competitively tested and assessed by a team of judges. Recognition is given to the winning teams in each of three age categories. Well done to our Year 9 and 10 teams who were also involved.

Mr Szabo



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 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 contrib-

uting 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 AAA* 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



“I studied Maths, Biology, Chemistry and History at A-level, and went on to study Biomedical Science, with a sandwich research placement at UCL for one year. I graduated with a first class honours in July and I’m currently working within pharmaceutical business development for a FTSE100 company in London.” Shreena



“At Sixth Form I studied Biology, Chemistry, Physics and Maths at AS level, and Chemistry, Physics and Maths at A2. I also undertook a Nuffield Science Bursary at Rothamsted Research Centre during the holidays which I think was very useful for my personal statement. I am in the fifth year of my medical degree at Brighton and Sussex Medical School, and this last year I gained a First Class Degree in Imaging Sciences from King's College London. I am just about to depart on a seven week elective to Canada to study in the hospitals there. “ Jake



Monitoring

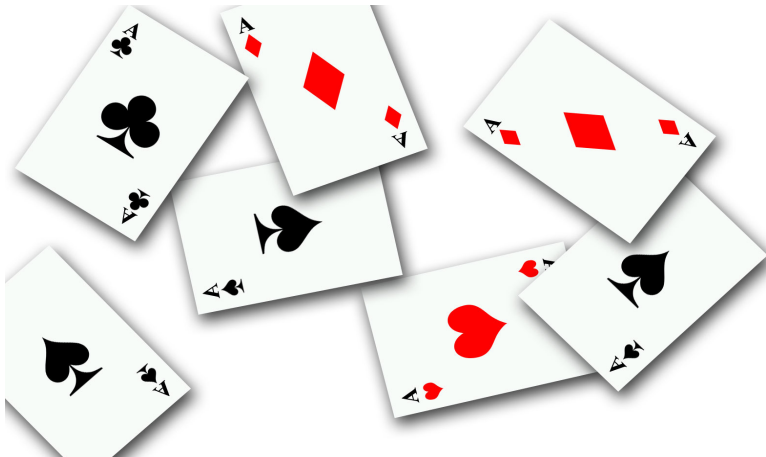
We need to look after our ACES. They have pastoral needs and we must ensure that we support them in their learning and wider school experience. This can be achieved through the pastoral system already in place at the school and added to this is the analysis of grade card information, examination performance 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 an assertive 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.

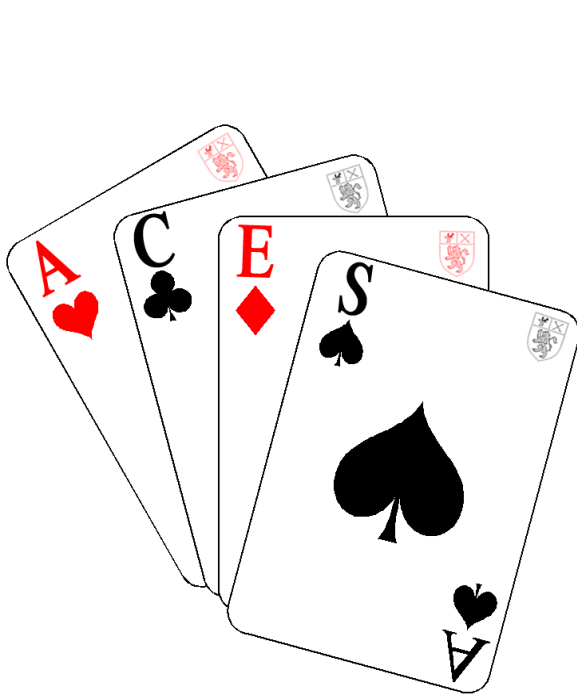
Finally...

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)

Email: c.burton@marlborough.herts.sch.uk





Headteacher: Ms A F Thomson

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