

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.
- Middle Years Information System Tests (Midyis) 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
- Maths Challenge at all Key Stages

Contact: Miss G Smith

## English

- Setting in all year groups
- English Language and English Literature offered at Key Stage 4
- English A level
- Curriculum based enrichment opportunities

Contact: Mrs E Blount

## Science

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

Contact: Mr D Eve

## 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
- One to one tuition offered for multi lingual students

Contact: Mr K Henshall

## 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 A level

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

## 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

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

## 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 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
- Young Journalists -The Mo and Mini Mo
- Journalist Visit
- Creative Corner

## Science

- Extra sessions for KS4 at lunchtime and after school
- KS3 Science Club
- Activities offered during Science week

## 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 KS4
- Textiles and Graphics ACES Days

## PE

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

## Drama

- Drama Club
- School Production





# What Does Our Enrichment Look Like?

## Food Technology ACES Day 2018

Food Technology ACES spent the day creating an amazing chocolate honeycomb drizzle cake.

The students made vanilla and chocolate cakes to create a tall 4 layered sponge. They learnt how to make flowers from sugar paste, made their own honeycomb and then covered their cake with buttercream.

After decorating their cakes all the students were very proud of what they had achieved and so they should have been.



The finished results were amazing !





## Year 7 Art Club and Year 8 ACES Collaboration

Students from the Year 7 Art club and Year 8 ACES, supported by Ms Rutherford and Mr Hogan, worked together to produce a collaborative piece of artwork based on the style of Michael Craig-Martin. This was a cross curricular piece of work whereby students drew images of everyday objects that have meaning to them and added the French and Spanish words for the object. Some drew pictures by copying from acetate images or by copying their own objects. They were supported by an ex student Louise Bateman who is currently in her first year at University of Herts studying for a Fine Art Degree with one year's teacher training course.

We look forward to seeing the finished piece of artwork on display in the MFL faculty in Pascal.

*'It has been really exciting and fun to be able to express ourselves. I've learnt how dabbing can help make the backgrounds bolder and more realistic.'* Kiera

*'Using acetate images was new to us and it has been really fun.'* Scarlett and Lilia





*'Today we took part in the BBC School Report which is where you get to write a report and film it. I really liked today because I enjoy acting and filming. When I was recording I found that it was harder than I expected as when you are on camera you often mess up and have to try again, sometimes lots of times! We interviewed Miss Pounnas and my friend Emily and used a green screen for recording, It was really cool!. We also got given special BBC School Report lanyards and pens. I am glad that I took part today as it was very enjoyable and fun.'* **Grace**



*The BBC School Report was really fun yet slightly challenging. I found out the recording had its own challenges, for example thinking the camera was on video when really it was on photo. When I was recording my 60 second challenge, talk about the school in 60 seconds, I had to retry 20 times! Interviewing pupils and teachers was fun too as we got to interview Miss Pounnas which was really funny as we accidentally took a photo instead of a video. The best part was when we got to use the green screen, so it looked like we were in the real studio of the BBC! Overall the whole experience was awesome and good if you want your future job to be a news reporter, journalist or presenter. I will definitely do it next year.* **Lucy**



## Primary ACES Art and Photography Workshop

Ms Rickman hosted 15 Year 6 students from Prae Wood for a Photography and Art workshop. Supported by 6th formers, the Year 6s spent the day learning about how photographs are made and produced art pieces incorporating their photos and computer generated images. They spent time in the 'darkroom' creating Photograms using natural objects and the digital cameras, backdrops and costumes to take photographs of each other.



*'In the darkroom we used special paper, we had to turn out all the lights because the paper is white light sensitive and turned on red bulbs because the paper doesn't react to them. We put items on the paper like a slice of orange, shone a torch on it and then put the paper in special chemicals,*

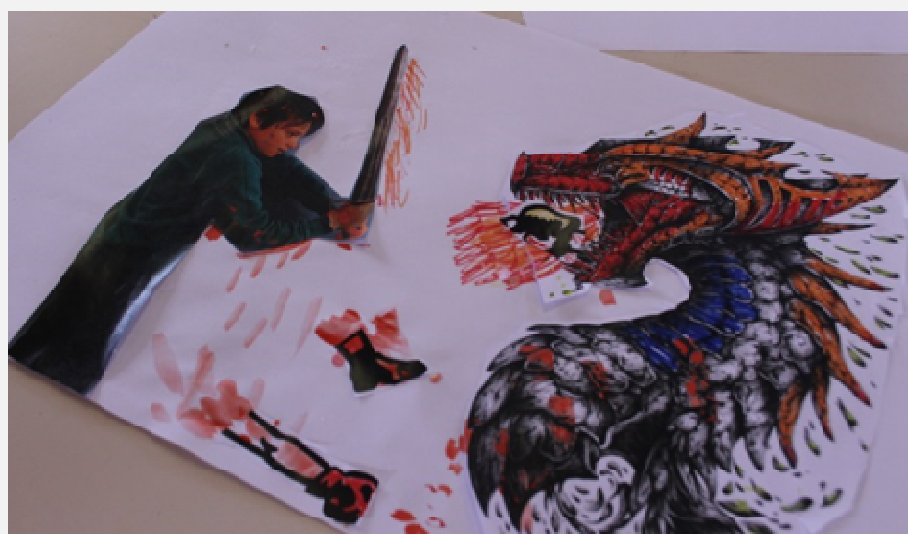
*moved it around, rinsed it then put it into another chemical, rinsed it again and our images showed up on the paper. It's been so much fun and very funny.'* **Tom**

*'I had my photo taken then thought of what setting I would like to be in, I chose a meadow and have used some butterfly images and will draw some too. The darkroom was really cool.'*

**Gabriella and Edie**

*'It was really, really fun, so cool when we got to go into the darkroom and make our pictures.'*

**Kirsten**



## **GCSE Outstanding Achievements**

We are delighted with our Key Stage 4 results as the majority of subjects have now moved over to the new GCSEs with the examinations becoming much more rigorous, and yet we have further improved on our results from last year, achieving our best ever headline figures.

As always there were some outstanding individual performances:

Ruth achieved ten grade 9s and an A\*, making her one of just 732 students in England who achieved straight 9s in at least seven subjects. Ruth has returned to Marlborough for A levels and is studying French, Classics, History and English.

Chloe achieved two grade 9s, five grade 8s, one grade 7 and an A\*. Chloe is studying History, Classics and English with us in the sixth form.

Evan achieved one grade 9, five grade 8s, two grade 7s and an A\*. Evan continues to study at Marlborough, taking A levels in Biology, Classics, Psychology.

## **Post 16 Outstanding Achievements**

The percentage of students achieving A\*- A grades has risen from 11% in 2016 to 14% in 2017 and 18% in 2018. Outstanding students results include:

Adam who achieved A\*, A, A. Adam is now studying Exercise and Sport Sciences at the University of Exeter (RG).

Freddie who achieved A\*, A, A. Freddie is now studying Politics and Economics at the University of Nottingham (RG).

Eve who achieved A\*, A, B. Eve is now studying Biochemistry at the University of Birmingham (RG).

Hannah who achieved A\*, A, B, B. Hannah is now studying Psychology at the University of Sussex.



## Universities

A number of our students go onto Russell Group Universities (RG). Here is a sample of their university destinations and what they are studying:

English and Creative Writing at the University of Birmingham (RG)

Aeronautical Engineering at City, University of London

Drama at Queen Mary University of London (RG)

Geography at the University of Southampton (RG)

Politics and French at the University of Manchester (RG)

Journalism at Goldsmiths, University of London

Biology at the University of Bristol (RG)

Physics at the University of Surrey

## Success at Oxbridge

Having been placed second in the prestigious Trinity College Cambridge Robeson Prize for essay writing in History and gaining two A\*s 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



## 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

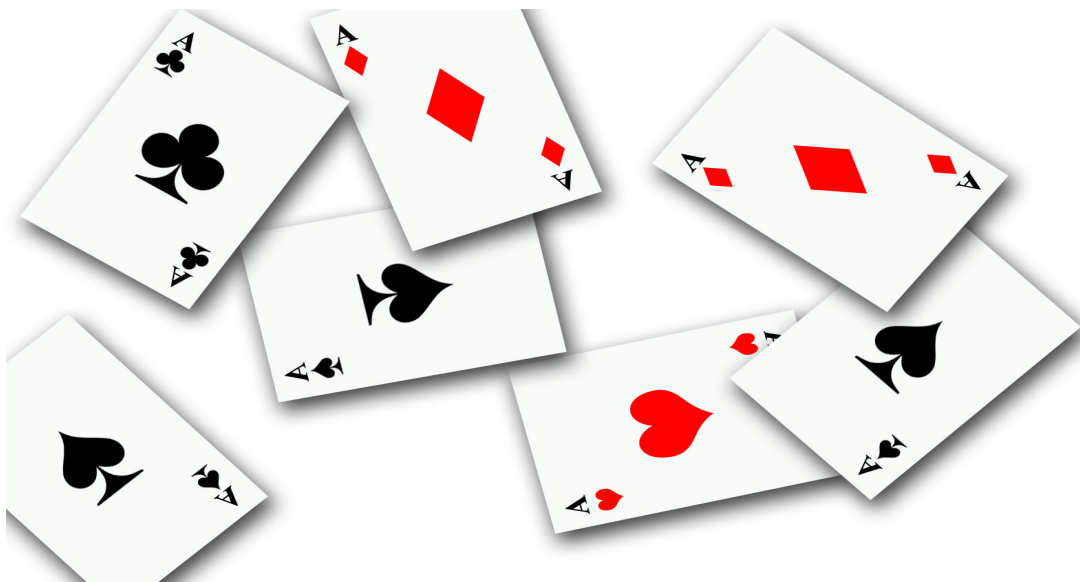
We need to look after our ACES. They have pastoral needs and we must ensure that we support them in their learning and wider school experience. This can be achieved through the pastoral system already in place at the school and added to this is the analysis of grade card information, examination performance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

Mrs C Griggs (Teacher in charge of ACES)

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Headteacher: Ms A F Thomson

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