

The Marlborough
Science Academy
'shaping futures'



**Game Changers
at
The Marlborough Science
Academy**

Provision for our Young, Gifted and Talented students

What Do Game Changer Days Look Like?

Game Changer Days are a fantastic opportunity for students to extend their studies outside of the classroom. Game Changer Days are open to all students, with the overriding aim of raising aspirations for all.

Year 10 and 11 Textiles Day September 2018

Students worked with a professional textile artist to create their own textile art.

“To see all the amazing work we produced was truly inspiring, as well as the work of Nadeen Salmon. The day was fun-filled and a fantastic experience, it has given us the skills and knowledge to produce some really high level work that is such a joy to create.” - Hannah Year 10



Year 8 Music and Drama Day October 2018

Students worked in small groups to create a movie trailer in a genre of their choice. They also developed an original soundtrack.

“I have learnt how to transpose different instruments which are in different keys. For example; the clarinet is two semitones above the piano.” - Miles Year 8



Year 9 and 10 Science Day March 2019

Students solved a murder using forensic techniques. They needed to develop critical thinking, team building and communication skills, as well as strengthening their knowledge of science and experiencing science from a completely different perspective.

“I really enjoyed learning different forensic techniques, such as fingerprinting. I also loved the speed question rounds as it made you focus on what you have learnt.” Rosie - Year 10

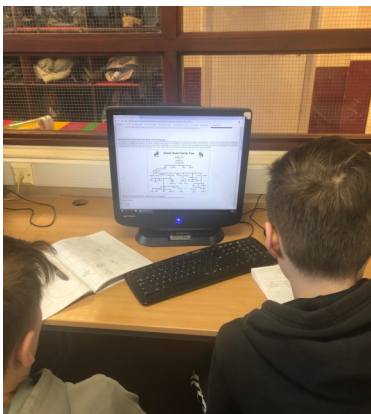
“I enjoyed all the experiments and how realistic the day felt.” Levon - Year 9



Year 7 English and Classics Day March 2019

Students completed a range of extended writing techniques based on the work they had covered in class, with a focus on classical studies covering everything from history to arts.

“It will help with my knowledge about certain subjects in History, I feel I will be more equipped to tackle subjects I have no prior knowledge of.” George - Year 7



“I enjoyed doing the Ancient Greek gods family tree the most.”
Holly - Year 7

Year 7 and 8 Food Technology Day June 2019

Students tried their hand at sweet and savoury baking, making cup-cakes and star bread. They explored different icing techniques.

“It will help me with time management as we had to do a lot of things while our food was in the oven and it will also help me with maths because of all the measuring out we did.” Abi - Year 7

“I loved making the animals out of icing and I think that I coped well under pressure, this will be useful in everyday life and has given me confidence.”

Jessica - Year 7



Year 9 and 10 Food Technology Day June 2019

Students developed their culinary talents making a variety of products that further extended their already high level skills with recipes that they would not have time for in lessons.

“I enjoyed learning new skills and making more advanced dishes that I wouldn’t have made in class, like star bread.” - Lily - Year 10

“It will help in my lessons as I could use the chocolate hazelnut mousse entremets in an assessment as it’s a highly skilled technique.” Mitchell - Year 9



Year 9 and 10 Drama Visit to Watford Palace Theatre June 2019

Students visited Watford Palace Theatre for a backstage tour and a workshop. The aim of the day was for students to understand the various jobs in a working theatre. Students also developed creative practical skills for their GCSE work.

“It was really interesting to see how a professional theatre works and the amount of backstage jobs available.” Liam - Year 9



Gifted and Talented Information

Please find below specific information regarding Gifted and Talented provision at Marlborough.

This is a response to the Government white paper 'Higher standards: better schools for all' (2006) 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 Gifted and Talented students and we aim to:

- Consider the learning needs of our Gifted and Talented students through curriculum pathways and innovation.
- Provide planned enrichment which will offer Gifted and Talented students to be challenged, motivated and valued.
- To enhance, widen and improve our systems for identification of Gifted and Talented students.
- To support teachers, students and parents in improving provision for Gifted and Talented students by improving training and learning outcomes.
- To create a community and ethos where Gifted and Talented 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 Gifted and Talented booklet useful. If you have any concerns or questions regarding your Gifted and Talented 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 Gifted and Talented students 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
- Maths Challenge at all Key Stages
- Further Mathematics at Key Stage 5

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: Ms E Jones

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 at Key Stage 3 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 levels

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 and Cambridge National Sports Studies are offered at Key Stage 4
- BTEC National Diploma 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), Mrs L Dyde (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 Gifted and Talented students because it allows challenge and extended learning opportunities, which complement the curriculum model.

Mathematics

- Gifted and talented students working with local primary schools.
- Game Changer Days for Key Stage 3 and Key Stage 4
- Bletchley Park trip
- Maths Challenge
- Year 9 Code Breakers Day
- Year 10 Quiz with Heathlands School



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 Key Stage 4 at lunchtime and after school
- Key Stage 3 Science club
- Activities offered during Science week

Art

- Art competitions
- Primary School art projects

Humanities

- Classics club (incorporating Latin) for all students
- Trip to Greece — Classics
- Guest speakers — Geography
- Grade 9 club — History

Music

- Choir and orchestra
- Individual bands are also supported and encouraged

MFL

- MFL Challenge Day
- Cross curricular Game Changer Day with Food Technology
- Language immersion trips to Andalucía, Spain and Normandy, France

Technology

- Rotary Club Challenge Day
- Food Game Changer Days at Key Stage 3 and Key Stage 4
- Textiles and Graphics Game Changer Days
- Bake Off Challenge

PE

- Sports Leader team
- Participation in district and county sports events
- Sports prefect opportunities
- Trips to live sports events

Drama

- Drama club
- Annual main school production



GCSE Outstanding Achievements

We are very proud of the successes of all our students and our GCSE results reflect their hard work. As always there were some outstanding individual performances:

Eleanor achieved one grade 9, six grade 8s, two grade 7s and one grade 6. Eleanor is studying Art, Biology and Chemistry with us.

Kade achieved one grade 9, five grade 8s, three grade 7s and one grade 5. Kade is studying Chemistry, Mathematics, Further Mathematics, Product Design and Physics, with us.

Saffy achieved two grade 9s, one grade 8, four grade 7s, 2 grade 6s and one grade 5. Saffy is studying Biology, Business Studies, Chemistry and Geography with us.

Post 16 Outstanding Achievements

Students made fantastic progress at A level this year. Outstanding student results include:

Esther achieved A, A, A, B and is now studying Fashion at Nottingham Trent University.

Adam achieved, A, A, B and is now studying History and Politics at Queen Mary University London.

Charlotte achieved A, A, B and is now studying Psychology at the University of Hertfordshire.

Tom achieved A, B, C and is now studying Chemistry at the University of Bristol.

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 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

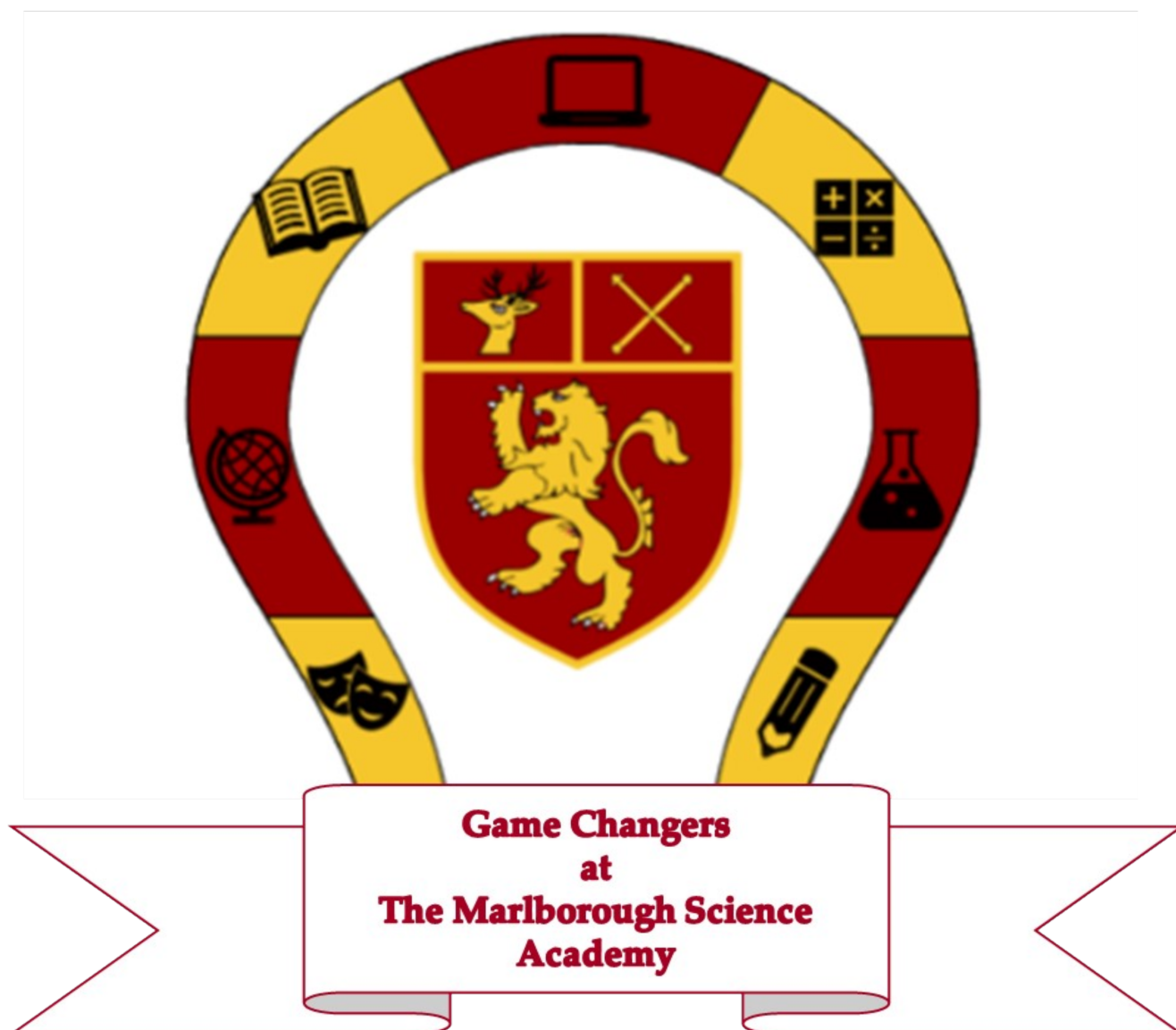
We need to look after our Gifted and Talented students. They have pastoral needs and we must ensure that we support them in their learning and wider school experience. This can be achieved through the pastoral system already in place at the school and added to this is the analysis of grade card information, examination performance and assessment in the classroom. We hope to identify Gifted and Talented students 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 Gifted and Talented students once a term how their experience has been so that we may learn from this and improve provision.

Finally...

Thank you for reading our Gifted and Talented 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 Gifted and Talented)

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2019/20

Headteacher: Ms A F Thomson

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