



GIFTED and TALENTED POLICY – Faculty Statements

Performing Arts Faculty

- [Physical Education](#)
- [Dance](#)
- [Drama](#)
- [Art](#)
- [Music](#)

Humanities Faculty

- [History](#)
- [Geography](#)
- [Ethics, Philosophy & Sociology](#)
- [Business Studies](#)

Communications Faculty

- [English](#)
- [Modern Foreign Languages](#)

Maths/Technology

- [Mathematics](#)
- [Design & Technology](#)
- [Food Technology](#)

[Science Faculty](#)

[ICT](#)



KESGRAVE HIGH SCHOOL

PERFORMING ARTS FACULTY

Physical Education

- Acting as team coach/manager/umpiring/refereeing games
- Leading and organising practices/skills for group or whole class
- Taking a warm-up and stretches for group or whole class, adding theoretical aspects e.g. Names of muscles
- Using non preferred hand/foot to develop greater all round strengths
- Placing in overload situations – e.g. 1v2 badminton
- Handicap scoring – beginning on minus figures
- Different equipment that forces higher standards of play – e.g. normal tennis balls compared to transition ones
- Larger/smaller court areas dependant on the game
- Extra-curricular clubs and teams (matches and tournaments played, seen recent notable successes)
- School selecting students for county trials
- Assisting with extra-curricular clubs for lower year groups (leading warm-ups and practices)
- Introduction of PE Hall of Fame
- End of season player awards for extra curricular teams
- Closer School – Club links for those students who may face fixture congestion/excessive training schedules.

Staff contact: Head of PE

Dance

In addition to the established GCSE and A-level courses, there is an extensive range of lunchtime and after school clubs across a variety of different dance styles and genres. Student participation also leads directly towards audition opportunities and further projects held at Ipswich's Dance East Academy. Termly Dance Sharing's, Dance Jam Projects, and KHS's amazing annual school show also provides both staff and students with the opportunity to choreograph and perform to an exceptionally high standard. This engages in excess of 200 students across the school.

Staff contact: Head of Dance

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Drama

Activities in Lessons

- Give directing opportunities e.g.: Years 9 students can direct pieces of Mask work rather than performing and can therefore try out new ideas specifically. Pupils can also work with A Level 'Adopt a Teacher' Students in the lesson and develop ideas further.
- Groupings – occasionally grouping able students together rather than friendship groups. (NB some friendship groups are based on ability, yet spreading ability leads at times to better work for all).
- Giving extended or alternative tasks: design lighting for own or other group, alternative/more sophisticated drama techniques for small group performance work, in whole class improvisation, give more dominant or difficult role, expect 2 scenes instead of 1!
- Give variety of subject material: different themes and strategies to investigate the themes (e.g. in role, hotseating) thus using many ways to deepen understanding and involvement. "Theatre": different ways to present something to an audience.
- Evaluating: given and expect more sophisticated criteria for evaluative discussion and writing.
- Display work: of able students and others, including A Level Theatre Studies students.
- Input by Sixth Form to Years 10/11 or lower years, perhaps by taking on roles or working as directors.
- Sharing of work between classes.

Activities outside lessons

- The Annual School Show – Pupils can take on main acting roles or backstage roles. If interested in Lighting/Costume and other technical aspects students can become 'Drama Technicians' and develop more skills with putting on performances, covering many aspects of Drama and Theatre.
- Shakespeare Schools Festival – We enter this national festival to celebrate Shakespeare and Talent in school – We audition for a company to give more opportunities to perform and show off talent.
- Drama Festival – a special annual competition to celebrate talent. (it is actually non audition based). Pupils chose categories to specialise in, from monologues, duologues and group performances. They devise script and perform in front of a panel of judges for awards.
- Arts week – a week long celebration of talent to give more opportunities for our pupils to further develop their abilities. We put on special events so pupils can also watch and work with other professional practitioners and experience their work.
- Drama Club – A lunchtime Drama Club is provided for all and individuals get many opportunities to develop and extend their talents.
- Drama Theatre Trips and Workshops – many trips and workshops are organised to further and develop the talent of our pupils, giving more opportunities to push their skills further.

Staff contact: Head of Drama

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Art

In the Art Department we seek to extend pupils through a varied approach to differentiation, both in expectation and task. In offering a rich and wide range of media types and in encouraging working to a challenging scale, pupils are extended in a range of techniques and visual experiences.

Examination groups are offered opportunities of extension work through a weekly after school club. There are regular visits to galleries both locally and nationally. Year 12 and 13 students are encouraged to develop work for the annual competition/exhibition at 'Endeavour House'.

Staff contact: Head of Art

Music

How do we identify the gifted and talented musicians?

- Every year we conduct an extensive audit of all pupils in KS3. This allows us to identify all of our musicians plus:
 - Whether they are having instrumental/vocal lessons at school or privately.
 - Their current ability level.
 - Information on any ensembles/bands they may perform in.
 - The opportunity to express an interest in learning a new instrument.
- The audit is stored as an on line document that is regularly updated and available to all music staff. This allows staff to quickly identify pupils who will need extension material during classroom lessons.
- The year 7 curriculum includes a base line keyboard assessment. This highlights pupils who have potential and could be encouraged to learn an instrument.

Developing gifted and talented musicians in the classroom

- Most music lessons have differentiated material built into the structure of the lesson to stretch pupils who have been identified through the initial audit. These include: -
 - Additional pieces for advanced pianists in the keyboard assessment project. These are often drawn from ABRSM lists and could include the pupil's current piano repertoire.
 - Progressively more difficult choices of guitar parts for rock band projects (e.g. Single finger parts, power chords, tabbed/improvised solos)
 - Use of the student's own orchestral instruments in composition/performance projects.
 - Personalised composition and performance extension activities which are offered to students where appropriate.

Developing gifted and talented musicians outside the classroom.

- An important ethos of the music department is that every pupil should be able to play in an ensemble that matches their ability. We use the instrumental audit to ensure that pupils are invited to join the correct ensemble.
- As musicians develop they are invited to join the most advanced ensembles in the school such as Chamber Orchestra.

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The current extra-curricular activities are shown below

Everyone welcome
 GCSE Composition club
 ABRSM Club (prepare scales and aural for exams)
 Theory Club
 Jazz Band
 Year 9, 10 or year 11 Rock School

By invite Advanced strings



All Strings
 Junior Strings **or** Chamber
 Orchestra

By invite Chamber Orchestra



All Woodwind
 Woodwind Club (up to grade 5)
or
 Advanced Woodwind

By invite Chamber Orchestra



All Brass
 Big Brass (up to grade 5)
or
 Brass Quintet

All Singers
 KHS Singers **or** Chamber Choir

All Guitarists
 Year 9, 10 or year 11 Rock School

By invite Chamber Orchestra



All Drummers
 Samba Club **or** Rock School

- The department offers a theory club to stretch students who want to improve their music theory and to help students pass grade 5 theory in time for them to progress to practical grades 6 to 8.
- Instrumentalists who are taught in school are offered a choice of internal grade exams, ABRSM exams or the chance to complete a Rock School exam.
- GCSE Composition club allows our musicians to receive personal tutorials with music department staff to enrich their composition skills.
- ABRSM Club allows musicians preparing for internal grade exams or ABRSM exams to receive specialist tutorials on their aural and scale requirements outside of their school or private instrumental lessons.

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Opportunities to inspire and celebrate our musicians.....

- The music department aims each year to provide a range of events that enrich and inspire our musicians to further develop their ability and love of music. These can include:

Competitions such as 'Young Musician of the Year', 'Rock Idol', 'Battle of the Bands' and 'X Factor' - *to celebrate our musicians abilities and increase the opportunities for solo performances. These are judged by external specialists who give feedback to help the performers.*

Trips to watch concerts and performances. *Recent trips have included – 'We Will Rock You', 'National Youth Orchestra', Opera and Ballet performances locally and in London.*

Music department enrichment days – *2 days in the academic year where musicians spend the entire school day in an extended workshop and performance environment with specialist external staff and KHS music teachers. Recent activities have included orchestral and vocal workshops.*

Collaborative projects with musicians and music teachers from other schools. *Recent activities have included – Samba band workshop with Westbourne Sports College Samba Band.*

External performance opportunities at the 'Suffolk Festival of Performance Arts'

External professional workshops. *Recent activities have included - Derrick Nash saxophone workshop, County Music service Flute day, Pro Corda GCSE & A level composition workshops.*

Solo & chamber music masterclasses with external musicians and KHS music teachers.

At KHS we are committed to ensuring that all pupils can access curricular and extra-curricular activities at a standard that is relevant to their own ability.

Staff contact: Teacher in Music Department

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HUMANITIES FACULTY

History

The department subscribes entirely to the mixed ability ethos of the school. Our activities are open to all but provide opportunity for the most able to be stimulated to explore the limits of their ability.

Commitment to Curriculum-Related Field Work

Excellent educational trips and visits take place, open to the whole year group concerned, providing exceptional challenge to gifted and talented students.

- Berlin (Year 12)

A four night visit. Incorporating sites connected with 18th century Prussia, Wilhelmine Germany, Nazi Germany and Cold War Berlin. Extremely detailed guided tours combine with the atmosphere of sights familiar from TV to provide stimulus for the most able student. Dovetails with the A2 History and Modern Language courses.

- Duxford IWM (Year 10)

Part of the SHP GCSE course - a visit to this aircraft museum for students writing coursework on Martlesham Heath Airfield in WW2. Students receive a talk from an expert on American Servicemen in Britain in WW2. They get to see and touch aircraft flown from Martlesham.

- Duxford IWM KS3

We have run WW1 workshops for the whole of Year 9 to celebrate the 90th anniversary of the end of WW2. We have taken Year 8 to see the film "Amazing Grace", to support our unit on the Black Peoples of the Americas. More trips are being planned.

Schemes of Work

All schemes of work from Year 7 to year 13 are designed to allow flexibility in order that each individual teacher can make the most of the 90 minute lesson format to extend all pupils fully. Learning Intentions and Expected Learning Outcomes are rigid but learning activities in the schemes are included as motivational exemplar suggestions only. Teachers are free to design extension/enrichment activities as required to take advantage of particular talent or build on class motivation.

KS3 Assessments

These are open-ended rather than finite tasks. All allow access to youngsters of any ability but can be (and are) developed by particularly talented or motivated pupils to any depth. For example "King John was a bad King". How far do you agree with this statement? This can be accessed on a basic level or developed to the point that the whole premise of the question can be challenged using skilfully deployed and personally researched material.

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External Examination Course Selection

GCSE SHP History from Edexcel is our exam course. Such a course does not rely on repetition of narrow course content to obtain a good grade but emphasises deployment of knowledge selected for suitability across a broad field. Gifted and Talented pupils have the room to shine and all pupils have access to the course preventing the kind of disaffection which in some schools removes learning power from gifted students.

We chose our AS/A2 course because each unit builds on knowledge and understanding gained in each module. It is primarily a Twentieth Century course so that our students have the ability to develop real depth of knowledge rather than just an overview. It also allows the most gifted to see parallels and connections between the histories of more than one country.

Staff contact: Head of History

Geography

In Geography we aim for all our pupils to achieve to their very best potential by our methods of teaching, our choice of materials and the activities we engage them in.

- We offer a wide variety of learning activities to allow all to shine in their preferred learning styles.
- The use of ICT is embedded in all schemes to allow pupils to benefit from current technologies.
- Each key stage has their own set of criteria which is communicated to pupils so that they can aim for their very best.
- Extension activities are a feature of our schemes and outlines.
- At GCSE we run practice controlled assessment pieces of work so that pupils can learn from their mistakes and reach for the highest grades in the actual pieces.
- We model past pupils work for use with current classes so that they can see what the different grades of work look like.
- We focus on skill development throughout the key stages to maximise on performance in exams.
- Pupils at GCSE are counselled at how to reach their potential and beyond, by suggesting certain practice is adopted.
- All GCSE pupils are given the recipe for A* performance early on and those pupils identified are counselled throughout the course with resources and supplementary work being offered.
- We subscribe to certain theory such as the value of presentations (speaking to the class) where high levels of deep learning can be achieved. We work on this as a particular skill.

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We counsel those with particular talents and skills in the subject by some of the following:

- Develop more complex ideas and terminology by individual tutoring
- Offer interested GCSE students to sit in on an A Level lessons
- Encourage A Level students to attend talks and conferences to further and develop their knowledge and skills base
- We utilise pupils at information and open evenings to interface with prospective pupils and parents.
- To use data to identify and develop those with geographic leanings
- Encourage appropriate pathways for talented geographers such as A Level and beyond.
- Many of our A Level students study Geography at University and develop careers in this area.
- Additional sessions are laid on for A Level and GCSE candidates prior to exams and coursework. Here we separate Higher and Foundation.
- Enrichment and extension is always available via stunning resources and information on the central Resource Library. This is constantly being highlighted with pupils.
- Fieldtrips to encourage hands on experience
- Collaborative group work, with tasks to challenge the talented geographers
- Using technology in and outside the classroom to inspire geographical interest

Staff contact: Head of Geography

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Ethics, Philosophy & Sociology

The Department use Suffolk reading scores, SATs results and Individual Education Plans to identify pupils with different educational needs, including those that are considered 'gifted and talented'.

Ethics and Philosophy at Key Stage 3

The course has been designed in order that the complete range of abilities and talents are catered for so that all pupils can reach their maximum potential. The course is designed to enable pupils to think deeply into the ideas considered and to encourage them to use a variety of questioning strategies. Open ended tasks, such as the extended homework task in year 9 enables gifted pupils to explore issues in a number of ways through extended writing, art, music, drama and media studies. Exceptional work is displayed throughout the Department and outside the Thomas Theatre. Pupils are encouraged to make connections between their work in Ethics and Philosophy and other subjects. Critical thinking skills, which are an integral part of the Ethics and Philosophy course, challenge and develop able pupils' use of the spoken word and provide them with opportunities to develop and use sophisticated religious, spiritual, ethical and philosophical questions.

Ethics and Philosophy and Sociology at GCSE Many strategies are used to ensure that all students reach their full potential. In E & P pupils consider genetic engineering, the problems of poverty and the distribution of wealth in the world. In Sociology research methods are investigated allowing pupils to explore and develop their understanding of the various themes that are studied. These enable pupils who have particular talents in the sciences and mathematics to achieve in a humanities subject. Both subjects encourage discussion and the importance of delving more deeply into the issues that are being considered. Revision sessions are offered in Year 11 to expand and develop learning opportunities.

Ethics and Philosophy Conferences for Years 10 & 11

These conferences allow pupils to explore issues that will affect them all, e.g. birth, death, spirituality and relationships. This is a fantastic opportunity for the gifted and talented pupils and the more articulate to question and sometimes challenge visiting speakers. The spirituality conference enables pupils to explore philosophical questions about who they are and to express them through many different mediums.

Religious Studies, Politics, Philosophy and Sociology at A Level

These courses have schemes of work that include extension and enrichment activities built into them. Assessment in RE allows pupils to explore moral issues in great depth. Students are able to discuss and develop their understanding through the use of Twitter accounts. Revision sessions are offered for all these subjects.

Citizenship

Pupils are identified at Key Stages 3 4 and 5, who are articulate and have an interest in community issues or politics, to contribute to various community activities, for example involvement in local authority issues, the police and community activities and fund raising.

Staff contact: Head of Ethics and Philosophy and Sociology

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Business Studies

Within the Department there are a number of ways in which we support and encourage those students who may be gifted and talented. At Key Stage 4 the courses on offer now have no tiered entry allowing all students to perform at the best of their ability and attain the grade they deserve for the work committed. We also offer the Young Enterprise scheme for those students in Year 11 who have increased interest in the subject and who show those skills needed for running a business in their lessons. Further involvement in national competitions for Tutor2u and the Student investor challenge enable those students who are talented to compete with students nationally, nurturing and developing their subject knowledge.

Identifying those students who perform highly is a continuous process and the department ensures that students and parents receive recognition from the department of these achievements in the form of achievement postcards and letters home.

At Key Stage 5 students have increased commitment to the subject and all perform very well. The use of speakers and trips allows those students who can, to add further depth to their analysis of situations and theory. The Entrepreneurs Conference allows students with increased commitment to speak with real business people and how they started. Students can stretch themselves further through their involvement with the student investor challenge and through the enrichment options of Young Enterprise and the financial literacy qualification.

Recent developments using Twitter, blogging and a departmental newsletter have enabled those students with a real interest in the subject outside of the classroom to develop their understanding and make connections with the wider business environment to help add depth to their studies.

Staff contact: Head of Business Studies

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COMMUNICATIONS FACULTY

English

Our policy within the Faculty has always been to encourage, reward and stretch all pupils, and this approach can clearly be seen in the Faculty reviews in recent years.

At the beginning of Year 7 all students are spoken to by the Head of Faculty in the Library and encouraged in their reading. They also get the opportunity to tell the Head of Faculty and the English Faculty Librarian about the texts that they like and may not necessarily be in the Library and that they want to see there. These texts are then quickly purchased so that the Library reflects the pupils' own choices alongside the purchase of well reviewed, stimulating fiction like 'The Leading Edge Chronicles'.

In Years 7 – 9 we run a pupil reading group which meets regularly, has an enthusiastic membership and is popular. Discussions here are lively and opinionated with members being very certain about which texts they like and which they are sometimes less enthusiastic about. This group is in the process of publishing a series of 'Hot Reads' across various genres to be published on the school website and promoted by a display in the library.

We also offer a highly successful Media Club on Wednesday evenings, after school. This introduces students to media techniques, film making, making their own pop videos and other media artefacts. It links pupils to the courses available in the Sixth Form and also runs a trip out every year to further involve and reward students who participate in the club. In previous years students went to see the film 'A series of Unfortunate Events'. They have been encouraged to enter competitions such as BBC Blast competition and they have worked in teams to create a thriller style music video.

Year 9 students will normally attend a live performance of their SATs texts. This year there was a performance of 'Much Ado About Nothing' in school for the whole year group. Year Nine students are also encouraged to read 'Much Ado About Nothing' play as a whole rather than just focusing on the two set scenes. Next year performances of 'Romeo and Juliet' and 'Of Mice and Men' for years 10 and 11 are already booked.

Several national competitions have run throughout the year and resulted in pupils work receiving wider recognition. These included the 'Time Tunnel' challenge which saw several pupils work appearing in the 'Evening Star'; Mini Sagas which informed myths and legend lesson planning in Years 7 & 8 and students work being published in a collection of the same name; 'Talking About My Generation' a poetry competition again resulting in the publishing of several students' work; the prestigious Foyle's' young poet of the year competition alongside the national short story competition 'My Great Escape' are both currently drawing entries from our pupils.

We also run a debating club for all students which has been particularly successful this year. The club has featured some of the following dilemmas; 'the justification for the war in Iraq' and the issues surrounding embryonic research. Pupils visited Ipswich High School with these debates. Next year the group will be entered into the nationally recognised MACE competition for public speaking.

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In Years 10 and 11, all students are encouraged to read widely and provided with challenging texts by their teachers outside of the GCSE curriculum. Some staff organise speaking and listening activities organised around wider reading which provide pupils with the chance to access challenging modern texts like 'The Lovely Bones' or classics like 'Rebecca'. Sometimes the best of pupil writing will be celebrated with a letter home and sent to national publications to make them aware of the pupil's talents.

At Key Stage 5 that approach continues and again the results bear out the success of this policy. Our literature students produce outstanding coursework assignments and our Lang/Lit students' excellent creative writing. This is clearly the produce of challenge, encouragement and involvement in their development. Equally Film and Media students produce work similarly stimulated and encouraged by staff. Some of the best of this work is regularly referred to the Headteacher who always encourages these students with further praise and recognition.

Several theatre visits, one day courses and cinema trips have always featured as part of the Faculty's approach to gifted and talented students at Key Stage 5. We pride ourselves on working closely with students and getting them access to the most interesting and innovative material relevant to their course and to their wider developments as students in general. Results, particularly at Key Stages 4 and 5 clearly bear out the virtue of this approach which is one of the keys to our outstanding value added success in this area.

Staff contact: Head of English

Modern Foreign Languages

Key Stage 3:

In Years 7 and 8 tasks are differentiated appropriately to ensure that students are challenged and extension activities are provided to stretch the more capable learners.

Competitions to encourage pupils to develop their own talents within the cultural aspect of the language i.e. Christmas Card competitions have also been popular.

Key Stage 4:

Years 9, 10 and 11 have access to differentiated textbooks. The most able students have been identified and are given the opportunity to work from the higher level textbook for some activities. Some Gifted and Talented students in Year 11 have been referred to Northgate to participate in a programme designed to enable pupils to use the language independently to produce pod-casts. GCSEs are now offered to pupils who speak a different language at home. Differentiated coursework titles can be offered.

Language clubs:

The department is running clubs in French and German which enables consolidation for students who feel they need it or extra challenge for those who choose to use this opportunity to experience a second language. This should help encourage potential linguists.

Key Stage 5:

Additional speaking sessions. Extension work for Gifted and Talented students is provided within lesson time.

ICT: The school subscribes to a number of language specific websites at KS3, KS4 and KS5. These are openly accessible to pupils both during school and after school to encourage independent study, providing tiered tasks which are suitable for all age groups and abilities enabling individuals to stretch themselves as appropriate.

In addition, foreign language trips offer an excellent opportunity for independent learning.

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MATHS & TECHNOLOGY FACULTY

Mathematics

Gifted and Talented students are supported within the Department in the following ways:

- Extension activities planned within the lessons enabling material beyond the syllabus to be taught and students to use thinking and decision skills.
- Enriching lessons with real life applications of Mathematics. For example coding and mechanics.
- Students from across Key Stages 3, 4 and 5 are entered into National and local Mathematics Competitions
- Giving students tasks to research new and different areas of Mathematics to broaden their knowledge of the subject.
- Use of Further Maths to stretch Advanced Level students.

These students are identified by the use of internal and external test data and teacher recommendations. They are then placed on a more able list to ensure that all teachers are aware of their talents.

Staff contact: Head of Mathematics

Design & Technology

Much of our teaching and learning enables considerable freedom for students to develop project outcomes reflecting their own ability in the subject.

Although all are given support, many of the most able are given the opportunity to work with increasing independence and show initiative. In other words there exists a natural differentiation by outcome. Importantly it should be noted that not all of the best outcomes are produced by the pupils deemed most able across the whole school. Pupils are given opportunities to develop projects at lunchtime and after school.

The 'Technology prize' has existed for a number of years. Pupils who show exceptional talent or initiative are awarded practical prizes, such as graphical equipment, to show recognition of their effort. This occurs throughout the year.

The school has recently been approved as a centre eligible for Arkwright Scholarships. This is a scheme through which talented students intending to study Design and Technology at A Level, with a view to an engineering or technological career, may apply for a scholarship award. This award would provide them personally with £500 over 2 years, with the school receiving a similar amount. An Arkwright Scholarship is highly regarded in both Higher Education and Industry.

Staff contact: Head of Design and Technology

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Food Technology

KS3 we run the Active Kids Get Cooking Scheme. This is a National Scheme. The Gifted and Talented students are able to achieve the highest level which is a Merit, which then enables them to be put forward into a National Award Scheme. (The winners get their recipes on Sainsbury's recipe cards – there are some in Sainsbury's sometimes but not our students' at the moment).

Examination Courses

Many talented pupils go on to follow GCSE and A Level examination courses. We encourage those students who show exceptional potential within their practical lessons to take up extra curricular courses at Suffolk New College e.g. Junior Chefs Academy.

Staff contact: Head of Food Technology

SCIENCE FACULTY

The Science Faculty subscribes to the mixed ability ethos of the school throughout its provision from year 7 to year 13. This allows the faculty to identify our learners talents across the spectrum of the material delivered including those with talents in oral or practical tasks. At KS3 a two year curriculum is followed which allows time for more specialist teaching at KS4.

The range of skills assessed in Science allows a broad range of pupils to excel as is reflected by our KS3 and KS4 results being above the school's average. The students follow well written and resourced schemes of work that include extension tasks for the more able. The wide range of teaching styles suggested by the schemes creates an environment in which all pupils can find an outlet.

At key stage four students may develop their skills on the Triple Science, Applied Science, General Science or Human Health and Physiology GCSE or Btec Applied Science route depending on where their talents and interests lie. At A level Biology, Chemistry, Environmental Studies and Physics are all offered and to compliments these we offer a Level 3 BTEC in Applied Science.

Outside lesson time there are thriving clubs including: Science Club and Space Club which allow pupils who wish to extend their knowledge and skills to do so in a familiar environment.

Staff Contact: Director of Science

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ICT DEPARTMENT

The ICT Department has an ethos where developing Gifted and Talented Students is part of each ICT module every student undertakes at all Key Stages. As the ICT curriculum encompasses such a wide range of skills and levels of understanding, we acknowledge that students can perhaps be Gifted and Talented in particular areas of the curriculum.

This means ICT teaching staff continue to develop a classroom environment which is controlled, purposeful and most of all gives both students and teaching staff an environment where they can feel comfortable and advance their skills.

As ICT is a vocational subject in many respects, staff are encouraged to use new and also “tried and trusted” pedagogical methods to promote learning. This includes, when appropriate brain gym, use of background music; extension tasks; setting individual objectives. Additionally the opportunities exist so that ICT teaching staff can take “risks” by experimenting with new pedagogical methods and ideas to improve the provision towards Gifted and Talented students.

There have been introduced within the department at KS4 the OCR GCSE in ICT for this course, which has been developed in conjunction with some of the top Universities offering Computer Science. The course is entirely vocational and appeals to students who are Gifted and Talented with their software technical skills. In the Sixth Form the department offers AS and A2 Applied ICT and Computing. The 2008/9 AS Computing group will be the first to study the new specification and new for next year the BTEC First Practitioner.

Students are encouraged to use and develop Independent Learning skills along with the understanding that they can learn from their mistakes and to improve their work from this. Reflection and evaluation is encouraged. Students are also able to teach and support each other in the classroom with ICT skills. For Gifted and Talented students this promotes self-confidence, social contact and gives them a sense of self-realisation and transcendence.

We aim to continue to develop the Virtual Learning Environments (VLE's) that we have created to benefit students in certain courses. Access to VLE's allow Gifted and Talented students to take further charge of their own learning and can use the supplied resources to boost their skills and understanding further.

Extra-Curricular

At KS3 a number of lunchtime and after-school clubs are offered to students. In addition, there is supervised ICT access available in many areas of the school.

At KS4 and KS5 for those students enrolled on examination courses. There is the opportunity to use the facilities at lunchtime and after school. We also promote a “book a teacher” ethos. This is because many students have other activities on after school e.g. sports and other clubs and selected one particular evening for after-school and catch-up and revision sessions may disadvantage a particular student. Here we offer these sessions on an as needed basis and encourage students to take responsibility for this.

Staff Contact: Head of ICT

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