

MAGT provision at Hampton Hargate Primary School (October 2024)

Year Group	Examples of strategies used to stretch and challenge our most able children.	Impact of those strategies
Reception	<ul style="list-style-type: none"> • Target Readers in the start of the year focus on those already reading or most ready to start reading to accelerate that progress with 1:1 focus daily reading input for the first term. • Using Baseline assessments to identify any children with natural ability in literacy and mathematics to support from the beginning of the year to stretch with differentiated questioning- challenging and encouraging reasoning in for example, maths. Supported within maths and literacy planning to challenge from first term of identification. • Challenges/try this/EXT activities- Planned within continuous provision planning. • EAD- Continuous provision and curriculum enhancements planned to encourage development of skills and love of creative curriculum areas. • Music- mixed ability pairings and allowing those with musical skills to support and act as peer models for other. • By using a well-resourced and modelled planning scheme we ensure all can access a good quality music session. (Kapow) • UW- Targeted questioning to explore what the children know about the world around them and how that relates to their world. Using sentence stems to support expanding vocabulary. Challenging children to use the word aware vocab to support these children. • PD- By using a well-resourced and modelled planning scheme we ensure all can access a high-quality PE session that develop in a progressive skills model. • Differentiated phonics group • Differentiated reading practice groups • Challenge in reading books given to children. 	<ul style="list-style-type: none"> • Promotes progress in reading phases by allowing some flexibility with phonic understanding and reading fluency for our most able. • Children are gaining confidence with justifying their answers and show deeper understanding of reasoning and concepts. • Children are giving more than 1 possible answer with reasoning • Children are extending learning / challenging thinking • Children are given a wealth of opportunity within EAD,UW to make sure they are challenged and able to access resources to support skills and creative development.
Year 1	<ul style="list-style-type: none"> • Differentiated questioning – e.g. challenging and encouraging reasoning in for example, maths. • Odd one out activities – to challenge reasoning e.g. in maths/science • Challenges/try this/EXT activities – evidence in books 	<ul style="list-style-type: none"> • Children are gaining confidence with justifying their answer • Children are giving more than 1 possible answer with reasoning

	<ul style="list-style-type: none"> • Collaborative discussion (e.g. use of concept cartoons in science) / “tiny teacher” opportunities • Opportunities for open-ended questioning / tasks • Opportunities for designing own investigation to carry out an investigation in order to try to answer a question e.g. a science investigation • Activities such as e.g. “20 is the answer. What could the question be?” • Differentiated phonics group • Differentiated reading practice groups • Challenge in reading books given to children • Differentiated spelling 	<ul style="list-style-type: none"> • Children are extending learning / challenging thinking • Children gain confidence with explaining their thinking and using this knowledge to “tiny teach” peers which demonstrates their understanding/abilities • Encourages discussion / pupil ownership on activity & how to record data / results. Enables pupils to use sticky knowledge of already acquired e.g. ways to record data & demonstrate this through their own choosing • Reading book bands allow children to access texts relevant to their reading ability. • Differentiated spellings to challenge the children and encouraging them to use these in their writing
Year 2	<ul style="list-style-type: none"> • Differentiated/ open-ended questioning • Odd one out activities – to challenge reasoning e.g. science • Challenges/try this/EXT activities – evidence in books • Challenge pot/tray in classroom for children to get activities • Collaborative discussion (e.g. use of concept cartoons in science) • Activities such as e.g. “20 is the answer. What could the question be?” • Differentiated spelling groups • Challenge in reading books given to children • Challenge in Guided reading sessions, books chosen are above child’s book band • Differentiated spelling and mental maths • ‘Prove it’ questions, explain your answer • Use of highlighters when marking English, children are able to see what they need to do next to improve • Mixed ability pairing for some lessons, HA modelling collaborative working • Use of word mats on tables for HA to access • Use of writing criteria expectations, e.g. going for gold 	<ul style="list-style-type: none"> • Children more confident to answer ‘Why?’ questions and explain their thinking or how they know. • Children exposed to higher level questions, SAT style questions • Children are giving more than 1 possible answer with reasoning • Children are extending learning / challenging thinking • Encourages discussion / pupil ownership on activity & how to record data / results. Enables pupils to use sticky knowledge of already acquired e.g. ways to record data & demonstrate this through their own choosing
Year 3	<ul style="list-style-type: none"> • Table groups to allow targeted activities for the MAGT children • GD activities that allow for deeper thinking • Extension activities to allow MAGT children to apply their knowledge further • Peer coaching opportunity/mixed pairs where HA collaborate with others • Opportunities to help others eg shared reading, helping with computing 	<ul style="list-style-type: none"> • allow pupils to work at a quicker pace and removing content that children have already mastered. • Extension activities to challenge children's thinking further. • Children have opportunities to support others allowing them to develop leadership skills and encourage making

	<p>skills, suggesting ways to record science investigations and so on</p> <ul style="list-style-type: none"> • Challenge stickers in maths books and GD maths activity differentiated • Use of green pen to self-assess and evaluate/ write own next steps • Spelling groups and book-bands • Book bands • Quality and quantity of work • Questioning of children is differentiated eg how do you know? Why do you think that ie encouraging higher order thinking 	<p>links in learning eg cultural capital</p> <ul style="list-style-type: none"> • to challenge children's thinking further. • Developing skills to be a more reflective and evaluate their work, recognising successes and realising next steps and developing skills to be a more reflective worker and able to self-improve. • Use spellings in writing • Reading at a challenging level • Encourage higher order thinking, sophisticate explanations written and spoken
Year 4	<ul style="list-style-type: none"> • Top set for Maths • Greater focus on reasoning and problem-solving tasks. • Word Aware display and walls to improve vocabulary in writing and SPaG • Next Steps and further questions • Spelling groups • Reading book bands • Shown in the quality and quantity of work • Differentiated tasks • Taking on a mini teacher role • Goal setting and clear expectations • Letting children be aware of the success criteria and how to achieve it. • Self and peer evaluation • Moving on in tasks before peers • Opportunities for further research • In the moment feedback when possible • Higher order questioning 	<ul style="list-style-type: none"> • Math sets allow pupils to work at a quicker pace and removing content that children have already mastered. • Children have opportunities to use transferable skills and knowledge as well as applying knowledge to the wider world therefore having more depth in their understanding. • Word aware supports children to uplevel their quality of writing. • Next steps to challenge children's thinking further. • Spellings are relevant to their ability providing challenge. • Reading book bands allow children to access texts relevant to their reading ability. • Children have opportunities to support others allowing them to develop leadership skills. • Success criteria allow for children to know how they can achieve high quality work. • Developing skills to be a more reflective worker and able to self-improve. • In the moment feedback allows pupils to move on quicker when they have mastered a task.
Year 5	<ul style="list-style-type: none"> • Providing verbal feedback during lessons – allows them to evaluate their own work. • Self-marking – offers them an opportunity to see areas of strength and where they could improve. • Extension activities • Differentiated worksheets. • Collaborative work. 	<ul style="list-style-type: none"> • Increase in confidence in their own abilities. • Encourages discussion. • Allows them to take more responsibility for their own work – gives them the opportunity to see their own strengths and areas of improvement.

	<ul style="list-style-type: none"> • ‘Hot-seat’ lessons used in English lessons – encourages listening for detail and inspires greater depth answers to questions asked. • Classes are set for Maths and English. • Reading book bands • Spelling groups • Open ended questioning 	
Year 6	<ul style="list-style-type: none"> • Top sets for Maths and English • Children choose challenging task levels • Challenge cards for early finishes • Open-ended tasks • Greater focus on reasoning problem solving tasks not fluency for GD • Opportunities to present to the class • Peer to peer modelling and explaining... Mini teachers 	<ul style="list-style-type: none"> • Look at GD achievements in SATS results (Insight)

Extra provision/opportunities
Sports Clubs Science clubs Lego club School Games Events Football teams Netball team Maths challenges Piggy back on events held in school, time allocated to MAGT children.

Music		
Year Group	Examples of strategies used to stretch and challenge our most able children.	Impact of those strategies
Reception	PLEASE NOTE – MAGT children in music MAY have their own “specialism” or instrument, so only some strategies may apply to certain children. <ul style="list-style-type: none"> • Instrumental lessons outside of classroom • More open questioning in lessons for MAGT children • Conductor / leading roles in ensemble / group activities in class • Support to access and challenge musical development in the enhanced provision. • Kapow teaching units, exploring some of the games that can be used for Ipad in provisions for development from the taught sessions. 	<ul style="list-style-type: none"> • Greater instrumental skills • Deeper understanding of Musical terminology • More independent learning / leading

KS1 strategies in music	<p>PLEASE NOTE – MAGT children in music MAY have their own “specialism” or instrument, so only some strategies may apply to certain children.</p> <ul style="list-style-type: none"> • Instrumental lessons outside of classroom • More open questioning in lessons for MAGT children • Conductor / leading roles in ensemble / group activities in class • invitation to join Choir • MAGT students teach less able students, to consolidate / reiterate their learning 	<ul style="list-style-type: none"> • Greater instrumental skills • Deeper understanding of Musical terminology • More independent learning / leading • Non MAGT students also make greater progress
KS2 strategies in music	<p>PLEASE NOTE – MAGT children in music MAY have their own “specialism” or instrument, so only some strategies may apply to certain children.</p> <ul style="list-style-type: none"> • Instrumental lessons outside of classroom • More open questioning in lessons for MAGT children • Differentiated notation sheets for performing (Keyboards), demanding more of them practically • Conductor / leading roles in ensemble / group activities in class • In singing, MAGT children (where appropriate) will sing a second / harmony part • Invitation to join Choir • If students can read treble clef, they will learn to read bass clef as an addition • MAGT students teach less able students, to consolidate / reiterate their learning • WCIT yr 3 recorders, yr 4 samba - Opportunity to continue this after WCIT has concluded 	<ul style="list-style-type: none"> • Greater instrumental skills • Deeper understanding of Musical terminology • More independent learning / leading • Non MAGT students also make greater progress