

MAT Strategies



Autumn Term 2017

English

- Pupils are regularly provided with A* model answers to exam questions.
- Pupils are asked to generate their own exam style questions on the topic being studied
- Pupils are asked to teach an element of the topic and take responsibility for the running of the element whilst the unit runs.

Maths

- Setting in maths so being able to focus on A/A* work more with the more able.
- After school sessions leading up to exams challenging more able.
- Mathswatch is a big support for us and them at home as it offers revision videos with interactive questions that are set at standard level and difficult level. We encourage them to be independent learners and we can monitor their progress online. We can see what they've got right and what is wrong and support them further from there.

Science

- Setting in Science allows staff to better focus on challenge and A/A*.
- Use of Edmodo at KS4/KS5 provides Science with the ability to share additional revision materials.
- Extensive use of past paper questions and mark schemes to improve exam technique.
- Higher order questioning
- Model answers
- Subject specialists deliver intervention sessions to MAT groups during academic review.
- Encourage attendance to university events specifically to those designed for A-level courses.
- Provide challenge in lessons.
- Extra curricula STEM club and competitions between other schools.
- Regularly attend events run by Techniquet Glyndwr
- Use of MAT / G&T resources created by professional bodies, i.e. RSC.

Religious Education

- Extension questions
- Teaching other pupils
- More challenging texts
- Higher level questions
- Create own resources, preparing starter,
- Expectation of more RL and SOWA
- Extension questions
- Independent research
- Using blooms taxonomy.

PE

- Assessment criteria is used thoroughly to explain practical performance.
- Course content is supported by 'examination paper' challenges. Marking Schemes used extensively to support pupil progress.
- Higher Order questioning
- Practical performance is tracked with pupils aware of weaknesses. They are offered core and extra-curricular opportunities to further develop their skills.
- WJEC Question Bank used extensively
- MAT pupils used as Mentors to peers and KS4 pupils.

Art, Design & Technology

- Individually tailored projects
- Independent research activities
- Higher level reflective recording and critical analysis

History

- Historical debates/discussion.
- Essay writing.
- Higher order questioning – Why did the First World War break out?
- Why did Hitler and the Nazis rise to power in Germany? Open ended questions which encourage debate. These could be provided to MAT students who require additional challenge.

Digital Learning

- Setting in ICT / Computer Science so being able to focus on A/A* work.
- Ensure that the school understand that pupils have to choose the correct option between ICT / Computer Science.
- Individual feedback on strengths / weaknesses on every test question.
- Use of past paper questions and mark schemes to improve exam technique.
- Free revision guide supplied to pupils.
- Extra resources on the VLE.

Geography

- Teaching to the top! It may sound daft but you have to always teach to enable students to gain the highest grade. Always giving tips of how to gain those top marks, more extended questioning....really pushing the thoughts and ideas.
- Walking talking mock was great last year....it would be good to do this with only the MAT students instead of all students. They felt like it benefitted them on the revision day.
- We used to have a tiered set of papers. Always using the higher paper questions really pushed them to think beyond the basic answer. Now however we are on a single paper....reading between the lines the question and approach to questions has very much changed. It will be important to drill the AOs and get the theory learnt.

Welsh

- With regards to MAT pupils, my first port of call is to set extremely high standards. For example, when they were preparing for GCSE controlled assessments, every pupil had to prepare work to an A/A* standard. Their work was redrafted up to 4 or 5 times to ensure it reached this level before they began to learn it for the speaking assessment.
- We use stars in the Welsh department in order to show extension activities within tasks in lessons. This year, as a step further developmentally, KS3 homework sheets have also been differentiated. All pupils who are targeted a level 6a or more for end of KS3, are required to complete extra, more difficult tasks for homework. I'd be happy to share examples of these with you.
- With regards to extra activities, for the past 3 years, some pupils have been part of a programme run by the Urdd and funded by the Welsh Government, which gives a group of 15 pupils opportunities to develop their Welsh and to use it outside of the classroom. This has been beneficial to our A/A* pupils as it further boosts their confidence and ability when speaking. During Welsh week, I organise a MAT event for a group of about 25 year 9 pupils, and all of year 9 take part in the 'Cymraeg in the Future' session showing the importance of the language.

Drama

- Giving pupils directorial / leadership responsibilities
- Asking pupils higher level thinking questions
- Encouraging pupils to complete additional research projects
- Having additional rehearsals to provide students with one to one feedback (higher performance skills)
- Teaming with lower ability pupils
- WWW and EBI form feedback sheets (completed by MAT)

MFL

- KS3 Language Stars - pupils who have a star on their exercise book must complete the extension task. Extension tasks can appear several times throughout a lesson and are identified by a star on the board. Starred activities also appear on homework sheets.
- Edmodo - KS4/KS5 pupils all have to be active members of the Edmodo group. Extra activities which require independent thought and problem solving skills are placed here.
- KS3-KS5 Application of grammar - separate exercises/tasks for MAT pupils.
- KS4 Weekly vocabulary tests - MAT pupils' pass mark is 90%. Anything under that, they must re-sit the test.

Music

- GCSE Music – Examination Questions
 1. Pupils were asked to listen to a Film Music extract and to complete the column headed 'What can you hear?' related to the various musical features.
 2. We then reviewed the comments made and discussed ways to improve/add to these comments. We discussed examples of terminology that could be used to achieve the highest grades.
 3. Pupils listened to the music again and filled in the 'Reach for the Stars' column.
- KS3 Music - Performing Tasks
 1. All tasks are differentiated so that there are 'standard' versions of a melody and more 'challenging' versions including chords (numerous examples within the Department)
- Year 8 Music – Theme & Variations Composing Task
 1. Year 8 pupils are currently composing a set of variations on a well-known theme. All pupils have been given a list of ideas to use in their variations. However, MAT pupils are encouraged to attempt the more advanced variation techniques e.g. tonality, style. The most able are then encouraged to compose their own original theme.

WBQ

- Ensure MAT students select a suitably challenging title for their Individual Investigation (50% of the mark) that allows them to investigate a research question that relates to future study at A Level/University.
- Ensure MAT students fully understand how to access the top mark band for the individual investigation by providing exemplar material for discussion.
- Teach high level data analysis skills to ensure that students understand how to discuss, analyse and create data sets for the Individual Investigation.
- The Global Citizenship unit also allows an opportunity to stretch and challenge the higher level learners as we discuss PESTLE factors, RURU and the development of critical thinking. The development of these skills are essential in order to access the higher mark band, building skills in this area also benefits students in other subjects. This unit is taught after Christmas in Year 10.