End points for the more able

End points for the more include a variety of methods of providing stimulation, challenge and pace for able pupils. It involves teachers in planning appropriate differentiation/tasks for quick learners rather than requiring them to do ‘more of the same’.

Well-designed extension tasks promote higher-order skills such as speculation, inference, prediction, hypothesis and synthesis, as well as nurturing independence and selfknowledge. We recognise that not all types of extension can be planned for. Effective teachers will notice opportunities to extend pupils in the course of lessons, eg, when they ask a particularly interesting question or demonstrate a depth of understanding over and above their peers.

Extension by resource

Each key stage should have resources that are ‘more challenging’ than others. These can include: • books with more complex text and/or diagrams • a tool or piece of equipment that requires more dexterity or technical expertise • an artefact that is more unusual in its function or design • a medium that is more difficult to work with (eg, in art, or design and technology)

Extension by work rate or pace.

Highly Able students often think and work faster than their peers, and teachers need to take account of this. Those who are capable of working fast should be encouraged to do so, without fear of having to complete more work than everyone else – especially ‘more of the same.

Extension by individual negotiation

In some lessons, pupils might negotiate the nature of the work they are to do, or the ways in which they might present its outcomes. In technology and other process-based subjects, pupils have to demonstrate competencies rather than knowledge; and by their nature, these require pupils to develop individual work. This approach is especially suitable for pupils who have good organisational skills as well as good ideas and can confidently manage their learning.

Extension by dialogue

Teachers can use more difficult vocabulary and more complex language to extend More Able pupils. Challenge can be extended by: • asking probing questions • effective discussion between teacher and pupil • well-constructed opportunities for collaborative discussion between pupils • interventions by the teacher to take the concept further, explore the idea more broadly or interpret the task in a different way.

Built-in extension

Activities can be designed with ‘built-in extension’ by employing some generic features, such as: • plan/do/review • using a range of information sources • recording in an unusual way • role play • problem solving • decision-making, eg, who does what in the group, what to include in a piece of work and what to leave out • open-ended tasks that do not have one right answer • setting the questions to given answers • time restraints • developing meta-cognitive knowledge • opportunities to develop higher-order thinking skills. • using technical language • working with experts •