

# Acceleration Programme:

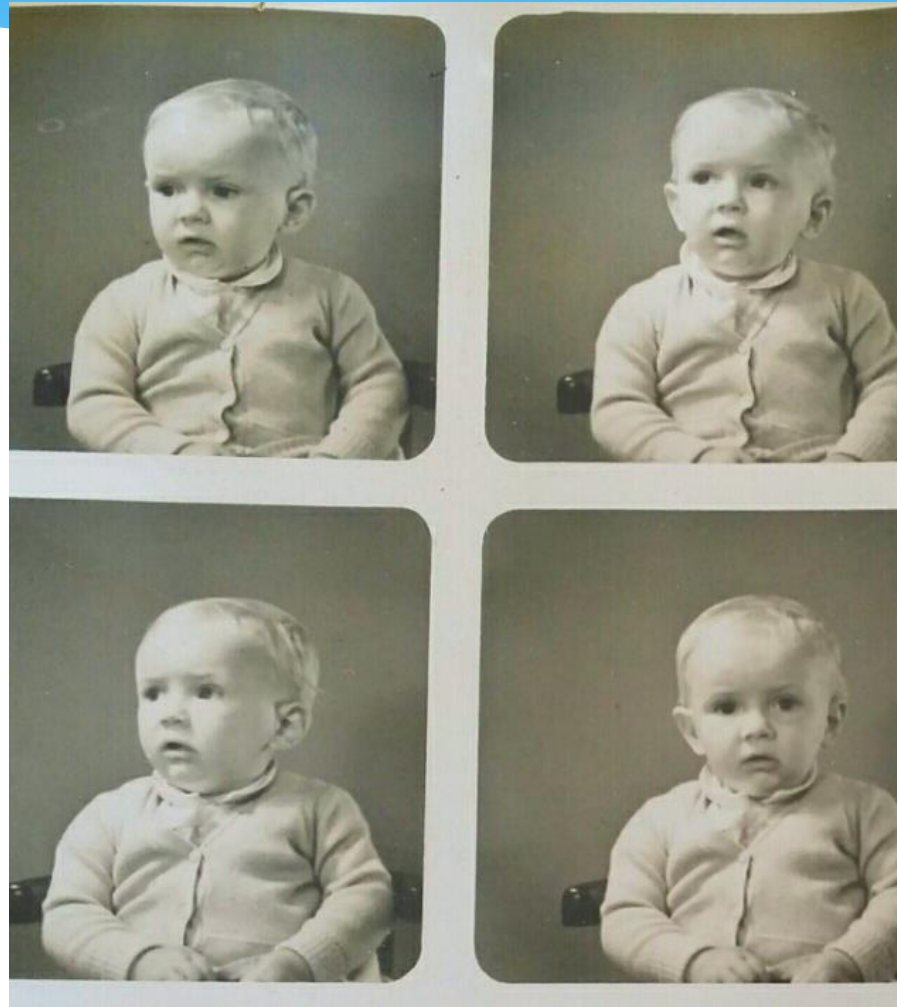
Educating the Most Able

Wednesday 7<sup>th</sup> December 2022

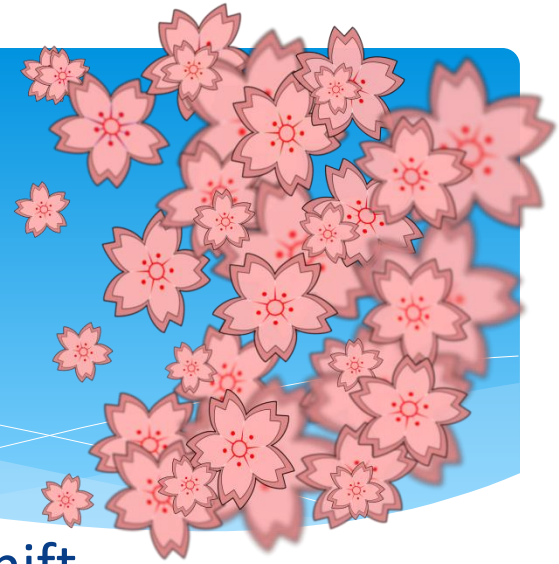


OLDFIELD  
SCHOOL

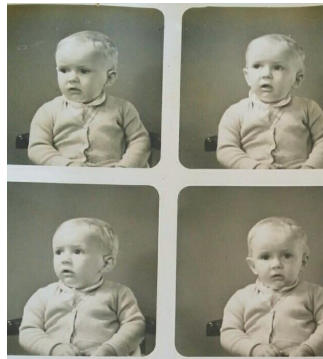
# Can I Change My Mindset?



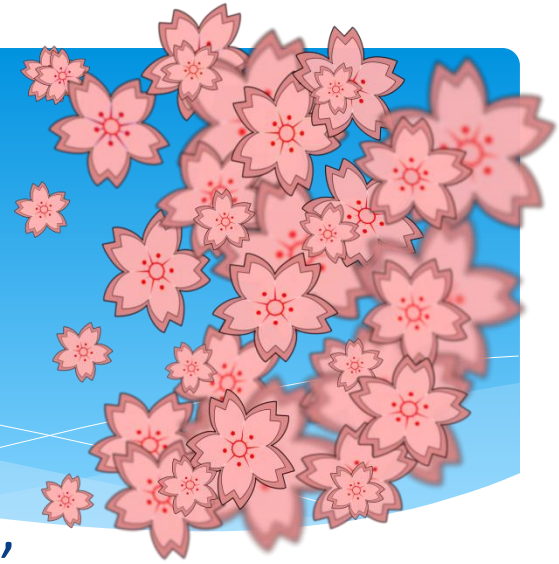
# Can you Change to a Growth Mindset?



- \* Just knowing about mindsets can lead to a big shift.
- \* ‘Nobody laughs at babies because they can’t talk. They just haven’t learnt to yet’
- \* The language we use about ourselves has a huge impact on what we achieve.



# Do you believe things about yourself such as.....



- \* 'I'm not good with numbers.'
- \* 'I'm not a natural athlete.'
- \* 'I'm not creative.'
- \* 'I'm a procrastinator.'

It's clear that fixed mindsets will cause you to avoid experiences where you might feel like a failure. As a result, you don't learn as much and it's hard to get better.

# You Have a Choice So Talk Back with a Growth Mindset Voice.

- \* FIXED 'Are you sure you can do it? Maybe you don't have the talent.'
- \* GROWTH 'I'm not sure I can do it now, but I think I can learn to with time and effort.'
- \* FIXED 'What if you fail—you'll be a failure'
- \* GROWTH 'Most successful people had failures along the way.'
- \* FIXED 'If you don't try, you can protect yourself and keep your dignity.'
- \* GROWTH 'If I don't try, I automatically fail. Where's the dignity in that?'

# Understand that the Brain Is a Muscle



[Neuroplasticity and learning explained - YouTube](#)

**What is mindset?: A mental attitude that determines how you will interpret and respond to situations.**

**Carol Dweck – Stanford University**

**2 types of learners:  
based on pupils  
perceptions of their  
own ability...**

***Fixed mindset:***

- ❖ Intelligence and talent – fixed
- ❖ Innate talent creates success
- ❖ Effort will not make a difference
- ❖ You either get it or you don't



***Growth mindset:***

- ❖ Intelligence can be developed
- ❖ Brains and talent are just the starting point
- ❖ Enjoy effort and process of learning
- ❖ You can always grow and learn

# TED

Ideas worth spreading



# The Brain and Learning

The brain transfers information through a network of cells (neurons)



When you learn new things, your brain makes new connections to transfer information better and faster

The brain is like a muscle that gets stronger and works better the more it is exercised – A GROWTH MINDSET works the muscle!



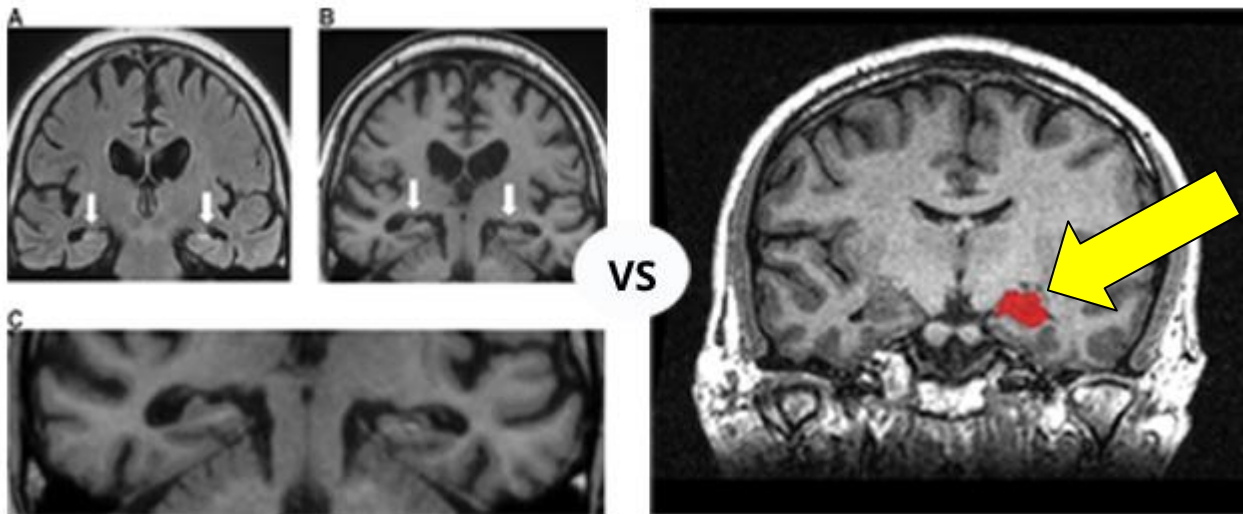
Too often students believe the brain is static, leading them to think talent and giftedness are permanent, unchanging personal attributes that automatically bring later success.



When new connections are formed you actually become smarter!

# London Taxi Drivers

- \* In a study by University College London found that with 25,000 streets in London taxi drivers' brains need to learn quickly. The research shows that their brain **grows, develops** and **gets larger**.

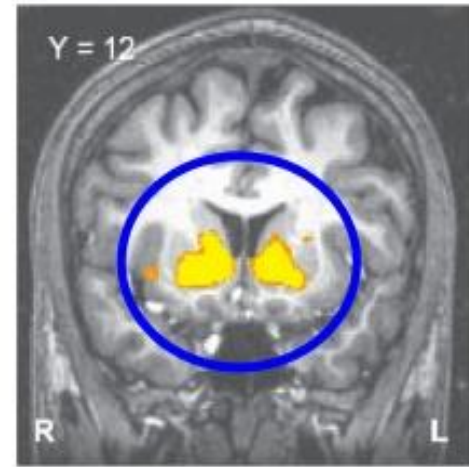
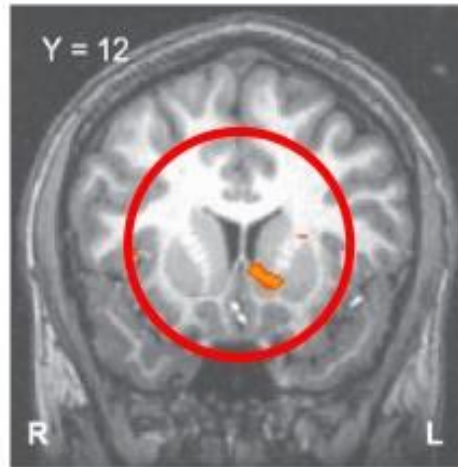


Enlarged  
Hippocampus

# Motivation: Adults Vs Teens

Comparison of the brain activation of adults and teenagers while they were performing the same task for a reward...

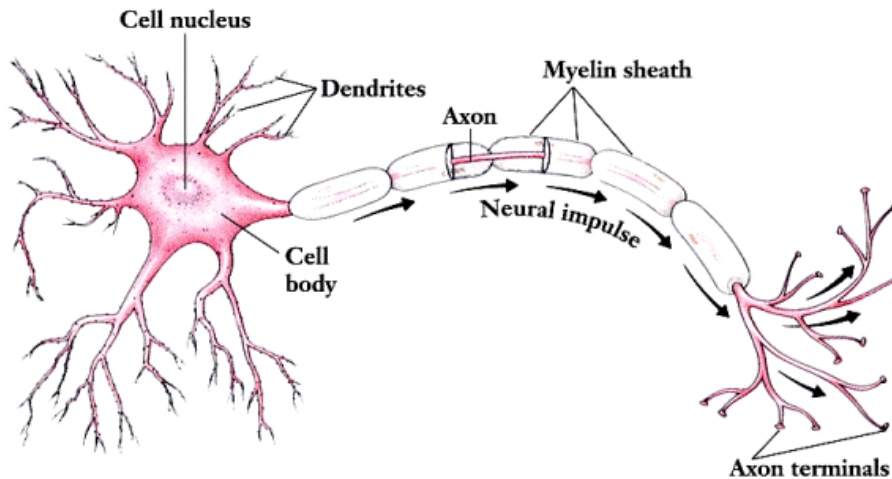
Compared to adults, teenagers under-use the brain circuits that are involved in motivation



- The adolescent utilises approximately 20% of the brain that the adult utilises on a motivation task - just because we **THINK** a child ought to be motivated, that doesn't mean they will be!
- Research shows that additional, engaging activities that are **not curriculum specific** serve well to 'switch on' the motivation circuitry in the brain.

# Myelination and Emotional Maturity

Myelination is the process by which brain oligodendrocytes produce layers of myelin that wrap around the neuronal axons and act as a layer of insulation for the transmission of electric action potentials down the neuronal axon



- Coating of myelin is not complete until about age 24.
  - Areas of the brain that regulate emotion, judgment, motivation and impulse control myelinate during adolescence.
  - Myelination occurs earlier in girls than boys.
- ***This is why teenage girls can appear to be more emotionally mature than boys***
  - ***The teenage brain is not 'finished off' until 24-25!***

# Finding Flow

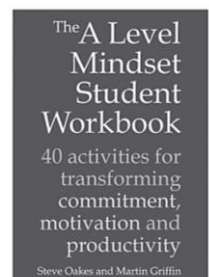
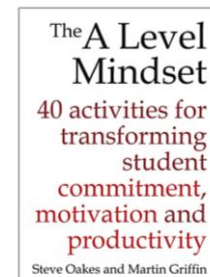
## Flow states feel like:

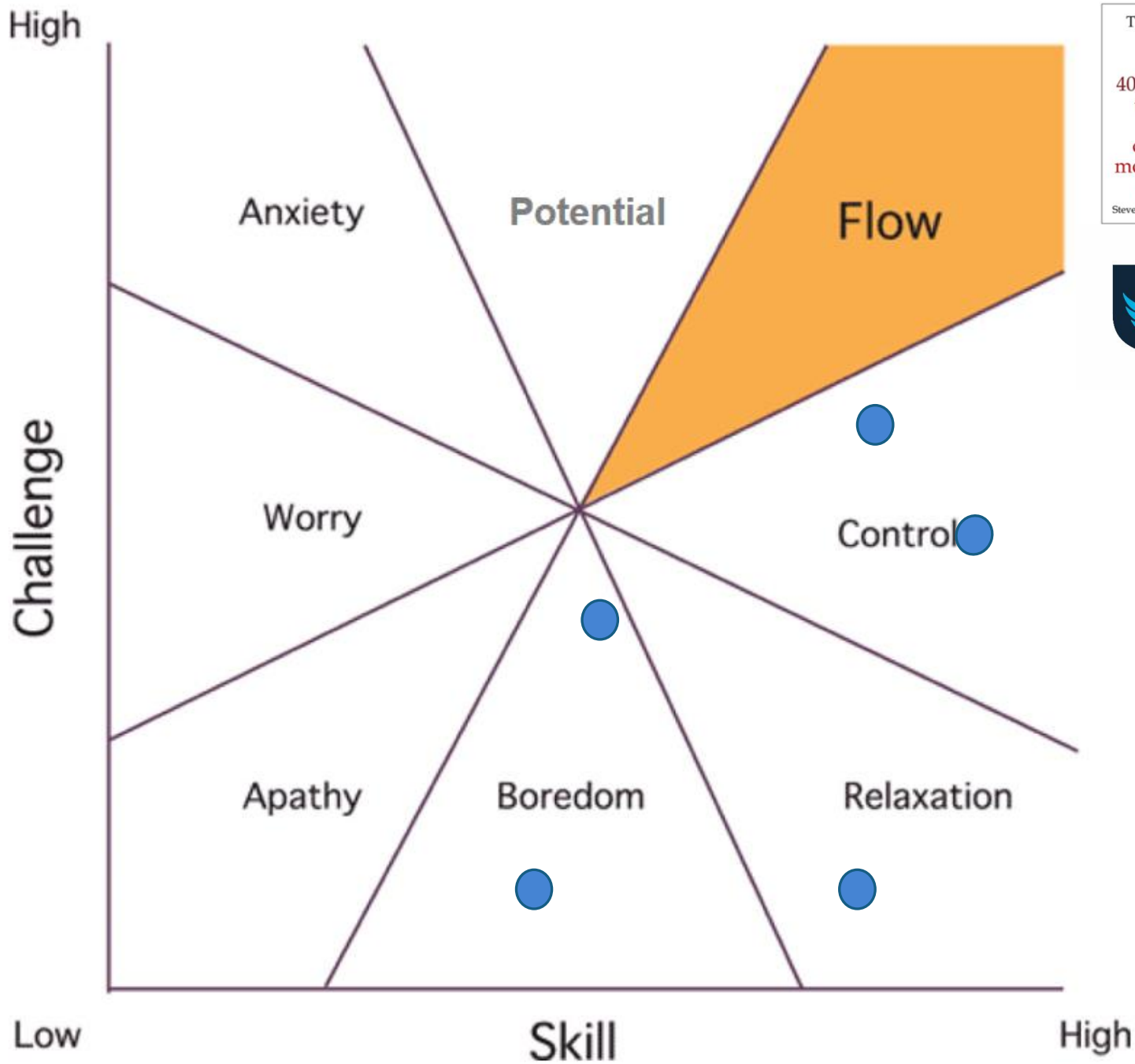
*“nothing else seems to matter. The ego falls away. Time flies... your whole being is involved, and you’re using your skills to the utmost.”*

## Flow states arrive when engaged in:

*“painful, risky, difficult activities that stretched the person’s capacity and involved an element of novelty and discovery.”*

*Mihaly Csikszentmihalyi, Flow (1991)*





The A Level Mindset  
 40 activities for transforming student commitment, motivation and productivity  
 Steve Oakes and Martin Griffin

The A Level Mindset Student Workbook  
 40 activities for transforming commitment, motivation and productivity  
 Steve Oakes and Martin Griffin



**OLDFIELD SCHOOL**

In this sequence of patterns, what shape should replace the question mark?



What figure should replace the  
question mark?

1

2

3

4

5

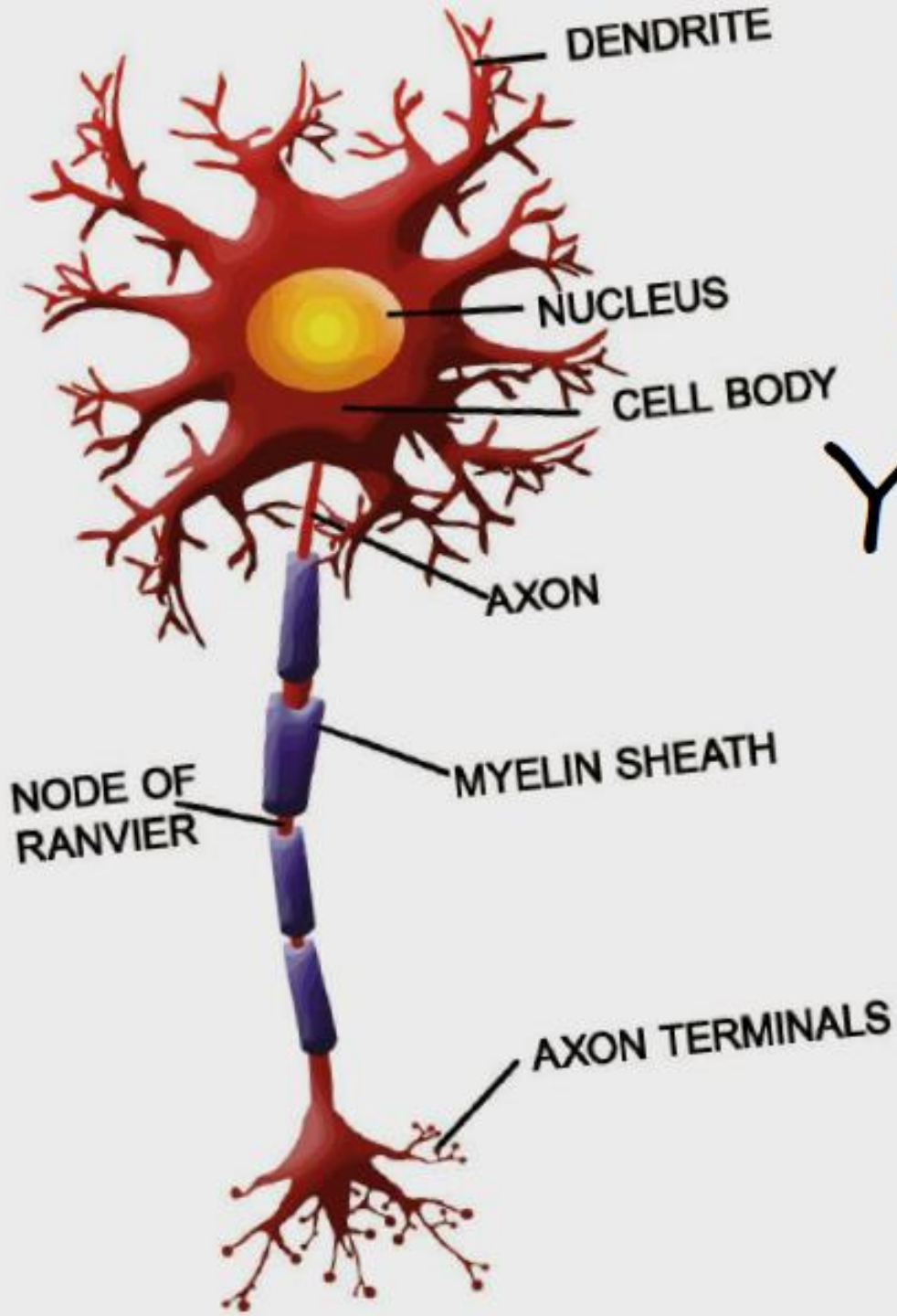
6





What figure should replace the question mark?





**GROW**  
Your Brain  
Neurons

# Acceleration Programme 2022-2023

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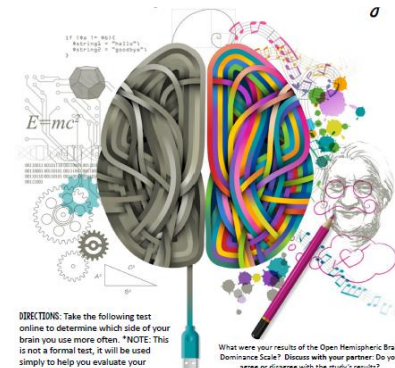
- Stretch and challenge **within** lessons
- Aspirational staff mentors to be selected to support students
- Super Curriculum Access

### 2. Additional Opportunities:

- Enrichment programme – Lecture Series
- Online Lectures and Workshops:
- Revision strategies
- Visiting speakers

### 3. Academic Acceleration

- The Brilliant Club
- Gifted and Talented Club



# 1. Stretch and Challenge within Lessons

First and foremost, we must not lose sight of simply teaching our students well

This means challenging and stretching our most able students.

**How:** By providing opportunities in class for students to challenge themselves.

## GCSE

Write your name here	
Surname	Other names
Centre Number	
Candidate Number	
Pearson Edexcel Level 1/Level 2 GCSE (9-1)	
<b>Mathematics</b> Paper 2 (Calculator)	
Foundation Tier	
Thursday 7 June 2018 – Morning Time: 1 hour 30 minutes	Paper Reference <b>1MA1/2F</b>
You must have: Ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser, calculator. Tracing paper may be used.	Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*
- You must **show all your working**.
- Diagrams are **NOT** accurately drawn, unless otherwise indicated.
- **Calculators may be used.**
- If your calculator does not have a  $\pi$  button, take the value of  $\pi$  to be



## A Level

Write your name here	
Surname	Other names
APT Initiatives Ltd: <b>Practice Exam Paper</b> for	
<b>Pearson Edexcel</b>	
<b>Level 3 GCE</b>	
<b>Economics A</b>	
<b>Advanced</b>	
<b>Paper 1: Markets and Business Behaviour</b>	
Time: 2 hours	
You do not need any other materials.	Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name.

## Challenge Wall



# Super Curriculum

# Super Curriculum



## Subjects

07	08	09	10	11	12	13	Art
Biology	Bs St	CDB Training	Chemistry	Child Dev	Coaching	Comp St	Core Maths
Creative Media	Dance	Drama	Dual Language	Economics	English	English Literature	Enrichment
EPQ	Film Studies	Food Tec	French	Further Maths	Geog	H and SC	History
LRIC Study	Maths	Media Studies	MFL Conversation	Music	PE	PE Exam	PE Vocational



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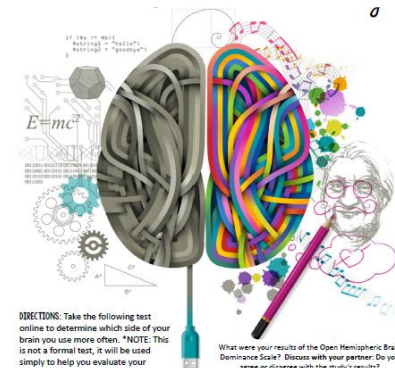
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**DIRECTIONS:** Take the following test online to determine which side of your brain you use more often. \*NOTE: This is not a formal test, it will be used simply to help you evaluate your ...

What were your results of the Open Hemispheric Brain Dominance Scale? Discuss with your partner. Do you agree or disagree with the study's results?

# 2. Lecture Series

## FEBRUARY

- S22: *How could the universe fit in the palm of your hand?* – 5<sup>th</sup> February (1)  
LRC: *Why telling stories makes us human* – 6<sup>th</sup> February (2)  
202: *How language shapes the way we think* – 7<sup>th</sup> February (2)  
D03: *Stock markets and how they work* – 8<sup>th</sup> February (1)

- LRC: *Parasites – Could a zombie apocalypse really happen* – 11<sup>th</sup> February (1)  
LRC: *The science of sperm* – 12<sup>th</sup> February (1)  
S14: *The chemistry of drugs* – 13<sup>th</sup> February (1)

- LRC: *How could the universe fit in the palm of your hand?* – 26<sup>th</sup> February (2)  
S14: *The chemistry of drugs* – 27<sup>th</sup> February (2)  
LRC: *French slang and its origins* – 27<sup>th</sup> February (1)

## MARCH

- S11: *Donating blood – what's it all about?* – 5<sup>th</sup> March (1)  
LRC: *Understanding how we behave from a multidisciplinary perspective* – 6<sup>th</sup> March (1)  
S11: *Donating blood – what's it all about?* – 6<sup>th</sup> March (2)  
LRC: *How language shapes the way we think* – 7<sup>th</sup> March (2)

- S22: *Parasites – Could a zombie apocalypse really happen* – 11<sup>th</sup> March (2)  
LRC: *How could the universe fit in the palm of your hand?* – 12<sup>th</sup> March (3)  
S14: *The chemistry of drugs* – 13<sup>th</sup> March (3)  
S14: *How can physics be used in medicine?* – 14<sup>th</sup> March (1)

- LRC: *John Maynard Keynes and the beauty contest when everyone changed their mind* – 26<sup>th</sup> March (1)  
D01: *The mathematics of love* – 26<sup>th</sup> March (1)  
LRC: *How can physics be used in medicine?* – 27<sup>th</sup> March (2)

## APRIL

- LRC: *Free lunches antipodean style* – 4<sup>th</sup> April (1)  
LRC: *Becoming an illustrator* – 5<sup>th</sup> April (1)  
S14: *Parasites – Could a zombie apocalypse really happen* – 11<sup>th</sup> April (3)

- 009: *How Vivienne Westwood changed my life!* – 24<sup>th</sup> April (1)  
LRC: *How can physics be used in medicine?* – 25<sup>th</sup> April (3)  
LRC: *Becoming an illustrator* – 26<sup>th</sup> April (2)

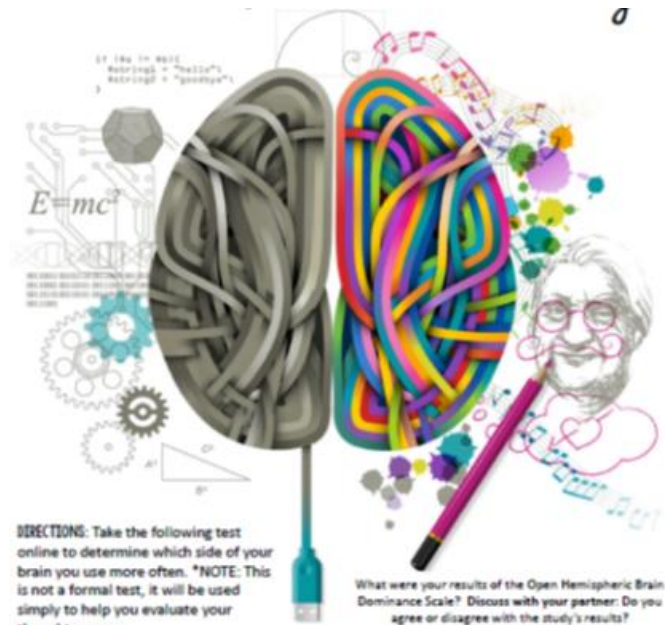
## MAY

- LRC: *Understanding how we behave from a multidisciplinary perspective* – 2<sup>nd</sup> May (2)  
D01: *The mathematics of love* – 7<sup>th</sup> May (2)  
LRC: *The art of conducting: Drama or leadership?* – 7<sup>th</sup> May (1)  
107: *What can Strictly tell us about the philosophy of history?* – 8<sup>th</sup> May (1)

- E08: *Red terror: The Chinese cultural revolution* – 9<sup>th</sup> May (1)  
LRC: *Free lunches antipodean style* – 14<sup>th</sup> May (1)  
107: *What can Strictly tell us about the philosophy of history?* – 15<sup>th</sup> May (2)  
E08: *Red terror: The Chinese cultural revolution* – 16<sup>th</sup> May (2)

## Hall Lectures (dates TBC):

- The role of the amygdala in criminal behaviour - LOJ  
Dietrich Bonhoeffer, the church leader who planned to kill Hitler - EDC  
How our brain works: why we do what we do when we didn't plan to do it - LOJ



# "Crypto and Beyond..." A New Era - Digital Currency







What's sociological about a street?



Psychopaths: Biology or society?

the art of  
conducting



The Art of  
Conducting



When did the Universe fit into my hand?



# Lecture Series 2022-2023

Lecture Topic 2022-2023
"Crypto and Beyond..." A New Era - Digital Currency
When did the Universe fit into my hand?
Día de los Muertos: Bring out your dead
Free lunches Antipodean Style - Botany Bay and the First Fleet
demokratia' in Ancient Athens: How radical but right were the Greeks compared to the Romans?
Neuroplasticity - How Experience Changes The Brain
The Bechdel Test. Feminism in Film and TV
The Art of Conducting
What's sociological about a street?
The Fallen Woman': The politics of gender in post-Famine Ireland
Jobs of the future
B-a-th or B-AR-th'?? Where is your accent from and what is it saying about you?
Scientology: What on earth is it?
Sessions to Years 7,8 & 9
Psychopaths: Biology or society?
Airline pilots: How do they manage an emergency.
TBC
TBC

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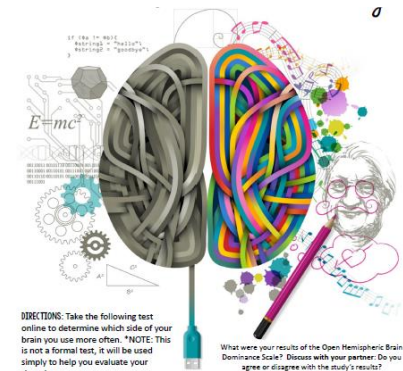
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# Gifted & Talented Conference

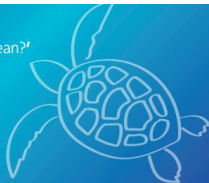


**Astronomy**  
'How we'll live on Mars'  
**Colin Stuart**

**Chemistry**  
'Chembox' – a live interactive chemistry demonstration  
**Dr Zoe Schnepf**



**Environmental Science**  
'Is it too late to save our ocean?'  
**David Jones**



**Philosophy & Science**  
'Philosophy, Time Travel and Science Fiction'  
**Olivia Coombes**



**Wednesday 18 May 2022**

A day of lectures designed to stretch and challenge your thinking and knowledge of **STEM**

**A unique opportunity for high achievers in Years 9, 10 & 12 to extend their subject knowledge and challenge their critical thinking.**



JOIN STUDENTS FROM AROUND THE UK FOR THE ROYAL HIGH SCHOOL BATH (GDST)

## GIFTED & TALENTED CONFERENCE

A full-day programme of academic lectures designed to stretch and challenge selected GDST students in Year 10 + 12.

This is a unique opportunity for students to extend their subject knowledge and challenge their critical thinking.

**FRIDAY 14TH MAY 2021**  
**TEACHER NOMINATED SIGN-UPS**



**BEN SPARKS**

Mathematician, musician, and public speaker. Ben is based at University of Bath and gives maths talks and workshops around the world

**MAGICAL MATHS**



**JENNIFER SCOTT**

Director of Dulwich Picture Gallery since 2017. Jennifer was previously Director of The Holburne Museum, Bath

**CREATIVITY IN TIMES OF CRISIS**



**DR RICHARD A COLE**

Scholar of ancient history, with an interest in the way history is framed and represented across time and media

**POLITICS AND PROPAGANDA FROM ROME TO TRUMP**



**TIM HARRISON**

Tim was awarded a Royal Society of Chemistry Schools Education Award in 2005, and will deliver a practical and spectacular demonstration.

**GASES IN THE AIR**

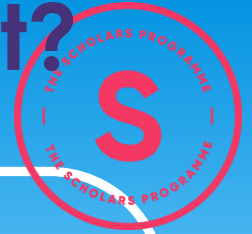
## 3. Academic Acceleration

### The Brilliant Club – Scholars Programme

- Students enrolled on *The Scholars Programme* work with a PhD researcher on a university style module, based on the researcher's world-leading expertise.
- The programmes are pitched at a Key Stage above where students are currently studying and are designed to develop written and verbal communication, critical thinking and metacognition through exciting, supra-curricular content.
- Book-ending this study with their PhD tutor, pupils visit two leading universities to launch and graduate from the programme – demonstrating the physical and intellectual environment of university and supporting students to develop the knowledge, skills and ambition to make successful applications to highly-selective universities.



# What is it and why am I taking part?

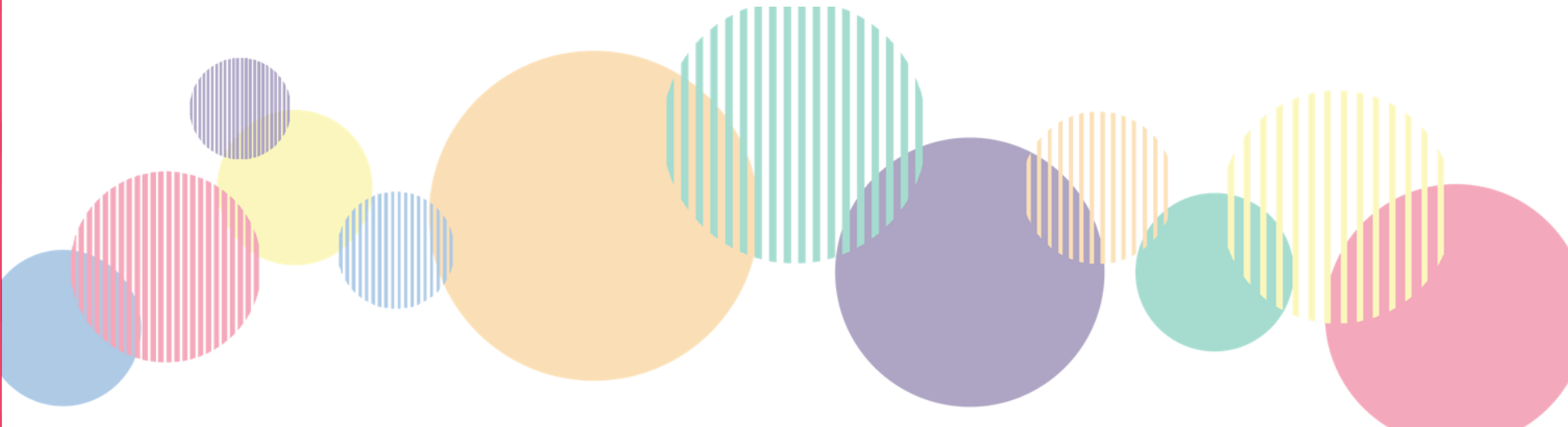


Study in **small groups** with a **world class expert**

**No one else in the world** studies exactly the same topic as your tutor

Your **PhD tutor** will have or be studying for their 3<sup>rd</sup> degree!  
So, they have lots of **knowledge** about university

They can help you develop **academic skills** and your understanding of  
applying to university



# Visit Top Universities



You will be visiting two of the of **best universities in the UK**: one at the start of the programme and one for your **Graduation event**

This is a chance for you to speak to **current students** and **ask them anything** you want to know about university!

You will see some of the **facilities** that universities have like lecture theatres, libraries and accommodation

**These may be places you will one day go on to apply to**



# Core Principles:

01

## A core focus on academic development and attainment

The Scholars Programme supports pupils to develop the knowledge, skills and ambition needed to progress to a highly-selective university. The programme focuses on academic development and attainment through university trips, in-school tutorials and challenging independent assignments.

02

## Targeting pupils who will benefit the most

We work with schools to ensure that all pupils who take part in our programmes have demonstrated the potential to secure a place at a highly-selective university and/or will gain significant benefit that would not otherwise have been available.

03

## Potential for sustained intervention from KS2 to KS5

We begin working with pupils at Key Stage 2 and can continue to support their academic development throughout their school careers and path to university. New pupils are able to join our programmes at each key stage.

04

## Age-appropriate support

Our programmes combine academic development with information, advice and guidance to support university choices. This includes sessions delivered by our university partners and access to our online virtual learning environment.

# Love what you learn!

**gifted**  
STUDY CLUB

Subscribe

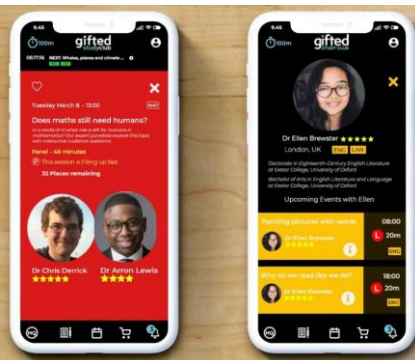


**gifted**  
STUDY CLUB

**Join the club!**

Effortless learning with experts from the world's leading universities

LEARN MORE



<https://www.youtube.com/watch?v=dNrLQULwusQ>

# It's time to let students learn what they love

JOIN THE CLUB



I did well at school, and was fortunate enough to study at one of the best universities in the world. I always knew I was smart, but I still had to work hard to get the best out of myself.

## How hard was it to get into Cambridge at 16?

I think getting into Cambridge University is hard however old you are! I should also clarify that I was 16 when I received my offer, I was 17 by the time I actually started university.

## What did you study at University?

I studied Natural Sciences – this is a broad course that allows you to try lots of different sciences and gradually specialise as you go through your degree.

## Tell us about particular areas of interest

I'm fascinated by the way in which curiosity can motivate people. I love encouraging talented students to explore outside their school subjects and discover what really interests them. Often, this isn't the topics they study during the school day, but many students don't know where to start when it comes to asking their own questions and doing their own exploration. At Gifted Study Club our message is

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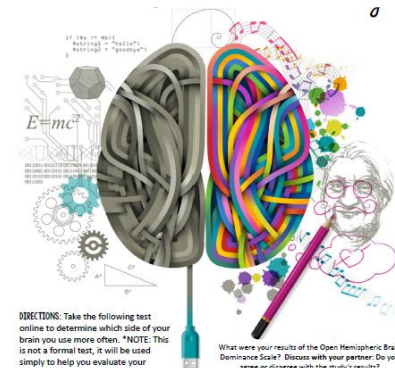
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# Promoting a GROWTH MINDSET...

## 1. Praise the PROCESS above achievement

Creates eagerness for challenge, persistence in the face of difficulty and enhanced performance

## 2. Regularly refer to the importance of CHALLENGE

Develop resilience by encouraging children to enjoy the challenge of learning  
- Success takes hard work!

## 3. Value a GROWTH MINDSET attitude

Encourage your child to hear their own 'fixed mindset'  
- respond to negative self-talk with a 'growth mindset' voice

## 4. Encourage and celebrate MISTAKES

Use mistakes as an opportunity for discussing and teaching new strategies

## 5. Present ourselves as role models as GOOD LEARNERS

Model an endless curiosity for life and a love of learning  
- so your children know lessons are just the beginning of what you learn

# **Students**

# **Welcome to the**

# **Acceleration Programme**

# **2022-2023**

Thank you for listening to the  
presentation today



**OLDFIELD  
SCHOOL**



The A Level  
Mindset

40 activities for  
transforming  
student  
commitment,  
motivation and  
productivity

Steve Oakes and Martin Griffin

The A Level  
Mindset  
Student  
Workbook

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