



EXTENSION AT REDFIELD

**IN CLASS,
WITHDRAWAL AND
EXTERNAL
OPPORTUNITIES**

EXTENSION

Extension means providing opportunities at a greater level of challenge to a student.

WHAT IS EXTENSION AT REDFIELD?

Redfield Primary currently offers extension activities to students in a variety of ways. Our main method is through the use of differentiated programs in all classes. Teachers identify individual students and set expectations and modify tasks accordingly. This would be called “In Class Extension”.

“Extension is not just giving year 5 work to a year 4 student”

WITHDRAWAL EXTENSION

How are students selected for the program?

When planning for the 2016 Extension Classes, we looked at 2015 rankings in various strands of both English and Mathematics. We then went through NAPLAN results and also spoke to 2016 Class Teachers and examined preliminary testing that was done at the start of this term. We also had to investigate any new students to the College.

The next step was for the shortlisted selected boys to complete another test that related to the type of content that would be covered in the Extension Program. Although a student has not been selected in the Semester One Extension Program, that does not rule him out of being considered in future Extension Programs and activities. This year there will be several opportunities for students to participate in various extension related experiences.

Withdrawal Extension classes in both maths and literacy started several weeks ago. A letter went home informing students and parents which program/programs they would be participating in. There was also a section that needed to be returned.

Maths -two periods a week

Year 2 is focussing on problem solving

Years 3 & 4 are dealing with problem solving and using a program called AMC which also includes a competition that they are entered into.

Years 5 & 6 are also doing problem solving linked with both the Maths Olympiad competition and the AMC competition.

THERE WILL ALSO BE A YEAR 5 AND YEAR 6 TEAM FOR DA VINCI DECATHLON. These will not necessarily be made up of students in the extension program - it is based on students with particular skills in certain areas.

Literacy - one period a week

This is focussing mainly on talking and listening in particular along with forming arguments etc. These are quite small groups

THE PROGRAM MAY CHANGE AS THE YEAR PROGRESSES.

There will also be other opportunities presented to students either with hard copies of information regarding programs such as Mindquest (that run outside of school hours) There will also be an extension canvas page shortly.

WITHDRAWAL EXTENSION is not the overall solution as it is only a period or two a week. Differentiation within the classroom is happening so that everyone is being catered for.

WHAT IS DIFFERENTIATION?

The purpose of differentiating the curriculum is to provide appropriate learning opportunities for gifted and talented students (along with learning support students). There are three important characteristics of gifted students that underscore the rationale for curriculum differentiation:

They: 1. learn at faster rates

2.find,solve and act on problems more readily

3.manipulate abstract ideas and make connections.

<p>Uses a range of mental strategies and informal recording methods for addition and subtraction involving one and two digit numbers</p> <p>Stage 1 - Addition and Subtraction 1</p> <p>Students:</p> <p>Represent and solve simple addition and subtraction problems using a range of strategies, including counting on, partitioning and rearranging parts (ACMNA015)</p> <ul style="list-style-type: none"> •use the terms 'add', 'plus', 'equals', 'is equal to', 'take away', 'minus' and the 'difference between' •use concrete materials to model addition and subtraction problems involving one- and two-digit numbers •use concrete materials and a number line to model and determine the difference between two numbers, eg 	<p>Activity 1 - Revising two-digit numbers</p> <ul style="list-style-type: none"> •Give each student a set of MAB's (5 tens and 10 ones) •Revise what the MAB's represent •Call out 1 or 2 digit numbers for the boys to represent with the MAB's on their respective desks •Instruct the boys to represent the numbers before and after the original number •Write 5 random numbers on the board. Ask the class how they know which one is the largest number and accordingly order the 5 numbers on the board. •Write 5 random numbers on the board. Ask the class how they know which one is the largest number and accordingly order the 5 numbers on the board. 	<p><u>Remedial:</u></p> <ul style="list-style-type: none"> •Review what MAB's represent •Make sure all students understand what MAB's represent •See pg 7 of Math Plus 2 - Teaching Guide (Lilburn 2008) for further support activities. <p><u>Extension:</u></p> <ul style="list-style-type: none"> •Have a list of larger numbers on the board students can represent with MAB's •Have a list of larger numbers students can order. This works well with the board <p>Write 5 random numbers on the board. Ask the class how they know which one is the largest number and accordingly order the 5 numbers on the board.</p>
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Differentiated programming is

- **having high expectations for all students**
- **permitting students to demonstrate mastery of material they already know and to progress at their own pace through new material**
 - **providing different avenues to acquiring content, to processing or making sense of ideas, and to developing products**
- **providing multiple assignments within each unit, tailored for students with differing levels of achievement**
- **allowing students to choose with the teacher's guidance, ways to learn and how to demonstrate what they have learned**
- **flexible – teachers move students in and out of groups , based on students' instructional needs**

Differentiated programming isn't

- **individualised instruction – it is not a different lesson plan for each student each day**
 - **assigning more work at the same level to high-achieving students**
- **all the time – often it is important for students to work as a whole class**
- **using only the differences in student responses to the same class assignment to provide differentiation**
- **giving a normal assignment to most students and a different one to advanced learners**
- **limited to subject acceleration – teachers are encouraged to use a variety of strategies**

This year we are aiming at catering for our students in as many different ways as possible, including :

- In the classroom**
- Withdrawal extension**
- External programs**

What can parents do?

- **Look at opportunities that are available externally – lots of courses are offered during holidays and weekends.**
- **Look at the option of extension homework if you think your child needs more of a challenge – discuss with class teacher.**