



Able, Gifted & Talented Key Indicators

Art

Students will:

- Have highly fluent in practical skills that are beyond the peer group
- Have a deep understanding of the merits of different art cultures and practice
- Have the ability to express ideas maturely using key subject specific language
- Use art and drawing creatively to work through solutions and express thoughts
- Regularly and purposefully bring high quality work without prompting
- Be willing to explore, experiment and take risks with personal responses that go beyond the requirements of the lesson

Design & Technology

Students will:

- Be able to problem solve and can produce an alternative design outcome.
- Be spatially aware and can visualize the internal workings of a product.
- Process information and can adapt the design before making takes place.
- See a product before it exists from various viewpoints.
- Be able to sequence the step by step process and knows what to do from lesson to lesson.
- Be able to extend the creative process to produce a highly personalized response.

Food & Nutrition

Students will:

- Have a creative, confident and individual flair for cookery
- Have a high ability to prepare detailed planning and be prepared for possible challenges.
- Have a good understanding of food, high ability and stretches themselves beyond the peer group ability
- Show a level of initiative and intuition in knowing what are the next steps to take in practical lessons without needing teacher direction or reassurance
- Be willing to take risks and make connections with other elements of the course

Music

Students will:

- Progress significantly faster than pupils of a similar age or experience.
- Be captivated by sound and engage fully with music.
- Find it difficult not to respond physically to music.
- Show a remarkable aptitude for age in pitch discrimination or rhythmic awareness.
- Demonstrate an exceptional musical memory or aural awareness, being able to repeat more complex rhythmical and melodic phrases, sometimes after hearing them only once.
- Show a need to create music and may have strong preferences about the details.
- Demonstrate a particular aptitude for performance to an audience with a natural awareness of the musical phrase.
- Have an innate understanding of structure or harmony in music which is reflected in performance.
- Have an inclination to practise and /or play at every opportunity (over a significant amount of time).
- Be exceptionally suited to the instrument being learned e.g. making a sound way beyond expectations for age and stage.
- Demonstrate the ability to communicate through music, by singing confidently and with musical expression.

MFL

Students will:

- Listening – Have a strong understanding of material from a range of sources spoken at a near normal speed and containing unfamiliar language. Students can summarise, report and explain extracts.

- Speaking – demonstrate very accurate pronunciation and intonation. Students can improvise and answer unpredicted questions. They can also formulate questions.
- Reading – Demonstrate a strong understanding of material from a range of sources containing detailed and unfamiliar language. Students can summarise, report and explain extracts.
- Writing - Are able to write about fictional and non-fictional subjects using appropriate language. They need to have an excellent grasp of grammar and are able to apply / adapt this independently to new situations. They also must show willingness to adapt previously acquired language.

English

Students will:

- Grasp the meanings of texts of various types with ease and little guidance.
- Need less prompting to analyse the effects of structure, language and form of a literary text.
- Use skills of inference, deduction, skimming and scanning innately.
- Read a range of challenging texts (both fiction and non-fiction) widely and confidently.
- Read willingly outside of the classroom.
- Ask questions of texts and their meanings.
- Interpret texts in a genuinely original way
- Understand and investigate queries and context – literary or otherwise – of the subject through wider reading.
- Produce controlled and well formed pieces of writing that consciously vary sentences, narrative voice, language choice and structure for a desired effect.
- Have a grasp of vocabulary and grammar which enhances written communication for a variety of purposes.
- Often produce exceptional pieces of creative writing.
- Often excel in group work activities – taking on a leading role, responding to and building on the contributions of others.
- Often make confident public speakers who can hold their audience through variety in voice, gesture, topic and so forth.

Drama

Students will:

- Experiment and use a wide range of dramatic techniques without being prompted.
- Demonstrate imagination and considered justification when interpreting a range of texts.
- Combine sound and silence, movement and stillness, light and darkness to create a powerful piece of theatre.
- Make connections between their own work and wider theatre traditions.
- Show initiative in seeking information about their drama work from a range of sources, such as the Internet.
- Recognise and articulate strengths and weaknesses in a piece of work, suggesting areas for improvement.
- Will go and see, and take influence from live theatre, using ideas in their own work.
- Will consider the impact of the whole piece, not just their own role(s) and know when to make changes in the work.

Mathematics

Students will:

- Show confidence, being able to solve difficult problems, through trial and error, without fear of failure.
- Gain consistently high marks in tests.
- Work naturally with unknown quantities; in other words, show innate ability with algebra.
- Gain a silver or gold certificate in a UK Maths Challenge which shows higher order thinking skills in Mathematics.
- Being able to solve lateral thinking problems.
- Show evidence in work that they are "thinking outside the box", either in their articulation of answers, or their working out for a question.
- Use a method which has not been taught showing intrinsic knowledge or good problem solving skills.
- Answer questions demonstrating an ability to apply their knowledge and understanding to new or unfamiliar contexts (evidenced through their books and via teacher recommendation).

ICT

Students will be able to:

- write html pages linked to style sheets
- make simple applications in graphical programming software
- understand the use of variables
- make simple applications in a textual programming language
- Use a method which has not been taught, showing understanding and problem solving skills

Business Studies

Students will:

- Seek to independently further their understanding and knowledge of the subject.
- Ask questions beyond the normal teaching and be highly curious.
- Be able to analyse data and make informed decisions about business options.
- Demonstrate an ability to apply and evaluate their business knowledge to the business environment outside the classroom.

Geography

Students will:

- ask questions beyond the normal teaching and will be highly curious. .
- be able to make links and connections – be able to see the big picture .
- be able to analyse & evaluate data and knowledge .
- be able to manipulate information .
- be able to articulate their thoughts and opinions effectively using specialist subject vocabulary.

History

Students will:

- ask questions beyond the normal teaching and will be highly curious. .
- be able to construct abstractions and draw inferences.
- be able to manipulate information
- be able to make links and connections – be able to see the big picture
- be able to articulate arguments in a fluid, clear and coherent manner
- be able to construct analytical points and apply specific and detailed own knowledge to support these
- be able to reflect on the significance of provenance
- be able to recognise that evidence is a product of its context.

Politics

Students will:

- Ask questions beyond the normal teaching and will be highly curious.
- Be able to make links and connections – be able to see the big picture. They will confidently draw comparisons between times periods and between different political systems.
- Provide analysis which displays sound awareness of differing viewpoints and a clear recognition of issues.
- Communicate clear, structured and sustained arguments and explanations, making excellent use of appropriate political vocabulary.
- Demonstrate accurate knowledge and understanding of political concepts/theories/ institutions and processes and the relationships between them
- Demonstrate an extensive political knowledge.

Psychology

Students will:

- Ask questions beyond the normal teaching and will be highly curious.

- Be able to make links and connections – be able to see the big picture. They will confidently draw comparisons between different psychological perspectives and between different research methods.
- Provide analysis which displays a critical understanding of differing explanations for psychological phenomena and recognition of the consequences of those explanations in real life applications.
- Communicate clear, structured and sustained arguments and explanations, making excellent use of appropriate psychological and scientific terminology..
- Demonstrate an extensive knowledge of psychology beyond the specification at A level.

Sociology

Students will:

- ask questions beyond the normal teaching and will be highly curious.
- have some wild and silly ideas but will reveal strong feelings and opinions.
- be able to construct abstractions and draw inferences.
- be able to manipulate information
- be able to make links and connections – be able to see the big picture
- be a good guesser and a risk taker

Science

Students will:

- Show intense interest in one particular area of science (such as astrophysics), to the exclusion of other topics
- Have scientific hobbies and/or be members of scientific clubs and societies
- Put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions
- Readily identify hazards the need for a risk assessment
- Analyse data or observations and spot patterns easily
- Read widely, particularly science or science fiction
- Ask many questions, suggesting that they are willing to hypothesise and speculate
- Decide quickly how to investigate fairly and manipulate variables
- Think abstractly at an earlier age than usual and understand models and use modelling to explain ideas and observations. For example, Key Stage 3 pupils may be willing to apply abstract ideas in new situations; Key Stage 4 pupils may be able to use higher-order mathematical skills such as proportionality, ratio and equilibrium with some complex abstract ideas when offering explanations

Physical Education

Students will:

- Demonstrate a high level of competence and performance in one or more sports.
- Shows precision and fluency in executing movements with high levels of co-ordination and balance.
- Students can demonstrate the ability to evaluate their own performance effectively.
- Students show high levels of motivation, commitment and focus when working both individually and in a team.
- Play a definitive high standard in a particular sport/activity recognised by playing for a particular club or representing city/region/county/national/international level.
- Coaching / officiating at a club or particular standard with recognised coaching/officiating qualifications.

RS

Students will:

- Developed empathy skills
- An excellent ability to interpret, analyse and explain.
- An excellent ability to evaluate their views about religion.
- An aptness in critically analysing religious texts.
- A high level of verbal-linguistic intelligence when communicating their knowledge and understanding