



ST THOMAS MORE CATHOLIC TEACHING SCHOOL

SPECIALISING IN LEADERSHIP AND HUMANITIES

ABLE, GIFTED & TALENTED DEPARTMENT SUPPORT BOOKLET



English: Able, Gifted and Talented

Most Able: Students understand what they need to do to be able to reach the highest grade and work towards achieving it with enthusiasm. They have the ability to work independently and to deadlines, keeping the pace high, but know when to ask for advice.

- Hard working and motivated to attain the top grades
- Understand what they need to do to achieve the top grades and ask questions to secure own knowledge
- Have a solid grounding in the subject that allows them to reach the top marks
- Gains the highest marks in tests and classwork
- Can give correct answers when questioned

Gifted: Students understand the nature of the subject and can use this to challenge constructively, even if sometimes argumentatively. Their analysis is thorough and shows deep thinking and the questions that they ask show that they can deal with the abstract.

- Deep understanding and thinking about the nature of the work e.g. writer's attitudes or analysing character emotions etc.
- Challenges the set task and challenges the teacher to explain further
- Thinks ahead; already knows the answer to the next question
- Asks the types of questions that will extend learning beyond the classroom
- Is creative with their analysis and offers ideas others often wouldn't consider
- Transfers knowledge from different works of Literature and takes considered risks
- Is able to make detailed and sophisticated links between works of Literature and consider them critically within their contexts
- Needs to be challenged in order to remain focused

Talented: Students have a skill that makes them stand out in a particular discipline, task or field within the subject. Their ability level in this area is accomplished for their age, but this may not be transferable across the whole subject.

- High ability in a particular discipline, task or field - not necessarily a whole subject or process
- Their skill level in this field is at the very highest standard and work produced is exemplary
- They are usually sequential in how they create or complete tasks, working through a learned process to make sure they utilise their found skill
- Be fascinated by or passionate about a particular aspect of the subject
- Can work creatively within their chosen field, but this may not be transferable to other activities or areas of study within the subject
- Can work independently but also in groups – often taking on a leadership role
- Knows that they need to offer a range of possible interpretations – they understand that detail and depth is more important than the length of their answer

In Class:

Lessons aim to challenge and motivate all students, irrespective of their ability. Able, Gifted and Talented students are continually stretched to develop their thinking and ideas in all aspects of the subject area. They would be expected to engage critically with writer's ideas and attitudes; offering sophisticated interpretations of key themes. These students are encouraged to enter into classroom debates and higher-order questioning in order to consider a wide range of possible interpretations and are taught that there is never only one correct answer.

Able, Gifted and Talented students should also display some or indeed all of the following characteristics within English:

1. Creative flair and perseverance

- Write or talk in an imaginative, coherent way
- Develop ideas and organise their work in a manner exceptional for their age to produce substantial, sustained work

2. Communicative skills

- Engage their audience by exploiting the dramatic or humorous potential of ideas in imaginative ways
- Take a guiding role in group activities and show sensitivity to others
- Write with flair for metaphorical or poetic expression
- Identify the essence of particular styles and adapt them for their own purposes
- Express ideas in ways that reflect an appreciation of the knowledge and interests of a specific audience
- Use ICT to research ideas and create new texts

3. Ability to take on demanding tasks

- Research, compare and synthesise information from a range of sources including ICT
- Engage seriously and creatively with moral and social themes in Literature

4. Arguing and reasoning

- Create and sustain accounts and reasoned arguments at a relatively abstract or hypothetical level in both spoken and written language
- Justify opinions convincingly using questions or other forms of enquiry to elicit information and take up or challenge others' points of view

5. Awareness of language

- Understand the nature of language and demonstrate a special awareness of features such as rhyme, intonation or accent in spoken language and the grammatical organisation of written texts

Overall, teaching styles within the department for the more able student are more open-ended and flexible. More able students tend not to respond well to more 'directed' teaching and rigid learning structures. We have found a need to allow the more able student opportunities to 'take risks' in their learning, and effective teaching for them does reflect this. All students, but particularly more able students, are encouraged and given opportunities to think creatively and divergently.

Extra-Curricular:

- Targeted revision sessions e.g. how to achieve the A-A*
- AG&T sessions ran by 6th form for KS3 students
- Trips e.g. theatre trips, trips to poetry readings, the Globe Theatre
- Higher ability revision clubs
- Higher ability reading lists provided
- Debating clubs

Websites and further reading:

The very best English students are those who read widely. Below is a list of challenging and literary novels ranging from 'classics' to more modern winners of literary awards.

Wuthering Heights Emily Bronte
Sense and Sensibility Jane Austen
Cold Comfort Farm Stella Gibbons
Gulliver's Travels Jonathon Swift
Jane Eyre Charlotte Bronte
Tess of the D'Urbervilles Thomas Hardy
Far from the Madding Crowd Thomas Hardy
A Picture of Dorian Gray Oscar Wilde
Silas Marner George Eliot
Frankenstein Mary Shelley
1984 George Orwell
Brave New World Aldous Huxley
Of Mice and Men John Steinbeck
The Grapes of Wrath John Steinbeck
The Outsider Albert Camus
The Kite Runner Khaled Hosseini
1000 Splendid Suns Khaled Hosseini
The Book Thief Marcus Zusak
Norwegian Wood Haruki Murakami
Enduring Love Ian McEwan
Atonement Ian McEwan
Catcher in the Rye J D Sallinger
Brighton Rock Graham Greene
Never Let Me Go Kazuo Ishiguro
Remains of the Day Kazuo Ishiguro
To Kill a Mockingbird Harper Lee
White Teeth Zadie Smith
Wild Swans Jung Chang
Memoirs of a Geisha Arthur Golden
The Time Machine H G Wells
Lovely Bones Alice Sebold
Purple Hibiscus - Chimamanda Ngozi Adichie

Websites available for AG&T students:

<https://www.youtube.com/watch?v=M1lteWgRyKA>

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

<https://www.youtube.com/watch?v=eVMN3EKFdVQ>

<https://www.youtube.com/watch?v=o9bphvqVcel>

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/prosemicemen/

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramainspectorcalls/

Past paper practice:

<http://www.aqa.org.uk/subjects/english/gcse/english-language-4705/past-papers-and-mark-schemes>

Maths Department: Able, Gifted and Talented

Most Able: Students understand what they need to do to be able to reach the highest grade and work towards achieving it with enthusiasm. They have the ability to work independently and to deadlines, keeping the pace high, but know when to ask for advice.

- Hard working and motivated to attain the top grades
- Understand what they need to do to achieve the top grades
- Have a solid grounding in Maths that allows them to reach the top marks
- Often gains the highest marks in tests, homework and classwork
- Can give correct answers and concepts when questioned

Gifted: Students understand the nature of the subject and can use this to challenge constructively, even if sometimes argumentatively. Their analysis is thorough and shows deep thinking, and the questions that they ask show that they can deal with the abstract.

- Deep understanding and thinking about the concepts of mathematics
- Challenges the set task and challenges the teacher to explain further
- Thinks ahead; already knows the answer to the next question
- Asks the types of questions that will extend learning beyond the classroom
- Comes up with creative solutions to problems
- Transfers knowledge and takes considered risks
- Sometimes has the potential to be disruptive if unmotivated

Talented: Students have a skill that makes them stand out in a particular discipline, task or field within the subject. Their ability level in this area is accomplished for their age, but this may not be transferable across the whole subject.

- High ability in a particular discipline, task or field
- Their skill level in this field is at the very highest standard and work produced is exemplary
- They are usually sequential in how they create or complete tasks, working through a learned process to make sure they utilise their found skill
- Be fascinated by or passionate about a particular aspect of the subject
- Can work creatively within their chosen field, but this may not be transferable to other activities or areas of study within the subject

In Class:

Maths lessons are differentiated from the top down, so that we initially think about how we can stretch the 'Most Able' and then work down to support every student to make sure they can make progress. Gifted or talented students' understanding and skills are also considered and catered for; higher order thinking questions and practical tasks are designed to challenge the ability range in any group. We encourage independent learning within the classroom through problem solving and exploration

Extra-Curricular:

After school clubs, trips, events and opportunities given to students outside of the classroom

Websites and further reading:

We have range of website for students to source additional work and challenges. Each Key stage has a different focus to avoid students becoming bored with repetitive resources throughout their mathematics career.

<https://www.pearsonactivelearn.com/> - offers KS3 students access to the textbooks at home and the extension sections within these. Also interactive activities as additional exploration.

www.mymaths.co.uk – students can view year 7-year13 topics on this site. This allows students to further explore classroom concepts or to learn new topics independently.

www.mathswatchvle.com – KS4 students utilise this website for independent learning at home

<http://www.examsolutions.net/> – A Level support through videos

<http://www.physicsandmathstutor.com/> - A Level support through exam questions – these also include “gold” questions that are the most challenging past exam questions.

Pixl app – students can access a variety of learning resources through this app once downloaded

Science: Able, Gifted and Talented

Most Able: Students understand what they need to do to be able to reach the highest grade and work towards achieving it with enthusiasm. They have the ability to work independently and to deadlines, keeping the pace high, but know when to ask for advice.

- Hard working and motivated to attain the top grades
- Understand what they need to do to achieve the top grades
- Have a solid grounding in the subject that allows them to reach the top marks
- Gains the highest marks in tests and classwork
- Can give correct answers when questioned

Gifted: Students understand the nature of the subject and can use this to challenge constructively, even if sometimes argumentatively. Their analysis is thorough and shows deep thinking, and the questions that they ask show that they can deal with the abstract.

- Deep understanding and thinking about the nature of the work
- Challenges the set task and challenges the teacher to explain further
- Thinks ahead; already knows the answer to the next question
- Asks the types of questions that will extend learning beyond the classroom
- Comes up with creative solutions to problems
- Transfers knowledge and takes considered risks
- Sometimes has the potential to be disruptive if unmotivated, and easily bored

Talented: Students have a skill that makes them stand out in a particular discipline, task or field within the subject. Their ability level in this area is accomplished for their age, but this may not be transferable across the whole subject.

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- Be fascinated by or passionate about a particular aspect of the subject
- Can work creatively within their chosen field, but this may not be transferable to other activities or areas of study within the subject

In Class:

Lessons are differentiated from the top down, so that we initially think about how we can stretch the 'Most Able' and then work down to support every student to make sure they can make progress. Gifted or talented students' understanding and skills are also considered and catered for; higher order thinking questions and practical tasks are designed to challenge the ability range in any group.

Extra-Curricular:

- Morning Breakfast Club
- Trips to science competitions
- STEM club and activity
- Visiting lecturers

Websites and further reading:

<http://www.villierspark.org.uk/> - offers a range of online activities to stretch students

<http://www.learningscience.org/index.htm>

<http://school.discoveryeducation.com/sciencefaircentral/>

<http://www.nsta.org/>

<https://nsdl.oercommons.org/>

<http://undsci.berkeley.edu/>

<http://naturalhistory.si.edu/rc/fieldbooks/>

<http://serc.carleton.edu/eet/index.html>

<http://edheads.org/>

<http://www.periodicvideos.com/>

<http://static.lawrencehallofscience.org/kidsite/>

MFL : Able, Gifted and Talented

Most Able: Students understand what they need to do to be able to reach the highest grade and work towards achieving it with enthusiasm. They have the ability to work independently and to deadlines, keeping the pace high, but know when to ask for advice.

Generic

- Hard working and motivated to attain the top grades
- Understand what they need to do to achieve the top grades
- Have a solid grounding in the subject that allows them to reach the top marks
- Gains the highest marks in tests and classwork
- Can give correct answers when questioned

Subject specific

- Able to retain and produce the foreign language
- Able to grasp grammatical concepts
- Has internalised the rules of pronunciation
- Able to relate new work to previous knowledge
- Has a broad attention span
- Able to develop independent learning skills

Gifted: Students understand the nature of the subject and can use this to challenge constructively, even if sometimes argumentatively. Their analysis is thorough and shows deep thinking, and the questions that they ask show that they can deal with the abstract.

- Deep understanding and thinking about the nature of the work
- Challenges the set task and challenges the teacher to explain further
- Thinks ahead; already knows the answer to the next question
- Asks the types of questions that will extend learning beyond the classroom
- Comes up with creative solutions to problems
- Transfers knowledge and takes considered risks
- Sometimes has the potential to be disruptive if unmotivated, and easily bored

Subject specific

- Able to imitate the sounds of the foreign language
- Able to retain and produce the foreign language
- Able to grasp grammatical concepts
- Has internalised the rules of pronunciation
- Able to relate new work to previous knowledge
- Able to identify familiar language in an unfamiliar context
- Able to develop independent learning skills
- Recognises patterns in language
- Manipulates these patterns for their own use
- Uses language creatively
- Willing to take risks in an informed way Has a broad attention span
- Shows initiative
- Shows a curiosity about how language works
- Shows a curiosity about other cultures and countries

Talented: Students have a skill that makes them stand out in a particular discipline, task or field within the subject. Their ability level in this area is accomplished for their age, but this may not be transferable across the whole subject.

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- Their skill level in this field is at the very highest standard and work produced is exemplary
- They are usually sequential in how they create or complete tasks, working through a learned process to make sure they utilise their found skill
- Be fascinated by or passionate about a particular aspect of the subject
- Can work creatively within their chosen field, but this may not be transferable to other activities or areas of study within the subject

Subject specific

- Able to identify familiar language in an unfamiliar context
- Willing to take risks in an informed way
- Uses language creatively
- Shows initiative
- Shows a curiosity about how language works
- And /or Comes from 'bilingual' (in the language being studied) background

In Class:

Lessons are differentiated from the top down, so that we initially think about how we can stretch the 'Most Able' and then work down to support every student to make sure they can make progress. Gifted or talented students' understanding and skills are also considered and catered for; higher order thinking questions and practical tasks are designed to challenge the ability range in any group.

AG and T points to note and strategies

In the typical FL classroom faster learners especially may be inhibited by factors such as the need to speak out in class, paradoxically because they have greater insight into the quality of the language they are trying to produce and hence its shortcomings.

- A potentially fast learner may be limited by inadequate knowledge and understanding of how any language works and by exposure to a restricted range and quality of language.
- Pupils interested in language may be put off by the mundane topics and the learning of set chunks: they may seek to say or write more than this provision supports and then fall back on a poorly executed word-for-word translation, having no other strategies.

All pupils have to learn:

- (1) the vocabulary, grammar and sound/spelling relationships of the language (including letters with diacritics or in some cases a totally new alphabet and writing conventions);
- (2) How to operate in each of the four skills (listen, speak, read, write);
- (3) The basic cultural conventions and their impact on usage;
- (4) Language learning skills.

To perform well, a/g/t pupils need to progress in terms of:

i. Vocabulary:

Accurate learning of all attributes, rapid recall, insertion into different contexts and structures; distinguishing between core language (frequent, general, often involving or involved in syntactical operations: prepositions, pronouns, conjunctions, articles) and peripheral language ("label" words, nouns, adjectives, basic verb forms - single meaning or application);

ii. Grammar:

Understanding the overall role played by grammar and structure as well as specifics;
ability to identify patterns, adapt to own purpose, use to aid comprehension, apply to any vocabulary of which the attributes are known; ability to match issues of number and gender, etc.;
specific points of grammar which constitute major steps forward: gender, subject/verb matching, negatives, tense usage, modal verbs;
structures which operate differently from English equivalents or where no obvious pattern applies (reflexive verbs; verbs + prepositions);
use of small items such as qui/que.

iii. Sound/spelling relationships:

Understanding that the FL has its own s/sr which is (usually) internally consistent but different from English, ability to produce basic phonic features, move from technically accurate pronunciation to authentic, avoid Anglicisms, pronounce an unknown word correctly from its written form, produce written form from spoken.

iv. Language skills:

Sustaining concentration while listening; coping with increasingly complex and rapid sound streams;
identifying and using aids to understanding such as cognates when reading or listening;
noting details of a question (verb tense) and respond appropriately and accurately; in the productive skills, applying the grammar and vocabulary they have met, while retaining a balance across the competing strands of fluency, accuracy, range and complexity (e.g. the need to sustain a dialogue or write quickly affects the accuracy and complexity of the language used; accuracy is achievable at the expense of fluency, etc.).
Cultural conventions: alternative words for "you", greetings and address modes, implications of register in texts read or heard, need to build into speaking and writing.

v. Language learning skills:

Effective resource/ dictionary use, finding forms in e.g. verb tables,
memorizing techniques, developing a mental map of the language and the learning operations,
ability to extract/learn new language from a text, ability to recognise/understand/predict/construct forms based on a specific stem (croire/incroyable; Telefon/ telefonieren), etc.;
independent working; making own notes; learning rules.

Extra-Curricular:

After school clubs, trips

Websites and further reading:

<http://www.verbs-online.com/> - for extensive practice of all tenses

<http://multilingualbooks.com/> - free access to foreign language books and magazines

http://www.villierspark.org.uk/course_level/a-level/?filter_subject=41&filter_courses=1/ - offers a range of online activities to stretch students

History: Able, Gifted and Talented

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Extra-Curricular:

HEFA Archaeological dig

Churchill club

Websites and further reading:

<http://www.villierspark.org.uk/> - offers a range of online activities to stretch students

<http://www.bbc.co.uk/history>

<http://historyasm.blogspot.co.uk/>

<http://www.activehistory.co.uk/>

http://www.thestudentroom.co.uk/wiki/Useful_History_Websites

Geography : Able, Gifted and Talented

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- Hard working and motivated to attain the top grades
- Understand what they need to do to achieve the top grades
- Have a solid grounding in the subject that allows them to reach the top marks
- Gains the highest marks in tests and classwork
- Can give correct answers when questioned

Subject specific criteria

- They communicate effectively using both the written and spoken word
- They communicate knowledge, ideas and understanding in ways that are appropriate to the task and audience
- They learn subject-specific vocabulary, use it accurately and are able to define words
- Enjoy using graphs, charts, maps, diagrams and other visual methods to present information
- Are good at applying numeracy to analysis of geographical tasks
- Be confident and contribute effectively when taking part in less formal teaching situations – such as group work or pupil led learning – ‘hot seating’
- They enjoy taking part in fieldwork
- Appreciate and understand others’ views, attitudes and feelings

Gifted: Students understand the nature of the subject and can use this to challenge constructively, even if sometimes argumentatively. Their analysis is thorough and shows deep thinking, and the questions that they ask show that they can deal with the abstract.

- Deep understanding and thinking about the nature of the work
- Challenges the set task and challenges the teacher to explain further
- Thinks ahead; already knows the answer to the next question
- Asks the types of questions that will extend learning beyond the classroom
- Comes up with creative solutions to problems
- Transfers knowledge and takes considered risks
- Sometimes has the potential to be disruptive if unmotivated, and easily bored

Subject specific criteria

- They understand geographical ideas and theories, and apply them to real situations
- Reason, argue and think logically, showing an ability to recognise patterns and sequences
- They are willing to share their knowledge and understanding and steer discussion
- They have good knowledge of where places are in the world and of topical issues
- They transfer their knowledge of Other subjects, for example, science, to understand climate

Talented: Students have a skill that makes them stand out in a particular discipline, task or field within the subject. Their ability level in this area is accomplished for their age, but this may not be transferable across the whole subject.

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- Their skill level in this field is at the very highest standard and work produced is exemplary

- They are usually sequential in how they create or complete tasks, working through a learned process to make sure they utilise their found skill
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Subject specific criteria

- Understands concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions.
- They understand, and are able to explain, complex processes and interrelationships (for example, within and between physical and human environments).
- They are competent and confident in using the wide range of visual resources required in geography – aerial photographs, satellite images, maps or different types and scales.
- Have highly developed attitudes and values about the world than most pupils of their age.
- They have well considered opinions on issues such as the environment, sustainability and the inequalities of life in different places.
- Be creative and original in their thinking, frequently going beyond the obvious solution to a problem.

In Class:

Lessons are differentiated from the top down, so that we initially think about how we can stretch the 'Most Able' and then work down to support every student to make sure they can make progress. Gifted or talented students' understanding and skills are also considered and catered for; higher order thinking questions and practical tasks are designed to challenge the ability range in any group.

Extra-Curricular:

The department is always open for pupils to come in and work. We recently ran a trip to Iceland and plan for this to be run biannually. GCSE and Sixth form students are offered subscription to 'Widerworld' and 'Geography Review' magazines.

Websites and further reading:

www.geography.org – Geographical Association

www.rgs.org – Royal Geographical Society

Art and Graphic Design: Able, Gifted and Talented

Most Able: The students will have a solid and skilful ability to record information and ideas visually. They work independently to generate and progress ideas, taking advice or seeking support when appropriate. They are consistent with the production of their work, keeping the pace high so that ideas can reach their full conclusion before moving forward.

- Ability to work independently and to deadlines, keeping the pace high
- Ability to take calculated risks with their work and learn from the outcomes
- They understand and can work through the process of designing a project, making sure that they even cover the four assessment objectives fully
- They systematically work through the project, planning effectively and following through with designs they have planned, knowing when to move on

Gifted: Students understand the contextual nature of art work and can use this to design challenging and thought provoking pieces. Their analysis of work is thorough and shows deep thinking, often from multiple perspectives; they make imaginative and creative leaps with their thinking.

- Deep understanding and thinking about the contextual nature of art work
- They can consider the three 'perspectives' when analysing a work of art and how they interact with each other: the artist, the subject and the viewer
- Creative and imaginative leaps when developing work, so that they design thought provoking and sophisticated pieces that challenge the viewer
- Asks questions that stimulates discussions that extend beyond the classroom and their age
- Their creative processes are not always supported by practical skill; their mental speed might be faster than their physical speed so they are reluctant to work at length

Talented: Students have an immense skill in recording from observation or creating pieces from artists' work. They understand specific media very well and can produce work at a very high quality.

- Produces the highest quality art work in the skill that they have developed
- They may be able to pick up other practical skills quickly, understanding their strengths and limitations
- One off pieces or a short series of pieces demonstrate an ability beyond their age
- Their high level of practical skill/s might not be supported by a contextual understanding, which could limit the overall development and impact over the course of a large project
- Their creative ability might be limited by the learnt processes they employ; they may repeat ideas and skills rather than develop sophisticated contextual pieces

In Class:

In the art department lessons are differentiated from the top down, so that we initially think about what the best possible outcomes will look like and then support students to get there. We differentiate down so that every student has the possibility to extend their practical skills as well as their understanding. We demonstrate as much as possible and use current student examples to inform discussions on best practise.

Extra-Curricular:

The department is almost always open to those that want to come in and work, although we do have official times where we run art clubs. Year 7 and 8 have a lunchtime club that they can attend, and the year 9's have a bespoke gifted and talented club where they have the opportunity to come and learn new higher level skills outside of the classroom.

Websites and further reading:

http://www.nsead.org/downloads/Art_Making_the_most.pdf - NSEAD art and design gifted and talented

http://www.nsead.org/downloads/Effective_Questioning&Talk.pdf - NSEAD effective questioning

<https://www.youtube.com/user/pstutorials> - Photoshop tutorials

<https://www.youtube.com/playlist?list=PLED8698F06B3DAE54> - Photoshop tutorials

<http://www.studentartguide.com/articles/a-level-art-sketchbook> - Sketchbook examples

<http://www.studentartguide.com/featured/gcse-art-sketchbook-examples> - Sketchbook examples

<http://www.thisiscoossal.com/> - Contemporary art and illustration website

<http://www.mymodernmet.com/> - Contemporary art website

<http://beautifuldecay.com/> - Contemporary art website

<https://www.behance.net/> - Contemporary art website

<http://www.tate.org.uk/> - Gallery website

<http://www.saatchiart.com/> - Gallery website

Media Studies: Able, Gifted and Talented

In the Media and Film Studies department you may find a small proportion of students that could be classified as gifted and talented but you will find a larger proportion that are either gifted or talented with strengths lying in one area of the subject more than others. Both Media and Films Studies include provision for these students to achieve their full potential, raising their aspirations and achievements.

Most Able: Students understand what they need to do to be able to reach the highest grade and work towards achieving it with enthusiasm. They have the ability to work independently and to deadlines, keeping the pace high, but know when to ask for advice.

- Hard working and motivated to attain the top grades
- Go beyond the brief and look for further opportunities to develop their work
- Are highly creative
- They work through research, planning and preparation independently and at pace
- Understand what they need to do to achieve the top grades
- Have a solid grounding in the subject that allows them to reach the top marks
- Gains the highest marks in tests and classwork
- Can give correct answers when questioned

Media Studies Gifted students are likely to:

- Be able to read and deconstruct media texts beyond the normal context of the lessons and apply advanced theoretical understanding these readings.
- Be independent learners who have excellent research skills already and an avid appetite for consuming media texts. [2]
- Display experience of media texts, which in most cases is more developed and further, advanced than their peers.

Media Studies Talented students are likely to:

- Produce high quality and effective media texts using new media technologies
- Demonstrate flair and creativity with this technology
- Make sophisticated use of camera, photo manipulation, film and video editing, producing moving image and/or print texts that go beyond the demands of the GCSE or A level course

Gifted and Talented Provision

- Gifted and talented students in Media Studies are offered opportunities to experience a wide variety of texts, both audio visual and printed and are asked to respond to these texts critically through reflections and analysis. These students are encouraged and given opportunities to read and view extension material in order to enrich their experience of the subject.
- GCSE Students are involved in the BBC School report. This is a nationwide event in which the students plan, film and edit a news report in one day and publish it for a real audience.
- High achieving students are encouraged through being offered enrichment in the form of access to more advanced, sophisticated and challenging media texts and software, with the expectation that they will produce texts beyond those required in the examination syllabus.

- As one of the media teachers is a media specialist with an Honors degree in Media Studies and both teachers have undertaken extensive CPD we embed our level of expertise and knowledge of the subject into both GCSE and A level courses.
- Students are given the freedom to choose their analysis and production topics that allow gifted and talented students to excel with some of our production work gaining full marks.
- Every year we go to the British Film Institute for workshops and Q&As with industry professionals these allow outside of the classroom thinking and really challenge the top end.
- We host an exhibition and awards evening for the most outstanding work from our sixth form students. They receive a certificate and an 'Oscar' statue for their achievements.

Extra-Curricular

- Annual cinema trips with Film Education are run to promote the work of the film industry
- After school clubs, trips, events and opportunities given to students outside of the classroom

Websites and further reading:

- <http://media.edusites.co.uk>
- <http://film.edusites.co.uk>
- www.bfi.org.uk

Business Studies: Able, Gifted and Talented

Most Able: Students understand what they need to do to be able to reach the highest grade and work towards achieving it with enthusiasm. They have the ability to work independently and to deadlines, keeping the pace high, but know when to ask for advice.

- Hard working and motivated to attain the top grades
- Understand what they need to do to achieve the top grades
- Able to structure answers according to the requirements of the question to enable them to access top marks
- Have a solid grounding in the subject that allows them to reach the top marks
- Develop answers and apply effectively to business context
- Have excellent numerical skills
- Communicate well in written work and sometimes orally.
- Gain the highest marks in tests and classwork
- Can give correct answers when questioned

Gifted: Students understand the nature of the subject and can use this to challenge constructively, even if sometimes argumentatively. Their analysis is thorough and shows deep thinking, and the questions that they ask show that they can deal with the abstract.

- Deep understanding and thinking about the nature of the work
- Challenges the set task and challenges the teacher to explain further
- Thinks ahead; already knows the answer to the next question
- Asks the types of questions that will extend learning beyond the classroom
- Comes up with creative solutions to problems
- Transfers knowledge and takes considered risks
- Sometimes has the potential to be disruptive if unmotivated, and easily bored
- Is confident in class discussions and has an implicit understanding of how the business world affects those around them
- Has a keen interest in current affairs and is knowledgeable about the 'real' business world.

Talented: Students have a skill that makes them stand out in a particular discipline, task or field within the subject. Their ability level in this area is accomplished for their age, but this may not be transferable across the whole subject.

- High ability in a particular discipline, task or field - not necessarily a whole subject or process
- Their skill level in this field is at the very highest standard and work produced is exemplary
- They are usually sequential in how they create or complete tasks, working through a learned process to make sure they utilise their found skill
- Be fascinated by or passionate about a particular aspect of the subject
- Can work creatively within their chosen field, but this may not be transferable to other activities or areas of study within the subject
- Oral presentation of information is of a high standard, able to capture the interest of the viewer and "sell" their idea.

In Class:

Lessons are differentiated from the top down, so that we initially think about how we can stretch the 'Most Able' and then work down to support every student to make sure they can make progress. Gifted or talented students' understanding and skills are also considered and catered for; higher order thinking questions and practical tasks are designed to challenge the ability range in any group.

The examination papers are not tiered and therefore we expect all students to attempt the A grade work. In BTEC all assignments are structured such that all students can attempt and achieve the top marks. This ensures that able, gifted and talented students are able to achieve their best. Discussion is encouraged and mixed ability groupings give rise to opportunities for A, G & T students to act as 'experts' in their chosen fields.

Extra-Curricular:

After school clubs, trips, events and opportunities given to students outside of the classroom:

Tuesday – after school club for all years with Mrs Thrower (timetable of revision activities published on the department notice board).

Wednesday – after school BTEC coursework catch up / exam clinic drop-in

Thursday - after school club for all years with Mrs Combe (timetable of revision activities published on the department notice board).

Enterprise Club – Tuesday lunchtimes in X2B ran by 6th form students identified as A, G & T.

Cranfield Business Challenge – June 2016 – enrichment day for A, G & T students (Sixth Form)

Kidzania trip – organised by BTEC students for younger years

Websites and further reading:

Website - www.businessed.co.uk revision notes and activities

Website - www.tutor2u.net quizzes, revision notes, presentations and business blog

Website - www.businesscasestudies.co.uk real life application of theory in the form of case studies

Website - <http://www.bbc.co.uk/education/subjects/zpsvr82> BBC Bitesize

Magazine - Business Review – aimed at A Level students, this is available in X2.

Physical Education: Able Gifted and Talented

Rationale

St Thomas More is totally committed to the principle of offering and delivering the best opportunities for all our students. Our physical education curriculum offers work to our students that enrich and promote high achievement and good progress. Specific tasks are set at a higher level than that of their peers and use a wider range of contexts and resources for learning. These students will be encouraged to move through their learning at a faster rate than their peers. The physical education department will work co-operatively with external partners to cater for those students who have a high level of demand made upon their time as a result of their involvement in high level sporting activities outside of school. The physical education department will, where necessary, provide a mentor for those talented students to help guide, mentor and support their educational needs during their time at St Thomas More as well as the transition to further education.

Aims

- To identify students as either 'gifted', 'talented' or both 'gifted and talented'.
- To provide a challenging, stimulating and innovative learning environment; which is low on stress and high in challenge.
- To encourage and develop quality and excellence using appropriately set targets that help to realise potential.
- To encourage students to take responsibility for their education, becoming confident and independent learners.
- To provide students with opportunities for accreditation through examination PE and leadership awards.
- To provide an environment in which students experience success; which in turn is recognised and celebrated.
- To help students develop their personal qualities, which will enable them to maximise their sporting potential and be transferable to other areas of their education.
- To provide an opportunity for students to work with older students within the curriculum in order to challenge their knowledge, skills and understanding.
- To provide appropriate enrichment activities that can develop their experience of the sporting world, through working in a leadership capacity with younger member of the school and feeder schools.
- To provide students with exit routes to further development of their sporting talents through the PESSYP strategy, school and community club links.
- To encourage a partnership between students, school, parents and other relevant agencies in order that all parties involved has a clear understanding of how the students will benefit from receiving G&T support.

Definitions of 'Able, Gifted and Talented'

Students are recognised as gifted and talented when they demonstrate high levels of ability within the full range of PE contexts or are specifically outstanding in one sport. Specifically 'talented' students are likely to excel in the physical aspects of PE that require technical and tactical elements or a combination of the five abilities. Gifted and talented students may demonstrate or have the potential to demonstrate one or a combination of the five abilities.

(Based on the work of Morely and Bailey)

St Thomas More PE department will seek to provide teaching and support, to develop the full range of abilities within PE.

These abilities are defined as:

Physical Ability: This is revealed through a student's competence and fitness to perform a range of physical activities. They could excel physically in one or many activities.

Social Ability: This is exhibited in social contexts, and is the basis of leadership, teamwork and similar concepts.

Personal Ability: This underpins an individual's capacity for self control, self belief and commitment to success.

Cognitive: This is shown in planning and compositional settings, as well as understanding central concepts of physical education.

Creative: This is shown when learners respond to challenges and tasks with fluency, originality and sensitivity to problems that may arise.

The characteristics we are likely to observe for a 'talented' performer:

- Exceptional physical performance in one or more area of activity.
- Excellent spatial awareness
- A very good understanding of movement quality
- Skilful body management showing a high degree of control and coordination.
- Learn, understand and adapt technical aspects of sport very quickly.
- Excellent decision making under pressure and adapt their technique accordingly
- Creative, original and adaptable; able to respond correctly and quickly to new challenges and situations, often finding new innovative solutions.
- Able to work very successfully independently and within a group scenario with initiative.

The characteristics we are likely to observe for a 'gifted' performer:

- Excellent leadership qualities
- Show a high degree of motivation to practice and performance.
- The ability to lead, instruct and umpire/referee a team.
- Understand relationships between skill, fitness and tactics.
- Show originality and flare when faced with a challenge.
- The ability to thoroughly plan and implement strategies and concepts in PE.
- Able to work very successfully as a team and thrives in a team environment.

Identification

With an establishment of a comprehensive definition of a gifted and talented student we must now ensure that all opportunities for successful identification take place. A register is compiled by those who teach Physical Education, these names are then shared with the G+T coordinator who includes it in the whole school documentation.

Identification of this group will take place using a combination of the following:

- Transition information form KS2 to KS3 (info from middle schools G+T register).
- Discussions with the SSCO (Michael Evans) and SGO (Kelly Rolfe) relating to St Thomas More and its place in the partnership.
- Discussions with colleagues at department meetings.
- Evidence collated from reports and consultations with parents at schools' parents evenings and intake interviews.
- The uses of a Talent identification portfolio designed to look at all 5 abilities, NOT just focused on the physical attributes.

Provision

In order to address the needs of our identified gifted and talented students it is essential that the department consider the provision on offer:

- The curriculum planned will offer as much breadth and depth as our resources will allow.
- Units of work within the departmental schemes of work are fluid and allow students to access accelerated opportunities, extension tasks and enrichment activities.
- All units of work and lesson plans include challenging extension activities.
- Time is built into each unit of work to allow for focused target setting in consultation with students, based on potential National Curriculum attainment levels.
- Time will be spent with G+T students discussing actual and potential attainment levels.

Teaching Strategies

- The teaching styles used are varied and reflect the specific abilities of the students.
- Lessons provide opportunities for students to find and create solutions to challenges, take risks and cope well with failure.
- Teaching staffs encourage independent work and self-evaluation
- Open questioning is used to stimulate and increase depth of understanding.
- Staffs discuss with students what they are learning and encourage them to identify their own learning needs.
- Opportunities are provided for students to work together in a range of learning situations.
- Pupils are given the opportunity to utilise their skills within lessons through leadership roles-taking warm ups, coaching, umpiring.

Assessment Strategies

- Assessment of all activities is conducted under the four core stands of the National Curriculum (Key Processes, Key Concepts, Range and Content and Curriculum Opportunities) in order to recognise the all 5 abilities.
- Students have a clear understanding of the assessment criteria used and how they are assessed.
- Assessment is ongoing throughout the unit of work (summative and formative) and used to inform future planning and targets.
- Self and Peer assessment by students is encouraged and feeds into judgements made by staff.
- Regular consultation with the learners so that students are fully aware of how the G+T programme could help them improve their attainment.

Enrichment Opportunities

- Our extra curricular programme provides extended opportunities for students to develop their abilities through a variety of roles from coach and officiating, to performing and much more.
- Students are informed of all opportunities through their form notice boards, PE display boards, website and newsletter.
- A programme of competitive fixtures is provided in a wide range of sports that challenge the 5 abilities.
- Students are given guidance and encouraged to seek representation at district and county level.
- Students with leadership awards are encouraged to organise and lead extra curricular activities and tournaments supporting staff members in middle and lower school sports festivals.
- Information regarding all local sporting organisations and exit routes for their chosen activities.

Mentoring

- Students who represent at a county, district or national level will be assessed as to whether a mentor is needed.

- Students who regularly have their studies disrupted for external training or competitions will be allocated a mentor with whom regular meetings are organised.
- Mentors will provide guidance and support with balancing school life, school work, home life and training/competitions.
- Mentors should liaise with parents and NGB's/coaches to ensure student's interests are not compromised.
- Mentors should consistently consider the JAE programme and 'Team You'.

Working Practices of the PE Department

1. To hold a G+T register.
2. Collect and transfer relevant information from middle schools regarding G+T students.
3. Pupils on the register meet the following criteria:

Have represented at district, county or national level.

Demonstrate exceptional physical skill (disgression of PE staff)

Have achieved outstanding success

Demonstrate exceptional leadership/coaching/refereeing skills

4. The school offers the opportunity for pupils to undertake the Sports Leaders Course.
5. A pupils deemed as Gifted or Talented should be guided through the correct community pathways to maximise their potential.
6. Pupils who represent at a district/county/national level are designated a mentor.
7. G+T pupils will not be pressurised by staff to take part in school team sport if it adversely affects their training or playing commitments.
8. A member of staff can add to the pupil G+T register without a pupil fulfilling the above stated criteria, by completing TINA form and another member of staff agreeing.
9. Contact information on each talented students NGB, coach and guardian will be kept (confidentially) so that close contact can be made. This is especially important for those who train/play during term time.
10. Use the JAE programme to structure the mentoring of the G+T students (Recognise, Support, Guide, Inspire)

Extra information on the Junior Athlete Education Programme including information about 'Team You' and mentoring can be found in the shared drive, staff, PE, G+T folder.

Sociology: Able, Gifted and Talented

Most Able: Students understand what they need to do to be able to reach the highest grade and work towards achieving it with enthusiasm. They have the ability to work independently and to deadlines and will often take on a leadership role during group activities, generating ideas and organising the task effectively.

- Hard working and motivated to attain the top grades
- Understand what they need to do to achieve the top grades
- Have a solid grounding in the subject that allows them to reach the top marks
- Gains the highest marks in tests, essays and classwork
- Can give correct answers when questioned

Gifted: Students understand the nature of the subject and can use this to challenge constructively, even if sometimes argumentatively. Their analysis and evaluation of issues is thorough and shows deep thinking, and the questions that they ask show that they can appreciate the significance of the wider social issues.

- Deep understanding of the various theoretical explanations of society
- Challenges the relevance of sociological theories and challenges the teacher to explain further
- Asks questions which show great insight into social issues and develops the understanding of others
- Is able to structure essays well and include rigorously analysis and evaluation of theories and concepts
- Is able to apply personal and wider societal issues to traditional theories and concepts
- Is able to critically assess the usefulness of sociological research
- May challenge the ideas discussed in class and struggle to accept alternative points of view

Talented: Students have a skill that makes them stand out in a particular discipline, task or field within the subject. Their ability level in this area is accomplished for their age, but this may not be transferable across the whole subject.

- Excellent oral contributions are made which show great understanding of issues
- They are able to critique concepts
- Answers to short structured tasks show a clear understanding of key skills
- Their sound oral contributions may not be supported by their extended written work
- Can produce good written work but may struggle with group or discussion activities
- With clear guidance they can structure essays but are not always able to develop the answer to show an understanding of the more complex social processes and wider influences on behaviour.

In Class:

Lessons are differentiated from the top down, so that we initially think about how we can stretch the 'Most Able' and then work down to support every student to make sure they can make progress. Gifted or talented students' understanding and skills are also considered and catered for; higher order thinking questions and grouped tasks are designed to challenge the ability range in any group.

Extra-Curricular:

After school club every Wednesday, various trips, events and opportunities given to students outside of the classroom.

Websites and further reading:

www.podology.co.uk is great for visual learners. www.getrevising.co.uk has information to stretch and challenge students. A range of Sociology Review magazines are available within the department.

Design Technology: Able, Gifted and Talented

As Design Technology success relies on students being able to solve logically, design problems and have a good command of the technical theory that supports the practical work. The following criteria has been applied – a high level of skill is required in the following areas

- Visual analysis skills
- Spatial awareness
- Drawing skill
- Creative thinking skills
- Data retention
- Logical problem solver
- Ability to organise tasks and identify short and long term goals with clear plans to achieve these, identifying the correct tools, equipment and materials to do so.
- Technical ability to control machinery, tools and equipment.
- Ability to work independently and as part of a team showing good ability to communicate.
- High quality outcome

Most Able: have the ability to work independently and to deadlines, but know when to ask for advice. They have great enthusiasm for the subject and have a very enquiring mind. They show a high level of creativity that is drawn from a wide range of source material, independent research own experiences; they are able to make connections and sustain high levels of productive design work to test thinking and outcomes.

- Hard working and motivated to attain the top grades
- Understand what they need to do to achieve the top grades
- Have a solid grounding in the subject that allows them to reach the top marks
- Gains the highest marks in tests and classwork
- Can give correct answers when questioned

Gifted: Students understand the nature of the subject and show an outstanding natural ability to develop design work and create final pieces that display the high level of skill needed to create them; these pieces are demanding through their complexity and are challenging. They also are have a good command of the technical theory that supports the practical work that is required when achieving the highest grades.

- Deep understanding and thinking about the nature of the work
- Challenges the set task and challenges the teacher to explain further
- Thinks ahead; planned and prepared next stages independently to develop design work to outcome
- Asks the types of questions that will extend learning beyond the classroom
- Comes up with creative solutions to problems independently is able to synthesise these
- Transfers knowledge and takes considered risks
- Sometimes has the potential to be disruptive if unmotivated, and easily bored

Talented: Students have a skill that makes them stand out in a particular discipline, task or field within the subject. Their ability level in this area is accomplished for their age, but this may not be transferable across the whole subject.

- High ability in a particular discipline, task or field - not necessarily a whole subject or process
- Their skill level in this field is at the very highest standard and work produced is exemplary
- They are usually sequential in how they create or complete tasks, working through a learned process to make sure they utilise their found skill
- Be fascinated by or passionate about a particular aspect of the subject

- Can work creatively within their chosen field, but this may not be transferable to other activities or areas of study within the subject

In Class:

Lessons are differentiated and are designed to stretch the 'Most Able' and to support every student to make sure they can make progress. Gifted or talented students' understanding and skills are also considered and catered for; higher order thinking questions and practical tasks are designed to challenge the ability range in any group.

Extra-Curricular:

After school clubs and opportunities given to students outside of the classroom

Websites and further reading:

Any place where students can access learning opportunities outside of the classroom (<http://www.villierspark.org.uk/>) - offers a range of online activities to stretch students

All Design Technology GCSE Course documents: www.aqa.org.uk/

TEXTILES:

<http://www.62group.org.uk> , <http://textilestudygroup.co.uk>,
<http://www.tate.org.uk/whats-on/tate-modern/exhibition>,
<http://www.artnet.com>, <http://www.vam.ac.uk/content/exhibitions>

RESISTANT MATERIALS:

<http://www.technologystudent.com>

<http://www.jamesdysonfoundation.co.uk/>

<http://www.greenpower.co.uk/>

<http://www.bbc.co.uk/schools/gcsebitesize/design/resistantmaterials/>

<http://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level/design-and-technology-product-design-3d-2550>

FOOD TECHNOLOGY:

www.foodafactoflife.org.uk
<https://www.nutrition.org.uk>
www.food.gov.uk
www.bbc.co.uk/health

Information Technology: Able, Gifted and Talented

Most Able: Students understand what they need to do to be able to reach the highest grade and work towards achieving it with enthusiasm. They have the ability to work independently and to deadlines, keeping the pace high, but know when to ask for advice.

- Hard working and motivated to attain the top grades
- Understand what they need to do to achieve the top grades
- Have a solid grounding in the subject that allows them to reach the top marks
- Gains the highest marks in tests and classwork
- Can give correct answers when questioned

Gifted: Students understand the nature of the subject and can use this to challenge constructively, even if sometimes argumentatively. Their analysis is thorough and shows deep thinking, and the questions that they ask show that they can deal with the abstract.

- Deep understanding and thinking about the nature of the work
- Challenges the set task and challenges the teacher to explain further
- Thinks ahead; already knows the answer to the next question
- Asks the types of questions that will extend learning beyond the classroom
- Comes up with creative solutions to problems
- Transfers knowledge and takes considered risks
- Sometimes has the potential to be disruptive if unmotivated, and easily bored

Talented: Students have a skill that makes them stand out in a particular discipline, task or field within the subject. Their ability level in this area is accomplished for their age, but this may not be transferable across the whole subject.

- High ability in a particular discipline, task or field - not necessarily a whole subject or process
- Their skill level in this field is at the very highest standard and work produced is exemplary
- They are usually sequential in how they create or complete tasks, working through a learned process to make sure they utilise their found skill
- Be fascinated by or passionate about a particular aspect of the subject
- Can work creatively within their chosen field, but this may not be transferable to other activities or areas of study within the subject

In Class:

Lessons are differentiated from the top down, so that we initially think about how we can stretch the 'Most Able' and then work down to support every student to make sure they can make progress. Gifted or talented students' understanding and skills are also considered and catered for; higher order thinking questions and practical tasks are designed to challenge the ability range in any group.

Websites and further reading:

(<http://www.villierspark.org.uk/>) - offers a range of online activities to stretch students

http://www.bbc.co.uk/schools/websites/11_16/site/ict.shtml

<https://www.theguardian.com/teacher-network/2012/jul/24/10-best-websites-teaching-ict>

<https://scratch.mit.edu/>

<https://www.codecademy.com/#!/exercises/0>

<http://www.instructables.com/tag/type-id>

<https://www.purplemash.com/login/>

Health and Social Care: Able, Gifted and Talented

In the Health and Social Care department you may find a small proportion of students that could be classified as gifted. These students will academically be able to stretch themselves and complete course-work and exams to an exemplary level. The nature of the subject will enable students who are practical, caring, possess both social skills and empathy to fulfill their full potential and raise their aspirations. A talented and able student is often one that is organised, demonstrates personal initiative and has good personal ethics.

Most Able: Students understand what they need to do to be able to reach the highest grade and work towards achieving it with enthusiasm. They have the ability to work independently and to deadlines, keeping the pace high, but know when to ask for advice.

- Hard working and motivated to attain the top grades
- Understand what they need to do to achieve the top grades
- Have a solid grounding in the subject that allows them to reach the top marks
- Gains the highest marks in tests and classwork
- Can give correct answers when questioned

A Health and Social Care student with ability will often become involved in class discussions and demonstrate a high level of personal ethics and honesty. They are not judgemental and often enjoy supporting and helping others. They have giving natures and are often excellent communicators.

Gifted: Students understand the nature of the subject and can use this to challenge constructively, even if sometimes argumentatively. Their analysis is thorough and shows deep thinking, and the questions that they ask show that they can deal with the abstract.

- Deep understanding and thinking about the nature of the work
- Challenges the set task and challenges the teacher to explain further
- Thinks ahead; already knows the answer to the next question
- Asks the types of questions that will extend learning beyond the classroom
- Comes up with creative solutions to problems
- Transfers knowledge and takes considered risks
- Sometimes has the potential to be disruptive if unmotivated, and easily bored

Health and Social Care Gifted students are likely to:

- Be able to read an examination question and expand and explain relevant and appropriate points.
- Be independent learners who read the examination specification and ensure they include all the necessary evidence.
- Work includes evaluative comments and does not rely upon description.

Talented: Students have a skill that makes them stand out in a particular discipline, task or field within the subject. Their ability level in this area is accomplished for their age, but this may not be transferable across the whole subject.

- High ability in a particular discipline, task or field - not necessarily a whole subject or process
- Their skill level in this field is at the very highest standard and work produced is exemplary
- They are usually sequential in how they create or complete tasks, working through a learned process to make sure they utilise their found skill

- Be fascinated by or passionate about a particular aspect of the subject
- Can work creatively within their chosen field, but this may not be transferable to other activities or areas of study within the subject

A talented Health and Social Care student is often one that can put others at ease. They are often praised by work placements and some offered jobs or apprenticeships. They display personal initiative and enjoy responsibility.

In Class:

Lessons are differentiated from the top down, so that we initially think about how we can stretch the 'Most Able' and then work down to support every student to make sure they can make progress. Gifted or talented students' understanding and skills are also considered and catered for; higher order thinking questions and practical tasks are designed to challenge the ability range in any group.

Extra-Curricular:

Students complete one week of work experience in year 10 in under 8s provision.

In 6th form they complete three different work placements in Health and Social Care Setting.

Coursework support sessions and exam revision sessions after school.

6th mentoring of Level 2 students.

Websites and further reading:

Students are encouraged to read newspapers and watch the news daily as many reports regarding public health are of HSC nature.

Youtube: Winterbourne and Ash Court (Panorama Series)

www.NordoffRobbins.uk

www.NCDS.uk

www.stepinto NHS.com

Nursing Times

Office for National Statistics

Music: Able, Gifted and Talented

Most Able: Students understand what they need to do to be able to reach the highest grade and work towards achieving it with enthusiasm. They have the ability to work independently and to deadlines, keeping the pace high, but know when to ask for advice.

GENERIC

- Hard working and motivated to attain the top grades
- Understand what they need to do to achieve the top grades
- Have a solid grounding in the subject that allows them to reach the top marks
- Gains the highest marks in tests and classwork
- Can give correct answers when questioned

MUSIC SPECIFIC

- Have a solid grounding in musical theory and notation
- Gain excellent marks in listening activities
- Perform with confidence and melodic/rhythmic accuracy
- Able to take on a leading role in group performances

Gifted: Students understand the nature of the subject and can use this to challenge constructively, even if sometimes argumentatively. Their analysis is thorough and shows deep thinking, and the questions that they ask show that they can deal with the abstract.

GENERIC

- Deep understanding and thinking about the nature of the work
- Challenges the set task and challenges the teacher to explain further
- Thinks ahead; already knows the answer to the next question
- Asks the types of questions that will extend learning beyond the classroom
- Comes up with creative solutions to problems
- Transfers knowledge and takes considered risks
- Sometimes has the potential to be disruptive if unmotivated, and easily bored

MUSIC SPECIFIC

- Being captivated by music and are compelled to engage with what they hear.
- Able to memorise music easily for performance
- Able to internalise sounds and can play/learn pieces by ear
- Can sing and/or play with musicality being able to shape phrases
- Use appropriate dynamics and perhaps communicate with their audience.
- Enjoy improvising or experimenting and find it difficult to put an instrument down.
- Show strong preferences and an inner drive to make music
- Demonstrate the ability to invent musical ideas and compose without effort.

Talented: Students have a skill that makes them stand out in a particular discipline, task or field within the subject. Their ability level in this area is accomplished for their age, but this may not be transferable across the whole subject.

GENERIC

- High ability in a particular discipline, task or field - not necessarily a whole subject or process
- Their skill level in this field is at the very highest standard and work produced is exemplary
- They are usually sequential in how they create or complete tasks, working through a learned process to make sure they utilise their found skill
- Be fascinated by or passionate about a particular aspect of the subject
- Can work creatively within their chosen field, but this may not be transferable to other activities or areas of study within the subject

MUSIC SPECIFIC

- Highly skilled in performance, composition and/or appraisal
- Have a more specialised interest in a particular genre or production of music
- Has maybe taken at least Grade 3 music in their chosen instrument or singing

In Class:

Lessons are differentiated from the top down, so that we initially think about how we can stretch the 'Most Able' and then work down to support every student to make sure they can make progress. Gifted or talented students' understanding and skills are also considered and catered for; higher order thinking questions and practical tasks are designed to challenge the ability range in any group.

Students able to play instruments are encouraged to use them during lessons. Those who are confident with musical notation are also encouraged to use music notation software to present their musical ideas.

Extra-Curricular:

Clubs

String Group
Choir
Orchestra
Bands

Trips/Events

Bedfordshire Massed Upper School Concert
Bedfordshire Battle of the Bands
Performances at local care homes
Advent, Lent and Pentecost concerts
Young Musician of the Year Competition

Music practice rooms are open and available to students wishing to rehearse at lunchtimes with independence. Computers are made available for students wanting to learn pieces of music using chord sheets and/or You Tube videos. Drum Kit and guitars are also available for students wishing to teach themselves how to play.

Able, gifted and talented students are expected to participate in the music provision and lead worship for the whole school masses and services throughout the year. They are also selected to perform at other evenings in need of music (eg. Awards evenings, parents evenings and open evenings).

Websites and further reading:

COMPOSING RESOURCES

<http://www.sfskids.org/flash/composerizer/composerizer.swf>

<http://www.classicsforkids.com/games/compose/compose.html>

MUSICAL THEORY

<http://media2.knowledgeadventure.com/ka/Files/Games/music/music.swf>

<http://www.musictheory.net>

<http://www.ossmann.com/bigears/>

<http://www.bbc.co.uk/education/subjects/zpf3cdm>

VIRTUAL INSTRUMENTS

<http://interactivesites.weebly.com/virtual-instruments.html>

http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/music/piano/