



ELECTUS PROGRAMME POLICY INCLUSIVE OF ABLE, GIFTED & TALENTED

Legal Status:

- This policy is integral to the Regulatory Requirements, Part 1 Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) Regulations 2013

Applies to:

- The whole college inclusive of all clubs, activities and events provided by the college for these year groups, inclusive of those outside of the normal college hours.
- All staff (teaching and support staff).

Related Documents:

- Curriculum, Teaching and Learning policy, Subject and Faculty policies and documents, including, where relevant Schemes of Work, lesson resources and Faculty Review documents
- Differentiation policy, Planning policy, Marking policy, Homework policy
- Specialist universities policy

Appendices:

- Electus Programme nomination criteria, appendices 1-18.

Availability:

- This Policy is made available to parents, staff and students in the following ways: via the college Website, within the Parent Policies Folder in the reception area, and on request a copy may be obtained from the College Office.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Principal who is supported in this process by:

- the Vice Principal responsible for the Electus programme who oversees the appropriate planning and delivery of lessons appropriate to the needs of Electus Programme students (i.e. equivalent of Able, Gifted & Talented, ensuring that all classes are taught the requirements of the courses and that all lessons have appropriate learning objectives);
- the Deputy Principal who is responsible for the organisation of the curriculum which takes into consideration the needs of Electus Programme students (i.e. equivalent of Able, Gifted & Talented);
- Heads of Faculty and Subject Leaders who observe the way their subject/s is/are taught throughout the college. They review long-term and medium-term planning, and ensure that appropriate teaching strategies are used.

It is intended that the review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of the teaching staff at Collingham College.

The Board of Directors undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: August 2015

Dr Sally Powell
Principal

Robert Marsden
For the Board of Directors

The Electus Programme (EP)

Collingham College caters for children that are able, gifted and/or talented through its 'Electus Programme' (EP). In this way Collingham College caters for students that meet the following descriptions:

- **Able:** students who have the potential or capacity to develop expertise in one or more areas of learning or performance;
- **Gifted:** students who have a broad range of achievement at a level well above average, typically in the more academic subjects;
- **Talented:** students who excel in one or more specific fields, typically those that call for performance skills, such as sport or music, but who do not necessarily perform at a high level across all areas of learning.

The EP aims to identify and provide for those students described by Joan Freeman's definition of the 'very able': 'those who either demonstrate exceptionally high-level performance, whether across a range of endeavours or in a limited field, or those whose potential for excellence has not yet been recognised by either tests or experts.'¹

In catering for students of these descriptions, Collingham College does not explicitly use the labels 'Able', 'Gifted' and 'Talented'. Collingham College fully acknowledges that those students with particular abilities, attainment, and/or dedication to a subject must be stretched and challenged. These students are invited to join the Electus Programme which delineates and caters for their requirements and interests in accordance with our guiding principle of 'Celebrating Every Individual'.²

Collingham College operates in this manner in order to ensure that there is no exclusion of 'the contribution of motivation, application and dedication' within our identification process, alongside measures of attainment.³ Additionally the EP seeks to ensure that no hierarchy can develop between attributes – e.g. between 'gifts' and 'talents'. Finally, we believe that all students are likely to find the programme more motivational if it avoids permanent labelling and instead is perceived as being more flexible and attainable through identifying behaviour ('excellence') rather than innate attribute (e.g. 'giftedness').⁴ Excellence is a fundamental value of Collingham College, alongside Courage, Perseverance and Respect.

While we recognise and cater for these particular categories of children in our college, at the same time, we respect the right of all children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. We value the individuality of all our children and ensure that our teaching and learning takes into account the needs of all the children. We are committed to giving all our children every opportunity to achieve the highest of standards. We believe that by ensuring appropriate provision for EP students, we will ensure the highest quality of education for all Collingham College students.⁵

Mission Statement

The EP aims to develop independent learners who exercise curiosity and creativity in all areas of their endeavour.

We recognise the risk of our most able, keenest and highest-performing students becoming 'dependent' rather than 'independent' learners, and the importance of providing a safe, encouraging environment in which they can take risks and view failure as part of the learning process to avoid this. In this way we will equip them for the challenges of higher education and their future careers, which will require resilience and the ability to adapt and cope in new environments.⁶

Collingham College recognises that students participating in the Electus Programme may fall within one or more of the following categories. Through personalised provision within lessons, appropriate enrichment activities, and individual support from the EP Coordinator we aim to cater for all of the following:

- Broadly gifted - excel in all they do and enjoy that success; easy to identify;
- Talented - possess a particular, if not striking, ability in one area, e.g. Maths or Music; relatively easy to identify as they tend to be academically able and successful;
- Rebellious gifted - possess some behavioural difficulties which manifest themselves as potentially disruptive and under-achieve; often such children are identified as purely disruptive or as a lower ability;
- Creatively gifted - deep thinkers who may be unpopular with peers due to a perceived lack of social skills; may be

¹ Freeman, pub. Ofsted, *Educating the very able*, 1998

² For a discussion of the need for Gifted, Able and Talented education that operates within 'overall college policy and philosophy' see Goodhew, *Meeting the needs of Gifted and Talented Students*, 2009, pp. 36

³ Ofsted, *Providing for Gifted and Talented Students*, December 2001, pp. 12

⁴ For a discussion of the merits and limitations of 'Gifted' and 'Talented' terminology see Distin, *Gifted Children*, pp. 14-15; Hymer, *Gifted and Talented Pocketbook*, 2009, pp. 8-13

⁵ Neumark, *The Issue: Gifted and Talented – best practice for all is best practice for the most able*, Times Educational Supplement, October 2008.

⁶ NACE, *Able Learners, Independent Learners*, 2010, pp. 2; Department for Education, *What works in improving the educational achievement of Gifted and Talented students?*, 2008.

incorrectly identified as disruptive;

- Concealed gifted - under-achieving children who do not want to be different from their peers so they may merge into their peer group; often such children are incorrectly identified as underachievers or simply less able.

Aims of the Electus Programme

- **Personal:** To Celebrate Every Individual by ensuring that Excellent Students are stretched and challenged so that they reach their full educational potential. As with effective SEND provision, the needs of Excellent Students must be catered for individually and specifically, and not just with a 'broad-brush' approach.⁷
- **Precise:** Clear college-wide process of identification and documentation of EP students, and effective provision across subjects.
- **Inclusive:** The EP includes and develops different types of Excellence, uses quantitative and qualitative measures for identifying Excellence, includes non-invitation events that are open to all, and believes that all students should aspire to Excellence.
- **Diverse:** The EP acknowledges the many different aspects, angles and manifestations of Excellence, and that no two Excellent Students are the same.
- **Fluid:** The EP recognises that Excellence manifests at different times, whilst in some cases students may plateau or their patterns of Excellence may change, and that there is a need for regular assessment and re-identification.
- **Broad:** We aim to cater for a wide range of different interests, and of ultimate career areas, with variety of outcome a key ambition. We do not seek to produce one 'type' of student, or to propel all students into particular subject or career areas

Identification of Electus students

The identification process for Electus Students is designed to be flexible and responsive, in accordance with the body of educational research that suggests high-level attainment patterns and student enthusiasm can change over time, and may manifest unexpectedly at any stage in a student's college career.⁸ With this in mind, identification will occur on a sixth-monthly cycle, with no preference given to students who have or have not previously been invited to participate in the EP. In this way we recognise that, with exposure and encouragement, some students may begin to demonstrate excellence that have not done so before. This represents successful EP provision, and shows Collingham College's commitment to a 'mastery'-based framework of provision for Able, Gifted and Talented-type students where students are given the opportunity to demonstrate and develop qualities of excellence, rather than a 'mystery'-based framework where students are designated as having innate abilities of an enduring and immutable nature.⁹

Heads of Faculty will use their subject criteria to nominate students whom they believe, based on performance in their subject, deserve to form part of the EP. The EP criteria for each subject are created by the Head of Faculty and/or Subject Leader as a modification of generic criteria provided by the EP Coordinator. These criteria include (but are not restricted to):

- Subject attainment (e.g. in tests, assessments, etc.)
- Subject curiosity/enthusiasm
- Creative expression/imagination within a subject area
- Demonstration of wider 'life skills' (e.g. leadership, problem-solving, etc.) within a subject area

A full list of the generic and subject identification criteria can be seen below, in the Appendices.

Collingham College seeks to ensure direct input in identification from teachers and Heads of Faculty since Excellent will manifest in different forms across subjects, and those best equipped to recognise it are subject experts.¹⁰

In addition these lists may contain students whose enthusiasm, diligence and application are such that they are performing above expectation in a subject, and whose commitment to the subject and to undertaking additional learning renders them suitable for inclusion within the EP.

⁷ Bailey R, Pearce G, Winstanley C, Sutherland M, Smith C, Stack N, Dickenson M (2008) A systematic review of interventions aimed at improving the educational achievement of students identified as gifted and talented. Technical report. In: Research Evidence in Education Library. London: EPI-Centre, Social Science Research Unit, Institute of Education, University of London

⁸ Goodhew, *Meeting the needs of Gifted and Talented Students*, 2009, pp. 9; Hymer, *Gifted & Talented Pocketbook*, 2009, pp. 8

⁹ Mystery vs. mastery approach: Hymer, *Gifted and Talented Pocketbook*, 2009, pp. 16-19; the concept of excellent being achieved through consistent practice is predominant in many current works spanning Science, Business and Education, such as Syed's *Bounce*, and can be traced back to Ericsson, *The role of deliberate practice in the acquisition of expert performance*, 1993.

¹⁰ Goodhew, *Meeting the needs of Gifted and Talented Students*, 2009, pp. 29

The EP Coordinator may also note where a student has a high aptitude test score, but is not achieving subject nominations. This child may be 'rebellious' or 'concealed', as described above, or may have other reasons for not achieving in accordance with their test scores. Where appropriate the EP Coordinator may intervene to help such a student work towards EP nomination, e.g. through in-class observations, individual meetings, discussions with their tutor, etc.

Where Dual Exceptionality exists, i.e. a student is listed both as EP and as having Special Educational Needs or Disabilities, the EP Coordinator will discuss the student with the SENCO in order to ascertain what limitations or additional requirements might exist for challenge work, and to ensure that both members of staff are fully aware of the student's needs and interests.

Additional support for EP students

Whilst EP students will have access to all usual forms of support on offer at Collingham College whenever a child is struggling (e.g. form tutor, college counsellor, etc.) sometimes the problems encountered by an EP student may relate directly to their abilities, and therefore may require discussion with the EP Coordinator. In these instances a personalised plan will be put in place by the EP Coordinator to assist the student, and may include regular mentoring meetings with the EP Coordinator or another member of staff; communication with parents; close monitoring of student work and workload; etc.

Like many other children, gifted and talented children can often fail to achieve their potential and may be unable to cope with their abilities and can suffer from many difficulties. These difficulties are typically:

- low confidence and self-esteem;
- high degree of frustration and self-blame;
- poor study skills;
- social isolation and a belief that they are misunderstood and different to their peers;
- problems with concentration;
- living in own 'private' world.

Able children, like all children having special education needs, have their own unique cluster of characteristics. The psychological imprints that learning abilities may have caused will effect individuals in different ways. Often dyspraxic able children feel greater levels of social threat for example than dyslexic children. ADHD able children typically will be less emotionally resilient than others. It is difficult to make generalised statements about features of the failing able child but there is recognition of certain characteristics which are considered in regard to the management of special needs.

- **Coping Strategies.** Able children with special needs do not necessarily have heightened emotional resources. Often the opposite is the case. These children may have suffered from inaccurate assumptions based on coping expectations which fall short of requirement. Sometimes such children are skilled at masking difficulties.
- **Parental Expectation.** No-one would assume for example a gifted musician need be similarly gifted in say English, chess or Drama. Often able children are expected to achieve a high level in all areas despite evidence that seldom is ability expressed uniformly across the board. Realistic expectations need to reflect the best interests of the child.
- **Developed Verbal Reasoning.** Good language resources can increase the ability to grasp complex concepts. Such skills can also arm a child to further develop avoidance and manipulative strategies. To avoid exposure and any resulting ill effect, able children may use language forcefully to protect self-esteem. In some cases a lack of tolerance is proportional to the command of verbal reasoning.
- **Social Difficulties.** Able children, like all children generally, require recognition for their successes. If they experience an overdose of failure heightened by untoward discrepancy in performance given expectation, social problems may be a further by-product of such experiences.
- **Agenda Search.** Able children who rely on determining factors that give reasoning an edge, may assume answers are too accessible to justify the challenge. They may search for hidden possibilities and thus steer an inaccurate course. The resulting wrong answer may cause acute embarrassment.
- **More Stretching/Challenge.** Sometimes able children with special abilities and learning styles have a higher threshold of boredom. Even though processing skills may be developed, filing and accessing may be poor. Despite the need to stretch and challenge to keep them on track, stimulated and motivated, due consideration is required regarding aspects of inefficient functioning.
- **Concept Command.** Given the possibly superior bridging abilities, concepts may be grasped readily. This need not imply that they can be expressed adequately. To gain recognition able special needs children may have developed an appetite to forcefully express knowledge publicly and thus advertise their success. When denied success in certain areas of functioning there may be a need to set the record straight in terms of rectifying any untoward publicity when contrasted with others.
- **Frustration.** Able children may be better able to identify their own possible dysfunction. This may lead them to feel very sad or worried about their lives. It can lead to depression and acute frustration.

In assisting these students Collingham College will:

- help them to understand the reasons behind how their minds works, any under achievement and that this is a temporary inconvenience and not a lifelong handicap. They require help in managing the dichotomy in learning variation;
- rectify untoward responses to learning style as quickly as possible;
- help them develop key life skills. Able special needs children may require a considered intervention. They may have a better developed contribution to make toward their own assessment. Also, they may have a stronger potential to develop self-advocacy skills;
- assist them in utilising strengths. Able special needs children may require specific help in learning how to learn. Given the real strengths, these could be employed to help overcome any weaknesses;
- reassure and encourage. Such children may need to become more accepting towards themselves, especially if they have become reliant on seeking the advantage from expressing ability. Like all children, they need to know that the teacher cares and is with them and for them and skilled in techniques to put things right which may need due attention.

Teaching and Learning – provision for EP students

Whilst EP students will be able to access additional enrichment activities, Collingham College recognises that the most significant provision for EP students occurs within the classroom on a daily basis.¹¹ Where teachers plan engaging lessons with stretch and challenge in-built and accessible to all students, including those that are EP, then high levels of progress will be made by all students. By taking this classroom-focused approach to provision Collingham College aims to ensure that all students are working to the best of their capabilities, including those that have been identified as EP, and thus EP provision results in the best standards of education for all and a culture where excellence and additional effort are encouraged and recognised.¹²

Subject teachers should aim to stretch and challenge students so that they work within the zone of proximal development identified by Vygotsky. Working in this way will help to ensure the development of new skills, knowledge and conceptual understanding. EP students may require additional help or scaffolding in order to achieve this.

In aiming to stretch EP students in this way, teachers will use a personalised approach to differentiation, using their knowledge of each child's abilities, knowledge and character to inform their approach. The subject teacher will be able to combine this with their subject expertise to create suitable activities and resources.

In doing so the subject teacher may design work that promotes the following attributes, which is a guide rather than an exhaustive list of approaches:

- a high degree of subject knowledge
- understanding of how to plan classwork and homework in order to increase the pace, breadth or depth of the coverage of the subject
- the capacity to envisage and organise unusual projects and approaches which catch students' attention and make them want to explore the topic
- the use of tasks which help students to develop perseverance and independence in learning through their own research or investigation, while ensuring that they have the necessary knowledge and skills to tackle the work effectively on their own
- the use of demanding resources which help students to engage with difficult or complex ideas
- the use of ICT to extend and enhance students' work and the opportunity to present the outcomes to others
- the ability to deploy high-level teaching skills in defining expectations, creating a positive classroom climate for enquiry, asking probing questions, managing time and resources, and assessing progress through the lesson
- the confidence to try out new ideas, to take risks and to be prepared to respond to leads which look most likely to develop higher levels of thinking by students¹³

Enrichment

EP students will also be given additional enrichment opportunities. This will take various forms, depending on opportunities available and what is appropriate for each child. Heads of Faculty have responsibility for including enrichment-type opportunities for EP students in their subjects, which might include the chance to attend talks, go on relevant visits, attend a reading group, etc. These activities may be provided solely for EP students, or where they are suitable for all interested students and have particular pertinence for EP students enrichment may be made available for all, with particular encouragement of EP students to attend.

¹¹ Goodhew, *Meeting the Needs of Gifted and Talented Students*, 2009, pp. 12

¹² Reis & Renzulli, *Is there still a need for gifted education? An examination of current research*, Learning and Individual Differences 20 (2010)

¹³ 'What does good teaching of gifted and talented students involve?', in *Providing for Gifted and Talented Students*, December 2001, pp. 25

The EP Coordinator will meet regularly with each EP student, and where a tutor or subject teacher identifies a need for more frequent meetings these may occur on a regular basis. The purpose of this meeting will be to review the student's attainment, their engagement with and enjoyment of learning, and to ensure that their needs are being met and interests catered for.

Enabling Curriculum Entitlement and Choice

Curricular organization is flexible to allow students to have enrichment and to work beyond their age and/or phase, and across subjects to help maximise individual potential.

Assessment for Learning

Assessment data is used by all teachers across the college to ensure challenge and sustained progress in individual students' learning. Formative assessment and individual target setting is part of established practice. Self and peer assessment is part of classroom practice.

Leadership

All teachers have a responsibility to be aware of and to implement best practice for EP students. This is supported and led by the EP Coordinator.

Policy

The EP policy is integral to the college's philosophy. The policy directs and reflects best practice in the college.

Engaging the Community, Families and Others

Parents and carers are informed of developments and encouraged to be actively engaged in extending their children's education.

Responsibilities for EP provision

Classroom teacher

- Familiar with the Electus students in their classes
- Plans for enrichment and challenge routinely within lessons
- Tracks the progress made by Excellent Students in their classes
- Contributes examples of Electus work for the department's EP webpage
- Assists with the planning and implementation of subject-related and cross-curricular EP events

Head of Faculty

- Familiar with the Electus Students in their subject areas
- Schedules opportunities to discuss EP student progress in regular faculty meetings
- Ensures data collection enabling tracking of EP student progress in their subject areas
- Monitors provision for EP students during Faculty lesson observations
- Maintains the Faculty's EP webpages on the Collingham College website through regular submission of work to the EP Coordinator – this may be done by liaising with the appropriate – Subject Leader/s to obtain student work.
- Supports Subject Leaders in planning subject-related and cross-curricular events
- Plans and implements Faculty-related and/or cross-curricular events (e.g. talks, workshops, trips, etc.)

Subject Leader

- Familiar with the Electus students in their subject area
- Creates and monitors the departmental strategy for Electus provision
- Updates the departmental strategy for Electus provision within the departmental handbook
- Monitors provision for Excellent Students during departmental lesson observations
- Tracks the progress made by Excellent Students in their subject area
- Provides EP student work when requested by the Head of Faculty, to be displayed on the EP webpages.
- Plans and implements subject-related Electus events (e.g. talks, workshops, trips, etc.) and assists with the planning and implementation of cross-curricular events

Tutor

- Familiar with the Electus students in their tutor group
- Supports and encourages tutee engagement in subjects and subject-related events
- Refers student to EP Coordinator where student would benefit from more individual attention

EP Coordinator

- Familiar with all EP students
- Organises regular meetings for Core EP students, to enable beyond-curriculum stretch/challenge, and to help foster group cohesion and an ethos of Excellence

- Meets annually with each EP student, and more regularly where necessary. Creates individual support plans where an EP student may be struggling, in coordination with Head of College and/or subject teacher and/or tutor.
- Works with HoFs and SLs to support their departmental strategies for Electus provision
- Monitors provision for Electus Students during lesson observations
- Tracks the progress made by Electus Students
- Delivers relevant whole-college training on EP provision
- Works with classroom teachers to support their enrichment of lessons
- Supports HoFs and SLs in developing their EP webpages
- Works with HoFs and SLs to plan and implement suitable subject-related events (e.g. talks, workshops, trips, etc.)
- Plans and delivers cross-curricular EP events (e.g. talks, workshops, trips, etc.)
- Coordinates tutor group-based EP activities

Parental communication

Collingham College recognises the essential role played by parents when they are able to understand their child's needs and to support the college's provision for EP students. The EP Coordinator will communicate directly with parents when they raise queries, and will also contact parents in the event of exceptional achievements or where problems may exist for an EP student.

All classroom teachers, SLs and HoFs are expected to be familiar with the EP students for whom they have responsibility, and should provide detailed feedback to parents on EP student attainment at Parents Evenings.

Appendix 1 – Generic identification criteria

These criteria are provided to Heads of Faculty who may then adapt them as necessary in accordance with the nature and requirements of their subject areas. These criteria have been drawn from publications including NACE's Able Learners, Independent Learners (2010), ISI Integrated Handbook (2013) and Goodhew's Meeting the needs of Gifted and Talented Students (2009).

Regularly displays enthusiasm for subject verbally, or in written form.
Regularly goes beyond the direct remit of the task set (ideas, research, knowledge)
Scores unusually highly in assessed work
Impressive vocabulary – varied, detailed, accurate
Curiosity – asks questions, has insight, is observant
Intense focus when interested and challenged
Viewed as an expert by others
Imaginative – invents, pretends, unusual ideas
Explores – experiments, builds, designs
Independent - works alone, may be perfectionist/self-critical
Sees the big picture – pattern, association, prediction, theorisation
Visual and spatial – aware of body space, sees in pictures, creates patterns, solves puzzles
Sensitive – expressive, insightful, sympathetic, aware of being 'different', may be anxious
Mover and doer – demonstrates, constructs, non-verbally expressive
Problem-solver – Comprehends, reasons, connects, explains
Observant – detail, quick & accurate recall
Leadership – initiates, directs, leads, shows how, instructs, encourages
Intangible – 'flashes' of brilliance, extraordinary, unexpected
Wide range of interests
Absorbs new ideas very fast
Participates actively in scientific learning out of college
Open-minded in relation to new ideas

Appendix 2 – Art identification criteria

Regular subject enthusiasm
Fluent in multiple art-making techniques
Goes beyond task remit - ideas, research, creative presentation
High performance in assessments
Expresses ideas visually and originally, visual journey in portfolio
Curious and experimental
Intense focus when interested and challenged
Viewed as an expert by others
Imaginative - invents, pretends, has unusual ideas
Explores- experiments, builds, designs
Independent - works alone, may be perfectionist/self-critical
Sees the big picture - pattern, association, prediction, theorisation
Visual and spatial – aware of body space, sees in pictures, creates patterns, solves puzzles
Sensitive – expressive, insightful, sympathetic, aware of being ‘different’, may be anxious
Mover and doer – demonstrates, constructs, non-verbally expressive.
Problem-solver – Comprehends, reasons, connects, explains
Observant – detail, quick & accurate recall
Leadership – initiates, directs, leads, shows how, instructs, encourages
Able to reproduce artworks clearly connecting to artists, art styles and technical refinement.
Intangible – ‘flashes’ of brilliance, extraordinary, unexpected, hard to classify.
Wide range of interests and understanding of Modern Art and other forms of Art styles.
Absorbs new ideas very fast and translates this into their own art making.

Appendix 3 – Biology identification criteria

Regularly displays enthusiasm for subject verbally, or in written form.
Regularly goes beyond the direct remit of the task set (ideas, research, knowledge)
Scores unusually highly in assessed work
Impressive vocabulary – varied, detailed, accurate
Curiosity – asks questions, has insight, is observant
Intense focus when interested and challenged
Viewed as an expert by others
Imaginative – invents, pretends, unusual ideas
Explores – experiments, builds, designs
Independent - works alone, may be perfectionist/self-critical
Sees the big picture – pattern, association, prediction, theorisation
Visual and spatial – aware of body space, sees in pictures, creates patterns, solves puzzles
Sensitive – expressive, insightful, sympathetic, aware of being ‘different’, may be anxious
Mover and doer – demonstrates, constructs, non-verbally expressive
Problem-solver – Comprehends, reasons, connects, explains
Observant – detail, quick & accurate recall
Leadership – initiates, directs, leads, shows how, instructs, encourages
Intangible – ‘flashes’ of brilliance, extraordinary, unexpected
Wide range of interests
Absorbs new ideas very fast

Participates actively in scientific learning out of college
Open-minded in relation to new ideas

Appendix 4 – Business Studies & Economics identification criteria

High level of extra-curricular interest and research
Ability to gather and assimilate volumes of information
Ability to apply real-world events and information within the classroom
Regularly displays enthusiasm for subject verbally, or in written form.
Compliment classroom reading with other research (books etc)
Able to either complete or think through extended academic challenges (working one year ahead)
Sees the big picture – pattern, association, prediction, theorisation
Intangible – ‘flashes’ of brilliance, extraordinary, unexpected, hard to classify
Problem-solver – Comprehends, reasons, connects, explains
Scores unusually highly in assessed work
Curiosity – asks questions, has insight, is observant
Acts as an expert – sought by others, seen as a resource, can ‘show how’
Intense focus when interested and challenged
Absorbs new ideas very fast
Observant – detail, quick & accurate recall
Wide range of interests.

Appendix 5 – Chemistry identification criteria

Regularly displays enthusiasm for subject verbally, or in written form.
Regularly goes beyond the direct remit of the task set (ideas, research, knowledge)
Scores unusually highly in assessed work
Impressive vocabulary – varied, detailed, accurate
Curiosity – asks questions, has insight, is observant
Intense focus when interested and challenged
Viewed as an expert by others
Imaginative – invents, pretends, unusual ideas
Explores – experiments, builds, designs
Independent - works alone, may be perfectionist/self-critical
Sees the big picture – pattern, association, prediction, theorisation
Visual and spatial – aware of body space, sees in pictures, creates patterns, solves puzzles
Sensitive – expressive, insightful, sympathetic, aware of being ‘different’, may be anxious
Mover and doer – demonstrates, constructs, non-verbally expressive
Problem-solver – Comprehends, reasons, connects, explains
Observant – detail, quick & accurate recall
Leadership – initiates, directs, leads, shows how, instructs, encourages
Intangible – ‘flashes’ of brilliance, extraordinary, unexpected
Wide range of interests
Absorbs new ideas very fast
Participates actively in scientific learning out of college
Open-minded in relation to new ideas

Appendix 6 – Drama identification criteria

Regularly displays enthusiasm for subject verbally, or in written form.
Regularly goes beyond the direct remit of the task set (ideas, research, knowledge)
Scores unusually highly in assessed work
Impressive vocabulary – varied, detailed, accurate
Curiosity – asks questions, has insight, is observant
Intense focus when interested and challenged
Viewed as an expert by others
Imaginative – invents, pretends, unusual ideas
Explores – experiments, builds, designs
Independent - works alone, may be perfectionist/self-critical
Sees the big picture – pattern, association, prediction, theorisation
Visual and spatial – aware of body space, sees in pictures, creates patterns, solves puzzles
Sensitive – expressive, insightful, sympathetic, aware of being ‘different’, may be anxious
Mover and doer – demonstrates, constructs, non-verbally expressive
Problem-solver – Comprehends, reasons, connects, explains
Observant – detail, quick & accurate recall
Leadership – initiates, directs, leads, shows how, instructs, encourages
Intangible – ‘flashes’ of brilliance, extraordinary, unexpected, hard to classify
Wide range of interests
Absorbs new ideas very fast
Confidence – Approaches performing with a natural ease
Multi-talented – Able to fit naturally into a range of styles and genres in performance & evaluation

Appendix 7 – English identification criteria

Regularly displays enthusiasm for subject verbally, or in written form.
Regularly goes beyond the direct remit of the task set (ideas, research, knowledge)
Scores unusually highly in assessed work
Impressive vocabulary – varied, detailed, accurate
Curiosity – asks questions, has insight, is observant
Intense focus when interested and challenged
Viewed as an expert by others
Imaginative – invents, pretends, unusual ideas
Explores – experiments, builds, designs
Independent - works alone, may be perfectionist/self-critical
Sees the big picture – pattern, association, prediction, theorisation
Visual and spatial – aware of body space, sees in pictures, creates patterns, solves puzzles
Sensitive – expressive, insightful, sympathetic, aware of being ‘different’, may be anxious
Mover and doer – demonstrates, constructs, non-verbally expressive
Problem-solver – Comprehends, reasons, connects, explains
Observant – detail, quick & accurate recall
Leadership – initiates, directs, leads, shows how, instructs, encourages
Intangible – ‘flashes’ of brilliance, extraordinary, unexpected, hard to classify

Wide range of interests
Absorbs new ideas very fast

Appendix 8 – Geography identification criteria

Regularly displays enthusiasm for subject verbally, or in written form.
Regularly goes beyond the direct remit of the task set (ideas, research, knowledge)
Scores unusually highly in assessed work
Impressive vocabulary – varied, detailed, accurate
Curiosity – asks questions, has insight, is observant
Intense focus when interested and challenged
Viewed as an expert by others
Imaginative – invents, pretends, unusual ideas
Explores – experiments, builds, designs
Independent - works alone, may be perfectionist/self-critical
Sees the big picture – pattern, association, prediction, theorisation
Visual and spatial – aware of body space, sees in pictures, creates patterns, solves puzzles
Sensitive – expressive, insightful, sympathetic, aware of being ‘different’, may be anxious
Mover and doer – demonstrates, constructs, non-verbally expressive
Problem-solver – Comprehends, reasons, connects, explains
Observant – detail, quick & accurate recall
Leadership – initiates, directs, leads, shows how, instructs, encourages
Intangible – ‘flashes’ of brilliance, extraordinary, unexpected, hard to classify
Wide range of interests
Absorbs new ideas very fast

Appendix 9 – History identification criteria

Regularly displays enthusiasm for subject verbally, or in written form.
Regularly goes beyond the direct remit of the task set (ideas, research, knowledge)
Scores unusually highly in assessed work
Impressive vocabulary – varied, detailed, accurate
Displays genuine curiosity about the past – asks questions, has insight, is observant
Intense focus when interested and challenged
Viewed as an expert by others
Imaginative – invents, pretends, unusual ideas
Explores – experiments, builds, designs
Independent - works alone, may be perfectionist/self-critical
Sees the big picture – pattern, association, prediction, theorisation
Visual and spatial – aware of body space, sees in pictures, creates patterns, solves puzzles
Sensitive – expressive, insightful, sympathetic, aware of being ‘different’, may be anxious
Mover and doer – demonstrates, constructs, non-verbally expressive
Problem-solver – Comprehends, reasons, connects, explains
Observant – detail, quick & accurate recall
Leadership – initiates, directs, leads, shows how, instructs, encourages
Intangible – ‘flashes’ of brilliance, extraordinary, unexpected, hard to classify

Wide range of interests
Absorbs new ideas very fast
Strong factual recall - events, dates, etc.

Appendix 10 – ICT identification criteria

Regularly displays enthusiasm for subject
Regularly goes beyond the direct remit of the task set (ideas, research, knowledge)
Is curious – asks questions, has insight, is observant
Viewed as an expert by others
Explores – experiments, builds, designs
Independent – works alone, may be perfectionist / self-critical
Sees the big picture – can identify patterns easily
Ability to break up complicated problems into steps and stages
Can comprehend complicated problems and make connections between concepts
Shows a creative approach to problem solving
Wide range of interests within computing
Absorbs new ideas very fast
Participates actively in computing out of college
Open-minded in relation to new ideas
Shows ‘flashes of brilliance’

Appendix 11 – Latin identification criteria

Regularly displays enthusiasm for subject verbally, or in written form.
Scores unusually highly in assessed work
Impressive vocabulary – varied, detailed, accurate
Curiosity – asks questions, has insight, is observant
Focus – can be intensely focused if there is sufficient interest and challenge
Acts as an expert – sought by others, seen as a resource, can ‘show how’
Imaginative – invents, pretends, unusual ideas
Independent – works alone, perfectionist, self-critical
Sees the big picture – pattern, association, prediction, theorisation
Visual and spatial – creates patterns, solves puzzles
Sensitive – expressive, insightful, aware of being ‘different’, may be anxious
Problem-solver – Comprehends, reasons, connects, explains
Observant – detail, quick & accurate recall
Intangible – ‘flashes’ of brilliance, extraordinary, unexpected, hard to classify
Absorbs new ideas very fast

Appendix 12 – Maths identification criteria

1. learn and understand mathematical ideas quickly;
2. work systematically and accurately;
3. are analytical;
4. think logically and see mathematical relationships;

5. make connections between the concepts they have learned;
6. identify patterns easily;
7. apply their knowledge to new or unfamiliar contexts;
8. communicate their reasoning and justify their methods;
9. ask questions that show clear understanding of, and curiosity about, mathematics;
10. take a creative approach to solving mathematical problems;
11. sustain their concentration throughout longer tasks and persist in seeking solutions;
12. be more adept at posing their own questions and pursuing lines of enquiry.

Appendix 13 – Modern Foreign Languages (MFL) identification criteria

Is bilingual or speaks with high fluency
Regularly displays enthusiasm for subject verbally, or in written form.
Regularly goes beyond the direct remit of the task set (ideas, research, knowledge)
Scores unusually highly in assessed work
Impressive vocabulary – varied, detailed, accurate
Curiosity – asks questions, has insight, is observant
Sees the big picture – pattern, association
Problem-solver – Comprehends, reasons, connects, explains
Observant – detail, quick & accurate recall
Intangible – ‘flashes’ of brilliance, extraordinary, unexpected, hard to classify
Absorbs new ideas very fast

Appendix 14 – Music identification criteria

<u>Performance:</u>
Has passed the appropriate ABRSM exam for their year group.
Confident performer, listener enjoys performance
Interprets and translates the emotions of a piece well
Observes the composer’s expressive marks
Tempo is both appropriate and maintained throughout
Projects the performance well
Demonstrates a high level of involvement in the music
Shows a commitment to the music and makes the performance their own
Rhythms are secure and played in time
Pitch and intonation are good
Notes are played correctly (and in the right order!)
Fluency is excellent
Leads group work well and confidently
Can listen and blend part in well with others
Raises the musicality of the group
<u>Composition:</u>
Impressive grasp of composition brief and fulfils it quickly and accurately
Can inspire creativity within the rest of the group
Demonstrates successful creation of musical ideas
Shows a high level of creativity

Can write effectively for their instrument(s) of choice
Can create a sense of 'completeness' in their music
Creates interest through repetition and contrast effectively
Structures music effectively and appropriately to the brief
Includes examples of key characteristics of style according to the brief
<u>Classwork & Homework:</u>
Regularly displays enthusiasm for subject verbally, or in written form.
Regularly goes beyond the direct remit of the task set (ideas, research, knowledge)
Scores unusually highly in assessed work despite not playing an instrument
Uses keywords effectively and accurately
Can adapt easily between group and individual work and has high standards in each
Contributes a positive atmosphere to the classroom by appropriate behaviour

Appendix 15 – PE/Sport identification criteria

Regularly displays enthusiasm for subject physically and verbally
Regularly goes beyond the direct remit of the task set (ideas, research, knowledge)
High performance in assessments
Impressive vocabulary – varied, detailed, accurate
Curiosity – asks questions, has insight, is observant
Intense focus when interested and challenged
Viewed as an expert by others
Imaginative – invents, pretends, unusual ideas
Explores – experiments, builds, designs
Independent - works alone, may be perfectionist/self-critical
Sees the big picture - pattern, association, prediction, theorisation
Visual and spatial – aware of body space, sees in pictures, creates patterns, solves puzzles
Sensitive – expressive, insightful, sympathetic, aware of being 'different', may be anxious
Mover and doer – demonstrates, constructs, non-verbally expressive
Problem-solver – Comprehends, reasons, connects, explains
Observant – detail, quick & accurate recall
Leadership – initiates, directs, leads, shows how, instructs, encourages
Intangible – 'flashes' of brilliance, extraordinary, unexpected, hard to classify
Wide range of interests
Absorbs new ideas very fast
Consistently uses advanced skills, techniques and ideas with precision and fluency
Embraces different roles, e.g. coach, performer, analyst
Helps to enhance theirs and peers' performances through strong subject and technical knowledge
Evaluates work in relation to skills, tactics and fitness factors affecting the quality and originality of performance.
Reach judgments independently about how their own and others' performance could be improved, prioritising aspects for further development.
Consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work.

Appendix 16 – Physics identification criteria

Regularly displays enthusiasm for subject verbally, or in written form.

Regularly goes beyond the direct remit of the task set (ideas, research, knowledge)
Scores unusually highly in assessed work
Impressive vocabulary – varied, detailed, accurate
Curiosity – asks questions, has insight, is observant
Intense focus when interested and challenged
Viewed as an expert by others
Imaginative – invents, pretends, unusual ideas
Explores – experiments, builds, designs
Independent - works alone, may be perfectionist/self-critical
Sees the big picture – pattern, association, prediction, theorisation
Visual and spatial – aware of body space, sees in pictures, creates patterns, solves puzzles
Sensitive – expressive, insightful, sympathetic, aware of being ‘different’, may be anxious
Mover and doer – demonstrates, constructs, non-verbally expressive
Problem-solver – Comprehends, reasons, connects, explains
Observant – detail, quick & accurate recall
Leadership – initiates, directs, leads, shows how, instructs, encourages
Intangible – ‘flashes’ of brilliance, extraordinary, unexpected
Wide range of interests
Absorbs new ideas very fast
Participates actively in scientific learning out of college
Open-minded in relation to new ideas

Appendix 17 – RE identification criteria

Regularly displays enthusiasm for subject verbally, or in written form.
Regularly goes beyond the direct remit of the task set (ideas, research, knowledge)
Scores unusually highly in assessed work
Impressive vocabulary – varied, detailed, accurate
Curiosity – asks questions, has insight, is observant
Intense focus when interested and challenged
Viewed as an expert by others
Imaginative – invents, pretends, unusual ideas
Explores – experiments, builds, designs
Independent - works alone, may be perfectionist/self-critical
Sees the big picture – pattern, association, prediction, theorisation
Visual and spatial – aware of body space, sees in pictures, creates patterns, solves puzzles
Sensitive – expressive, insightful, sympathetic, aware of being ‘different’, may be anxious
Mover and doer – demonstrates, constructs, non-verbally expressive
Problem-solver – Comprehends, reasons, connects, explains
Observant – detail, quick & accurate recall
Leadership – initiates, directs, leads, shows how, instructs, encourages
Intangible – ‘flashes’ of brilliance, extraordinary, unexpected, hard to classify
Wide range of interests
Absorbs new ideas very fast
Displays fascination for differences in religious and cultural expression

Unusual ability for RE extended and essay-writing
Creates evidenced, well-expressed arguments

Appendix 18 – Science identification criteria

Regularly displays enthusiasm for subject verbally, or in written form.
Regularly goes beyond the direct remit of the task set (ideas, research, knowledge)
Scores unusually highly in assessed work
Impressive vocabulary – varied, detailed, accurate
Curiosity – asks questions, has insight, is observant
Intense focus when interested and challenged
Viewed as an expert by others
Imaginative – invents, pretends, unusual ideas
Explores – experiments, builds, designs
Independent - works alone, may be perfectionist/self-critical
Sees the big picture – pattern, association, prediction, theorisation
Visual and spatial – aware of body space, sees in pictures, creates patterns, solves puzzles
Sensitive – expressive, insightful, sympathetic, aware of being ‘different’, may be anxious
Mover and doer – demonstrates, constructs, non-verbally expressive
Problem-solver – Comprehends, reasons, connects, explains
Observant – detail, quick & accurate recall
Leadership – initiates, directs, leads, shows how, instructs, encourages
Intangible – ‘flashes’ of brilliance, extraordinary, unexpected
Wide range of interests
Absorbs new ideas very fast
Participates actively in scientific learning out of college
Open-minded in relation to new ideas