



# The Albany School Gifted and Talented Subject Policies

## PHYSICAL EDUCATION

### Approach to work:

- ☑ Be confident in themselves and in familiar contexts
- ☑ Take risks with ideas and approaches and be able to think 'outside the box'
- ☑ Show a high degree of motivation and commitment to practice and performance

### In dance:

- ☑ Be creative, imaginative and expressive
- ☑ Be able to interpret ideas and respond to different stimuli
- ☑ Have good non-verbal communication skills
- ☑ Have well developed spatial awareness
- ☑ Evaluation work, respond to constructive criticism and use this to support future work

### In gymnastics:

- ☑ Have refined co-ordination skills
- ☑ Have good gross motor skills
- ☑ Have good hand/eye, foot/eye, hand/foot/eye co-ordination skills
- ☑ Have good balancing skills
- ☑ Work co-operatively
- ☑ Link sequence
- ☑ Evaluate work, respond to constructive criticism and use this to support future work

### In outdoor and adventurous activities:

- ☑ Be a supportive team member
- ☑ Be a good communicator
- ☑ Have leadership qualities
- ☑ Have outstanding problem-solving skills
- ☑ Be a logical thinker
- ☑ Be skilled in map reading
- ☑ Be able to work under pressure

**In swimming:**

- ☒ Be confident
- ☒ Have stamina, show endurance and have good breath control
- ☒ Possess good concentration
- ☒ Be supple and be able to streamline the body
- ☒ Show enthusiasm and be more able to where all water sports are concerned
- ☒ Have good self discipline

**In athletics:**

- ☒ Show ability and skill beyond their years in a specific discipline or disciplines

**In games:**

- ☒ Be a good communicator
- ☒ Be able to work as a member of a team
- ☒ Be skilled at co-operating
- ☒ Be quick to react
- ☒ Be a logical thinker
- ☒ Have good hand/eye, eye/foot, hand/eye/foot co-ordination skills
- ☒ Be able to evaluate work and make use of constructive criticism to inform future activities
- ☒ Be able to evaluate work and make use of constructive criticism to inform future activities



## SCIENCE

- ☑ Be imaginative
- ☑ Read widely, particularly Science or Science fiction
- ☑ Have scientific hobbies and/or members of scientific clubs and societies
- ☑ Be extremely interested in finding out more about themselves and things around them
- ☑ Enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena
- ☑ Be able to sustain their interest and go beyond an obvious answer to underlying mechanisms and greater depth
- ☑ Be inquisitive about how things work and why things happen (they may be dissatisfied with simplified expressions and insufficient detail)
- ☑ Ask many questions, suggesting that they are willing to hypothesise and speculate
- ☑ Use different strategies for finding things out (practical and intellectual) – they may be able to miss out steps when reasoning the answers to problems
- ☑ Think logically, providing plausible explanations for phenomena (they may be methodical in their thinking but not in their recording)
- ☑ Put forward objective arguments, using combinations of evidence and creative ideas and question other people's conclusions (including their teachers)
- ☑ Decide quickly how to investigate fairly and manipulate variables
- ☑ Consider alternative suggestions and strategies for investigations
- ☑ Analyse data or observations and spot patterns easily
- ☑ Strive for maximum accuracy in measurements of all sorts and take pleasure, for example, from reading gauges as accurately as possible (sometimes beyond the accuracy of the instrument)
- ☑ Make connections easily between facts and concepts they have learned, using more extensive vocabulary than their peers
- ☑ Think abstractly at an earlier age than usual and understand models and use modelling to explain ideas and observations. For example, key stage 3 pupils may be willing to apply abstract ideas in new situations; key stage 4 pupils may be able to use higher-order mathematical skills such as proportionality, ratio and equilibrium with some complex abstract ideas when offering explanations
- ☑ Understand the concepts of reliability and validity when drawing conclusions from evidence
- ☑ Be easily bored by over-repetition of basic ideas
- ☑ Enjoy challenges and problem solving while often being self-critical
- ☑ Enjoy talking to the teacher about new information or ideas
- ☑ Be self-motivated, willingly putting in extra time – (but they may approach undemanding work casually and carelessly)

- ☒ Show intense interest in one particular area of Science (such as the Earth and beyond) to the exclusion of other topics
- ☒ Be curious
- ☒ Take risks
- ☒ Draw, analyse and question conclusions
- ☒ Reflect on past experiences and plan with these in mind
- ☒ Have a good understanding of fair testing and the need for it
- ☒ Be able to justify predictions
- ☒ Select suitable equipment and use it appropriately
- ☒ Be able to use higher order questioning skills, eg will consider the next step from conclusions already drawn
- ☒ Question other people's ideas
- ☒ Want to extend work and will carry this out independently
- ☒ Be able to explain ideas and processes to others and support them in their investigations
- ☒ Make links with other curricular areas and apply these to current work
- ☒ Draw on Mathematics and Information Technology knowledge in using data handling to interpret, analyse and present information
- ☒ Draw on real-life situations
- ☒ Grasp a concept and apply to different contexts
- ☒ Have good research skills
- ☒ Challenge and test new information



## INFORMATION COMMUNICATION TECHNOLOGY

- ☒ Use it with confidence
- ☒ Use it appropriately, eg in the selecting of and transferring of information
- ☒ Draw on and apply cross-curricular knowledge in supporting a task
- ☒ Be able to select layouts and modify tasks
- ☒ Be able to program sequence to control a desired outcome and use variables to alter this
- ☒ Be willing to risk-take and experiment
- ☒ Apply knowledge from one piece of technology to another

They also may, in more specific terms:

- ☒ Demonstrate ICT capability significantly above that expected for their age
- ☒ Learn and apply new ICT techniques quickly, eg. shortcut keys
- ☒ Use initiative to exploit the potential of more advanced features of ICT tools
- ☒ Transfer and apply ICT skills and techniques confidently in new contexts
- ☒ Explore independently beyond the given breadth of an ICT topic
- ☒ Initiate ideas and solve problems use ICT effectively and creatively, develop systems that meet personal needs and interests



## ART AND DESIGN

- ☐ use artistic vocabulary to express own ideas about the artwork of others and of their own
- ☐ show flair
- ☐ be keen to extend skills
- ☐ have good co-ordination skills
- ☐ have good fine motor control skills
- ☐ be good at problem solving
- ☐ be perceptive
- ☐ be able to appreciate the skills of other artists
- ☐ be able to analyse/use the skills of other artists

They are also likely to:

- ☐ think and express themselves in creative, original ways
- ☐ have a strong desire to create in a visual form
- ☐ push the boundaries of normal processes
- ☐ show a passionate interest in the world of Art and Design
- ☐ use materials, tools and techniques skilfully and learn new approaches easily
- ☐ initiate ideas and define problems
- ☐ critically evaluate visual work and other information
- ☐ exploit the characteristics of materials and processes
- ☐ understand that ideas and meanings in their own and others' work can be interpreted in many ways



## GEOGRAPHY

- ☐ understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions
- ☐ communicate effectively using both the written and spoken word
- ☐ reason, argue and think logically, showing an ability to manipulate abstract symbols and recognise patterns and sequences
- ☐ enjoy using graphs, charts, maps diagrams and other visual methods to present information
- ☐ be confident and contribute effectively when taking part in less formal teaching situations
- ☐ relate well to other people, showing an ability to lead, manage and influence others, appreciating and understanding others' views, attitudes and feelings
- ☐ have a more highly developed value system than most people their age
- ☐ have a wide ranging general knowledge about the world
- ☐ be able to transfer knowledge from one subject to another
- ☐ be creative and original in their thinking, frequently going beyond the obvious solution to a problem



## DESIGN AND TECHNOLOGY

- ☒ demonstrate high levels of technological understanding and application
- ☒ display high quality making and precise practical skills
- ☒ have flashes of inspiration and highly original or innovative ideas
- ☒ have an enquiring mind
- ☒ suggest ideas to solve problems
- ☒ demonstrate different ways of working or different approaches to issues
- ☒ be sensitive to aesthetic, social and cultural issues when designing and evaluating
- ☒ be capable of rigorous analysis and interpretation of products
- ☒ get frustrated when a teacher demands that they follow a rigid design and make process
- ☒ organise tasks in 'logical', well ordered and clear steps
- ☒ select appropriate tools and materials according to their properties
- ☒ think ahead
- ☒ work comfortable in contexts beyond their own experience with users' and clients' needs and wants
- ☒ be able to represent ideas in a variety of contexts
- ☒ reflect on and evaluate experiences and take these into account to inform future planning
- ☒ use the process diary as a source of reference
- ☒ think laterally
- ☒ be able to justify actions and materials used
- ☒ have good fine motor skills
- ☒ seemingly without effort produce a finished model

Teachers may identify pupils who are gifted in Design and Technology by:

- ☒ performance at an unusually advanced national curriculum level for their age group
- ☒ the outcomes of specific tasks
- ☒ evidence of particular aptitudes
- ☒ the way pupils respond to questions
- ☒ the questions that pupils ask themselves



## HISTORY

### Historical Knowledge

- ☐ have an extensive general knowledge including a significant amount of historical knowledge
- ☐ develop with ease a chronological framework within which to place existing and new knowledge
- ☐ demonstrate a strong sense of period as a result of study

### Historical Understanding

- ☐ grasp quickly the role of criteria in formulating and articulating a historical explanation or argument
- ☐ understand and apply historical concepts to their study of History
- ☐ be able to draw generalisations and conclusions from a range of sources of evidence
- ☐ seek to identify patterns and processes in what they study, while being aware of the provisional nature of knowledge
- ☐ appreciate that answers arrived at depend largely on the questions asked
- ☐ recognise how other disciplines can contribute to the study of History and draw readily on what they learn in other subjects to enhance their historical understanding
- ☐ be able to identify opinion as opposed to fact and use this appropriately
- ☐ be able to identify cause and analyse the effects of cause and consequence
- ☐ be able to empathise with all sides surrounding an issue

### Enquiry

- ☐ be able to establish and follow a line of enquiry, identifying and using relevant information
- ☐ be good at reasoning and problem solving
- ☐ think flexibly, creatively and imaginatively
- ☐ show discrimination when selecting facts and evaluating historical evidence
- ☐ manipulate historical evidence and information well
- ☐ appreciate the nature of historical enquiry
- ☐ question subject matter in a challenging way
- ☐ be intrigued by the similarities and differences between different people's experiences, times and places and other features of the past
- ☐ thrive on controversy, mystery and problems of evidence
- ☐ show resourcefulness and determination when pursuing a line of enquiry



## MUSIC

- ☐ be captivated by sound and engage fully with music
- ☐ select an instrument with care and then be unwilling to relinquish the instrument
- ☐ find it difficult not to respond physically to music
- ☐ memorise music quickly without an apparent effort, be able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after one hearing)
- ☐ sing and play music with a natural awareness of the musical phrase – the music makes sense
- ☐ demonstrate the ability to communicate through music for example, to sing with musical expression and with confidence
- ☐ show strong preferences, single-mindedness and a sustained inner drive to make music
- ☐ recognise pitch
- ☐ have good listening skills
- ☐ be able to apply pitch, duration, texture, shape, dynamics and timbre to their compositions
- ☐ be able to respond to constructive criticism
- ☐ evaluate work
- ☐ keep to the criteria set in their task time
- ☐ be able to harmonise a melody
- ☐ risk take with instruments and sounds
- ☐ choose instruments appropriate to a composition
- ☐ be able to apply knowledge of pitch, duration texture, shape, volume, dynamics and timbre when discussing a piece of music
- ☐ be able to justify constructive criticism of someone else's work
- ☐ be able to discuss and evaluate music drawing on their existing knowledge and high order questioning skills
- ☐ recognise features of music and interpret these using their imagination
- ☐ be able to graphically notate their compositions and accurately perform them



## ENGLISH

### **Creative Flair**

- ☐ writing and talking in imaginative and coherent ways
- ☐ elaborating on and organising content to an extent that is exceptional for their age

### **Stamina and perseverance**

- ☐ using any suitable opportunities to produce work that is substantial and obviously the product of sustained, well directed effort

### **Communicative skills**

- ☐ involving and keeping the attention of an audience by exploiting the dramatic or humorous potential or ideas or situations in imaginative ways
- ☐ taking a guiding role in helping a group to achieve its shared goals, while showing sensitivity to the participation of others
- ☐ writing with a flair for metaphorical or poetic expression
- ☐ grasping the essence of particular styles and adapting them to their own purposes
- ☐ expressing ideas succinctly and elegantly in ways that reflect an appreciation of the knowledge and interests of specific audiences
- ☐ using ICT to research ideas and create new text

### **Ability to take on demanding new roles**

- ☐ researching, comparing and synthesising information from a range of different sources, including ICT
- ☐ engaging seriously and creatively with moral and social theme expressed in literature

### **Arguing and reasoning**

- ☐ creating and sustaining accounts and reasoned arguments at a relatively abstract or hypothetical level in both spoken and written language
- ☐ grasping the essence of any content and reorganising it in ways that are logical and offer new syntheses or insights
- ☐ justifying opinions convincingly using questions and other forms of enquiry to elicit information and taking up or challenging others' points of view

### **Awareness of language**

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

☐ showing an interest and enthusiasm for language study including an awareness of the relationship between words of different languages that are not apparent to most of their peers



## MATHEMATICS

Pupils show their special talents in Mathematics in a range of ways and at varying points in their development. However, they are likely to:

- ☐ learn and understand mathematical ideas quickly
- ☐ be more analytical
- ☐ be able to form generalisations
- ☐ think logically and see mathematical relationships
- ☐ make connections between the concepts they have learned
- ☐ identify patterns easily
- ☐ apply their knowledge to new or unfamiliar contexts
- ☐ ask questions that show clear understanding of and curiosity about mathematics
- ☐ be passionate and enthusiastic
- ☐ take a creative approach to solving mathematical problems
- ☐ sustain their concentration throughout longer tasks and persist in seeking solutions
- ☐ be a good communicator – verbally and written
- ☐ be more adept at posing their own questions and pursuing lines of enquiry
- ☐ move from the concrete to the abstract effortlessly
- ☐ be able to quickly apply concepts to real-life situations and in a variety of concepts
- ☐ have good mental agility
- ☐ have a quick recall of number facts which can be applied to problem solving
- ☐ have quick computation skills
- ☐ have good estimating skills
- ☐ to be able to handle data with ease

Some pupils who are gifted in Mathematics perform at levels that are unusually advanced for their age. Other pupils with exceptional mathematical potential may not demonstrate it in this way, for example, they may have high levels of reasoning but be unable to communicate their ideas well orally or in writing.



## RELIGIOUS EDUCATION

- ☐ show high levels of insight into and discernment beyond the obvious and the ordinary
- ☐ make sense of and draw meaning from religious symbols, metaphors, texts and practices
- ☐ be able to make connections between different religious practices
- ☐ be able to relate different religious practices to everyday life
- ☐ be sensitive to, or aware of, the numinous or the mystery of life and have a feeling for how these are explored and expressed
- ☐ be able to raise questions about the meaning of life
- ☐ be able to offer solutions to questions raised
- ☐ understand, apply and transfer ideas and concepts across topics in RE and into other religious and cultural contexts
- ☐ be able to empathise

In more general terms, they may also:

- ☐ have highly developed skills of comprehension, analysis and research
- ☐ show quickness of understanding and depth of thought



## MODERN FOREIGN LANGUAGES

The study of modern foreign languages offers many challenges to our students here at The Albany. Language-learning fosters intellectual development as well as important social skills and therefore impacts positively on the self-esteem of our students. This is especially the case with gifted linguists whom we may identify in the following ways:-

- > **They have a strong desire to put together language by themselves**
  - they can use what they have learned in new contexts and do not restrict themselves just to the topic being studied at present
- > **They display creativity and imagination when using language**
  - this can lead to grammatical errors as they seek to stretch their powers of communication
- > **They possess a natural feel or ear for the language**
  - they seem to have a good gut feeling for what sounds right in the foreign language and are usually very good at seeing the relationship between sound and spelling
- > **They absorb and retain new structures quickly**
  - their oral and / or aural skills are excellent and they can usually understand fast streams of language from an early stage; they show very good ability at remembering language, both immediately or from one lesson to the next
- > **They make connections and classify words and structures to help themselves learn more efficiently**
  - they evaluate new language critically and understand the grammatical function of words easily
- > **They often look for solutions and pose further questions**
  - They like to put their own theories to the test to solve linguistic problems and often push the boundaries of the tasks set
- > **They have a good understanding of their own preferred learning styles**
  - they already have a good grasp of how they like to learn vocabulary, can work independently and make use of a wide range of reference material, including ICT, without supervision
- > **They show a keen interest in the cultural background of the foreign country**
  - they may enjoy learning about the history, art, politics or traditions of the target language country

The languages department staff use the above criteria as well as our own professional judgement when identifying Gifted and Talented individuals. It is useful to note that *bilingual* children may possess highly developed listening and speaking skills but may struggle with written work, in which case we are careful to provide the appropriate teaching and resources to strengthen this skill.