

Faculty	Exceptionally able EA	Able and achieving highly AA
Music	<ul style="list-style-type: none"> • Always selects appropriate techniques and skills with surprising, original and impressive results. • Will shape, direct and extend their own and other's ideas creating a very positive working atmosphere exists. • Will be able to reflect and alter work within rehearsal, and in some cases within a performance. • Shows a remarkable aptitude for age in pitch discrimination or rhythmic awareness. • Evidence of an exceptional musical memory or aural awareness. • Shows a need to create music. • Has an innate understanding of structure, patten or harmony in music which is reflected in performance. • Inclination to practise and /or play at every opportunity (over a significant amount of time). • Is deemed to be exceptionally suited to the instrument being learned e.g. making a sound way beyond expectations for age and stage. • Leading the group taking warm ups. • Strong sense of commitment to the group and extra rehearsals. 	<ul style="list-style-type: none"> • Can confidently perform in different styles • Can evaluate, make critical judgements and ask questions about musical conventions and features. • Can lead a group, solving problems and can demonstrate that they can select, develop, extend and discard musical ideas
Drama	<ul style="list-style-type: none"> • Has complete control over the vocal and physical skills needed to perform entirely convincing and compelling characters. • Is always completely committed and understands the context of the role within the piece/play. Their performance draws the audience in. • Reflections will include modifications for an entire piece. Discussions will be initiated with original 	<ul style="list-style-type: none"> • Can construct and perform a wide variety of imaginative characters with depth and sensitivity. • Consistently stays in role showing an impressive commitment connecting with both the audience and performers. • Reflection will take place independently throughout the lesson giving confident and

	outcomes	specific examples.
Drama and Dance	<ul style="list-style-type: none"> • Always selects appropriate techniques and skills with surprising, original and impressive results. • Will shape, direct and extend their own and other's ideas creating a very positive working atmosphere exists. • Insightful knowledge of character allows the performer to show an obvious emotional connection 	<ul style="list-style-type: none"> • Can use all techniques and skills very creatively with effective and original results. • Will create a productive atmosphere and be a strong leader. • Detailed knowledge of character allows the performer to show an emotional connection with the character.
English	<ul style="list-style-type: none"> • Passion, deep interest in subject, commitment • Mature reading habits • Makes links between different skills / texts / contexts • Wide and mature vocabulary, range of sentence structures and stylistic techniques • Goes beyond the set task • Finds less obvious, more subtle, unexpected points • Engages with philosophical / moral issues raised by texts • Awareness of 'life' • Sees the whole text, and sees it in its context • Challenges others, including the teacher • Not reliant on the teacher • Self starter, self motivated • Can be quirky • Not to do with accuracy in writing • Focus on reading and writing, not necessarily public speaking • Happy with ambiguity • Layers of thinking which surprise the teacher • Conciseness of expression 	<ul style="list-style-type: none"> • More dependent on teacher • Less passion, fascination than EA • Needs an answer • Work is pleasing but not necessarily surprising • Can achieve full marks • Fulfils success criteria • Needs more structure, might struggle with more open tasks

<p>Science</p>	<p>A Gifted or Talented student in the Sciences is likely to demonstrate many of the following attributes:</p> <ul style="list-style-type: none"> • Strong sense of scientific enquiry – asking thoughtful questions and making relevant suggestions for investigation across the various scientific disciplines, whether Biology, Chemistry or Physics • Insight in discussion – identifying relevant points in answer to questions and drawing out overarching themes in science • A good grasp of the basics of number and algebra – working comfortably with formulae and calculations • Sound investigative skills – planning and carrying out scientific investigations with competence, requiring minimal prompting or supervision • Effective and clear analytical skills – demonstrating an ability to draw conclusions, identify patterns in data and evaluate experimental methodology • An aptitude for graphical interpretation – identifying relevant graph types and graphing data with confidence, selecting axes and scaling appropriately • An interest in making links with prior experience and real world examples and applications of scientific skills, knowledge and technology • Willingness to read ahead and around the subject – using the media to build on their understanding of science from the classroom and the physical world <p>In particular, EA (exceptionally able)</p> <ul style="list-style-type: none"> • Lateral thinker and natural problem solver, routinely involved in discussion • Requires little introduction to new mathematical aspects of science 	<p>AA (Able and Achieving Highly)</p> <ul style="list-style-type: none"> • Consistently achieving good results • Confident in the classroom during investigations, discussions and groupwork • Grasps new ideas and concepts with ease but may not show the same insight as expected from an EA student • Broad range of relevant skills and knowledge
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	<ul style="list-style-type: none"> • May become a suitable candidate for Oxbridge • Highly organised and efficient but also thoughtful with good ingenuity in investigations • Well read with broad, well-structured understanding of key areas of science 	
Modern Foreign Languages	<ul style="list-style-type: none"> • Eye for detail, makes connections about how the language works which helps them remember vocabulary and understand grammar • Really tries (and often succeeds) to communicate precisely in the language • Asks questions about how the language works • Manipulates previous knowledge to new context with ease • Has a good ear for language: tone, accurate pronunciation and picks up new words • Able to teach themselves new concepts 	<ul style="list-style-type: none"> • Can manipulate language and use in another context • Can use reference materials effectively – independent learner • Consistently improves their language level – motivated • Inquisitive, flexible approach
Maths	<ul style="list-style-type: none"> • The ability to think laterally • Would be a suitable student to recommend for Oxbridge • Has a natural fascination with mathematics • Will pursue different routes to answers • Reads ahead and reads around the subject matter 	<ul style="list-style-type: none"> • Consistently achieve good results • Confident in their ability • Able to grasp new concepts with ease • May struggle with lateral thinking/alternative approaches
Design	<ul style="list-style-type: none"> • Can recognise how products contribute to the lifestyle and choices of a variety of client groups • Able to develop and model ideas in an innovative way • Able to interpret and apply knowledge and understanding creatively in new design contexts 	<ul style="list-style-type: none"> • Able to identify and communicate how products relate to lifestyle and a variety of client groups • Able to communicate visually, verbally and practically in innovative ways • Able to work independently and go further

	<ul style="list-style-type: none"> • Able to communicate in new or unexpected ways 	than the basic lesson / learning requirements
RE	<p>In Religious Education, EA students stand out as seeing the implications of an issue (often better than the teacher) – thinking around the issue but being able to argue the point logically and succinctly</p>	<ul style="list-style-type: none"> • In RE, think laterally and understand abstract ideas • Identify and respond to questions of meaning • Display a mature sense of self worth and appreciate the personal relevance of spiritual issues • Understand, respect and be able to explain different viewpoints from their own • Give an informed and considered response to religious and moral issues <p>Be able to argue a point, both orally and on paper</p> <p>Getting an A* at GCSE RE does not necessarily indicate AA or EA. AA students will be able to do all of the above.</p>
Geography	<p><i>General skills...</i></p> <ul style="list-style-type: none"> • Transfer knowledge from one subject to another, eg seismic waves and physics • Relate well to other people, showing an ability to lead, manage and influence others • Have a wide ranging general knowledge of and about the world <p><i>Geography skills...</i></p> <ul style="list-style-type: none"> • Level 8 geography at KS3 • Produce an enquiry independently, efficiently investigating geography issues • Explain interactions between and within places 	<p><i>General skills</i></p> <ul style="list-style-type: none"> • Understand concepts clearly • Show an ability and interest to work and research independently • Communicate effectively • Enjoy using graphs / charts / maps to present information • Think in creative and original ways • Reason, argue and think logically • Have a well developed value system • Contribute confidently and effectively <p><i>Geography skills</i></p>

	<ul style="list-style-type: none"> Argue logically and summarise effectively 	<ul style="list-style-type: none"> Level 7 geography Make clear links between sources of information Use and manipulate evidence well Make accurate use of geography terminology Write well argued summaries and reach substantiated conclusions Recognise bias
History	EA: High levels of analysis and evaluation, very strong links made between different factor sand these are developed. Assessment of sources reliability shows depth and insight. High levels of debate and synopticity	AA: Strong analysis and evaluation of sources, with strong links being made between factors. Strong questioning of sources reliability and high levels of debate.
Sports and outdoor education	Students working at a National/County level within their sport. They have a solid knowledge both the conceptual and theoretical aspects as well as their performance. Their knowledge and understanding within their sport supports their performance whilst supporting and developing others within that area.	Competing at County and School level within their sport, are able to cross skills between sports with a strong level of understanding of tactics, rules/regulations. Able to share knowledge and understanding whilst starting to take different roles within their own sport.
ICT	<p>An outstanding student who satisfies the following points:</p> <ul style="list-style-type: none"> Consistently works independently solving problems as they arise. Consistently attempts extension work challenging themselves to extend their understanding. Consistently uses higher order thinking applying their experience of software to different contexts. 	<ul style="list-style-type: none"> Able to use a wide range of software packages to a high level of proficiency. Able tailor their work taking into account the audience and purpose. Able to work independently and use the resources available to challenge themselves. Sufficiently confident to try out new techniques using software packages knowing

	<ul style="list-style-type: none">• Consistently uses higher order thinking applying their understanding of ICT to the wider society.	that errors can be undone.
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