

## SHS A07: More Able and Talented Policy

### **Introduction**

'A rising tide lifts all ships'. We believe that good practice in provision for More Able and Talented children is about high-quality provision for all children, including those in EYFS.

We aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that each child is challenged to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and respond to the needs of the children in our school who are deemed More Able and Talented.

We respect the right of all children in our school, irrespective of differences in ability, to access all areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

We value the individuality of all our children. The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards.

### **Definitions**

More Able pupils are children displaying an ability to excel academically in one or more subjects such as English, maths, science, humanities, modern and ancient languages. They have strong intellectual and academic abilities.

Talented pupils excel in specific areas, for example, art, music, drama, DT and sport.

More Able and Talented pupils are children who are achieving or have the potential to achieve at a level substantially beyond their peer group.

### **Aims and objectives**

Through this policy we aim to:

- ensure that we recognise and support the needs of our children;
- enable children to develop to their full potential;
- encourage a love of learning and offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently.

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## **Identification of More Able and Talented children**

We use a range of strategies to identify More Able and Talented children. The identification process is ongoing and begins when the child joins our school. Parents complete a form providing details of their child's interests as well as of any requirements. We also seek a reference from their previous school, asking to provide information on achievements/talents and interests.

Children joining Year 1 and above are invited to an Assessment Morning/Day. Pre-Prep children have a one-to-one assessment with a member of staff. Middle and Upper School children are informally assessed in their ability and approach to learning by a range of subject teachers as they follow the year group timetable. Children joining Upper school undertake a verbal and non-verbal reasoning assessment during their visit.

Children in the EYFS each have an online learning profile, which covers the Prime Areas of Personal, Social & Emotional Development, Physical Development, Communication & Language, and the Specific Areas of Literacy, Mathematics, Understanding the World and Expressive Arts & Design. This profile is specific to each child and accessible to staff and parents at all times. The individual needs of each child are closely monitored and those identified with strengths in any area of the curriculum are encouraged and given time to explore and develop these strengths using continuous provision and extension activities tailored to the interests and gifts of the child.

Children undergo a school baseline assessment within the first term of joining our Reception class. This provides information about their developing skills and aptitudes across several areas of learning: we use this information when planning for individual needs and to start the tracking process, which continues throughout the school.

As children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them. We identify them as more able children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.

The children, from Years 1 – 7, take a range of standardised tests such as NGRT, NGST, Progress Test in English (PTE) & Progress Test in Maths (PTM) and, from Year 3, CAT standardised tests (VR, NVR, Spatial and Quantitative). We also make regular formal and informal assessments of each child's progress in all areas of the curriculum. There are also examinations for all pupils in Upper School which provide further opportunity for identifying those showing signs of being able or very able.

In addition, as pupils move into the Senior School, standardised baseline assessments taken earlier in their school journey—such as CAT data and progress tests—are revisited and used alongside internal assessments, teacher observations, and pupil performance to inform ongoing identification of those with high potential. This helps ensure that provision for More Able and Talented pupils remains responsive and evidence-based as they prepare for the academic demands of GCSE.

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Teachers use this data to set aspirational targets and tailor support and challenge, enabling each child to fulfil their potential.

Each teacher regularly reviews and records children's performance and progress; their views are shared informally with Heads of Department and amongst the wider staff community in weekly staff meetings. Teachers discuss the children's progress with parents at the parents' evenings, and report in writing on each child's progress at different times in the year.

In Upper School, More Able and Talented pupils are identified in each subject during the autumn term and their names recorded electronically on a central spreadsheet, shared with all teachers. These may be amended during the year as necessary. Teachers can then refer to this record when planning provision or considering pupils for further opportunities. Pupils who demonstrate a particular interest or strength in one or many areas of the subject but may not yet be considered as More Able and Talented are also identified on the same spreadsheet.

### **Teaching and Learning**

Teachers plan carefully to meet the learning needs of all our children. In addition to adequate differentiation, they use a variety of strategies to deliver lesson content. They use appropriate questioning to promote thinking at the highest level

We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

We provide opportunities for More Able and Talented children to thrive through:

- a broad and stimulating curriculum;
- regular reinforcement of high expectations;
- encouraging risk-taking with more challenging activities;
- independent and collaborative learning activities;
- reinforcement of the St Hugh's Learning skills, including metacognition;
- pupils self-assessing and evaluating their own work;
- the provision of enrichment/extension activities and tasks that broaden a child's learning in a particular skill or knowledge area;
- setting individual tasks, centred around the topic/skills studied by the rest of the teaching group, that promotes a greater depth of understanding and a higher level of attainment.

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In Pre-Prep, children are grouped for phonics according to ability: the children are reassessed regularly, and groups are fluid. From Year 3 pupils are placed in sets for mathematics and English. From Year 6, more subjects are taught in sets defined by ability as pupils near the top of the school. In Years 7 and 8, there is a specific scholarship set which allows these pupils to progress more quickly as a group and /or at an individually accelerated pace as appropriate to their strengths and targets. Teachers regularly review the progress of pupils, and pupils move between the groups as appropriate.

As soon as a child is ready, they are introduced to the Accelerated Reader scheme; most children have achieved this by the end of Year 2. The scheme enhances provision for the able and very able by assessing (through Star Testing) their reading capability and matching them to books which contain appropriately challenging vocabulary and structural content. Pupils have the chance to quiz themselves through a test taken independently on an iPad and records of their progress and attainment are therefore regularly measured and recorded on the AR system.

We offer a range of extra-curricular activities for our children from Year 1. These activities offer children the opportunity to further extend their learning through a variety of activities. Opportunities include a range of sporting and musical clubs, languages, DT development club and debating.

Pupils with talent in Art, Music, DT, Drama or Sport are encouraged to develop their talents through scholarship preparation groups, visits and other enrichment activities for which the relevant Heads of Department are responsible.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

The children will also have the opportunity to take part in national competitions and experience a range of educational visits that further enrich and develop learning.

### **Management strategies**

All teachers share the responsibility of ensuring appropriate provision and practice within the school for More Able and Talented children.

Heads of Department are responsible for:

- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by More Able and Talented children across all curriculum areas;
- regularly reviewing the teaching arrangements for More Able and Talented children;
- monitoring the progress of More Able and Talented children through regular discussions with teachers;

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- supporting staff in the identification of More Able and Talented children;
- providing advice and support to staff on teaching and learning strategies for More Able and Talented children;
- Liaising with parents on issues related to More Able and Talented children.

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## Addendum:

These notes give detail of the extra provision that each department makes for those identified as More Able and Talented over and above the enrichment for all as outlined in the curriculum policy.

### Pre-Prep

In the Pre-Prep and EYFS it is difficult to identify More Able and Talented children reliably because so much is developmental. However, children are grouped for phonics and these groups are fluid. In the creative curriculum, differentiation may be outcome but differentiation by task is regularly used throughout the department and there are usually three levels for tasks.

The Assistant Head: Lower School including EYFS regularly reviews plans which include explicit mention of provision within lessons for the more able.

### Middle School

In Middle School, those pupils who have been identified with strengths in any area of the curriculum will have continuous provision. This takes the following forms:

- Setting in maths and English but differentiated success criteria are commonly used across the curriculum.
- Pupils being equipped with vocabulary that enables successful self-evaluation and motivation.
- Projects with scope for individual approaches and development e.g. higher order thinking skills.
- Differentiated teams for sport.
- Internal and external challenges and competitions across the curriculum.
- Clubs.
- Year 3 Topic Talks - this initiative is designed to ignite curiosity; deepen subject knowledge in an area of a child's choosing; develop confidence; and practise presentation skills in a nurturing and encouraging environment. All Year 3 children are asked to present a topic of their choice to their form group at the end of the summer term. They choose a topic which is of personal interest to them, inspires them and sparks their enthusiasm. Children are expected to research their chosen topic (using the skills developed through the spring term Take One project) and prepare a five-minute talk which they present in a format of their choice.
- Year 4 Lumos - A programme of events throughout the academic year for all Year 4 children at St Hugh's. The programme consists of trips to and visits from subject specialists at local Senior Schools and Universities in addition to visits from and tours given by St Hugh's Heads of Department, with one event planned per half-term. Children embed knowledge learnt in a weekly timetabled 'Lumos' lesson. An end of Year presentation involving children, parents, staff and governors celebrates the learning that has taken place throughout the year.

The Assistant Head: Lower School including EYFS regularly reviews plans which include explicit mention of provision within lessons for More Able and Talented pupils.

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## Upper School

### **English**

Pupils who have been identified as being particularly able in English have the benefit of our setting arrangements and in Years 7 and 8 are part of a group preparing for academic scholarship. Setting from years 3 – 8 enables us to meet the needs of more able children through a faster pace of delivery, the rigour of the material studied and through expectations of fulfilling tasks with greater independence. More able pupils will also be encouraged to take part in debating, public speaking and creative writing competitions. Particularly strong and avid readers may have the opportunity to take on additional responsibilities in the student libraries.

As part of our enrichment programme, there are visits or workshops from professionals and field trips. Follow-up activities such as projects, open ended tasks and extension activities provide More Able and Talented pupils a framework within which to demonstrate flair and creativity in responses to literary topics.

Independent reading is supported in Years 5-8 through the Reading Jotter/Journal, providing pupils with another outlet to demonstrate stamina, initiative and creativity in their reading practice.

The scholarship group in the summer between Year 7 and Year 8 undertake either a research project or creative writing project based around Blood Red, Snow White and leading into the study of Animal Farm. The rich contextual links between the two offer pupils ample opportunity to demonstrate skill in independent research and link-making, or they can try their hand at using extended metaphor to frame their own creative piece, based on their reading.

Post scholarship, More Able and Talented pupils take part in a project selected for the group's interests. Past examples have included study of more challenging texts, such as To Kill a Mockingbird, and taking part in Carnegie Shadowing. These pupils may also have the opportunity to study journalism and take over a section of the school magazine, The Swan. They attend a range of enrichment activities and educational trips and are visited by journalism professionals. The project culminates in their producing an entire section of the magazine reporting on their enrichment programme and/or stories of interest to the school community.

Our over-arching policy is to challenge all pupils through rigorous teaching methods and a rich, but flexible, curriculum; we endeavour to support those who are less able whilst aiming for a high level of attainment from all our pupils. Teachers are continually alert to signs of more able and gifted learners in English, knowing that children develop at different times and in different ways, and that giftedness may emerge visibly at different times or under different circumstances for different pupils.

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### More Able and Talented 'Types' in English

Because of the broad nature of the subject, More Able and Talented traits often present in one or more broader 'types', such as the following.

- Voracious Reader
- Orator
- Wordsmith
- Linguist

In all types, the key qualities demonstrated are:

- A naturally cultivated stamina (e.g. reading or writing at length regularly for pleasure, researching independently, or practising spellings frequently without being prompted by an adult)
- Flair, creativity and the inclination to play with language with delight and pleasure
- Intuitive grasp of genre types and language conventions

**Voracious readers** are children who read everything they can at every opportunity they can. They are likely to...

- Read every day, unprompted
- Show initiative in making reading choices from home and the library; show an interest in a wide range of text types and texts from different time periods (although there may also be 'obsessions' with single authors, series etc.)
- Enjoy recording and responding to their reading in their Jotter or Journal for the pleasure of it, regardless of teacher or parent response
- Discuss their reading with other children and adults with excitement and engagement
- Actively seek out new and different reading outlets, eg discussion groups, book clubs, making contact with authors, eliciting book recommendations from others, etc.
- Make links between their independent reading and school subjects or current affairs
- Show interest and passion in finding out about the context of texts studied: they might go beyond the curriculum requirements and independently research the historical context of, for example, a novel being studied in class and use this to enhance their understanding of the novel.

**Orators** are gifted speakers. They are likely to...

- Deliver speeches that 'wow' an audience of their peers
- Hold the attention of others with seemingly little effort
- Provoke a receptive and attentive 'stillness' in an audience when reciting or reading aloud
- 'Play' with delivery styles until they find one that is just right
- Enjoy argument and debate, whether informally or more structured (note: many gifted speakers are soft-spoken or reticent to share their opinion until given a structured opportunity and platform to do so – their desire to organise language for maximum effect creates too much internal pressure in informal or spontaneous situations)
- Be gifted with pace, sound, rhythm, volume and timbre. They may also be musically gifted.

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**Wordsmiths** are children who craft and edit their writing until it is just right. They are likely to...

- Write, rewrite and rewrite. Their writing will be naturally strewn with crossings-out or various word options in the margins to be 'tried out'
- Write at length without prompting for pleasure. They may keep diaries or write stories or books at home.
- Have a particularly broad vocabulary related to age expectations.
- Be inclined to ask for or look up definitions of words habitually.
- Enjoy wordplay, pun, idiom, dialect, etc.
- Take inventive approaches to the structure of stories, eg playing with perspective or timelines, without being prompted.
- Show an intuitive grasp of register, eg being able to adopt a journalistic style with seemingly little effort.
- Be careful listeners and astute observers of people, intuiting their thoughts and motivations or noticing body language, clothing, etc.
- Enjoy describing things in everyday life (eg describing the food in their favourite meal with great detail) and enjoy the process of naming.
- Show acuity of mind in the critical analysis of language and literary devices: they are interested in exploring why authors choose particular words, phrases and techniques.
- Enjoy exploration of language and holding or discussing multiple meanings, interpretations or layers of meaning simultaneously.

**Linguists** are gifted in the scientific approach to language. They are likely to...

- Be interested in word origins (etymology) and the process of how language evolves
- Enjoy 'playing' with different levels of formality, including slang or very formal language.
- Have an intuitive grasp of grammar 'rules' and conventions; be adept at changing syntax eg to mimic more archaic language.
- Be interested in the precise use of punctuation.
- Be more interested in the 'right' and 'wrong' of language than in exploring multiple meanings, connotations or layers of language. They are often 'natural' spellers.
- Enjoy word play such as word puzzles, code-breaking, puns, inventing new languages, deciphering invented languages or ancient languages, inventing words, etc.
- May also be gifted mathematicians or with foreign languages.
- Show an ease with morphology, quickly acquiring understanding of roots, suffixes, prefixes and new vocabulary.

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## Maths

Through regular formative and summative assessment, pupils are placed into sets from Year 3. Once they reach Year 7, those who have been identified as More Able and Talented benefit from the opportunity to be grouped with other pupils preparing for academic scholarship. Setting throughout the lifetime of a student at the school allows for appropriate extension tasks to be provided from an early age, as well as providing opportunity for problem solving activities to be presented and discussed. An increased pace in lessons also allows for extra time to be spent on enriching activities designed to challenge and engage More Able and Talented pupils.

In order to enhance the preparation of the scholarship group, in the summer between Year 7 and Year 8, pupils undertake additional work geared towards aspects of the curriculum such as Algebra, enabling them to have a good footing ahead of the new academic year.

Throughout their time at the school, pupils have access to a wide range of interesting and challenging virtual learning platforms, such as Corbett Maths, MyMaths and TT Rockstars. Each of these platforms is used to both support the less able and to challenge our most able pupils, providing individual learning opportunities at each stage of their learning journey.

Within school, provision is made for More Able and Talented pupils in the form of school trips to compete in Maths-based competitions. In addition, More Able and Talented pupils in Year 6 have the opportunity to compete in the Primary Maths Challenge, while More Able and Talented pupils in Year 7 and Year 8 can take part in the Junior Maths Challenge. Furthermore, the Spring Maths Quest is a challenging team-based extra-curricular activity made available to pupils in Years 5 and 6 that is designed to offer More Able and Talented pupils an opportunity to challenge themselves and to work as part of a team.

The team of Maths teachers are always looking for signs of More Able and Talented pupils within the subject, both inside and outside the classroom. Setting is fluid within the department and set changes are encouraged and communicated effectively with parents. This movement allows for children to develop at different times and talent to be spotted when it presents itself – the children are never pigeonholed, and all children have the opportunity to succeed.

### **More Able and Talented children in mathematics are identified when they:**

- explore a range of strategies for solving a problem;
- are naturally curious when working with numbers and investigating problems;
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways.

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## Science

### Provision

- Schemes of work clearly detail more challenging routes to a learning goal. More Able and Talented pupils are encouraged or directed to complete these activities.
- Pupils placed in 7S and 8S follow an accelerated and extended syllabus that takes CE/KS3 knowledge further as well as introduces higher level concepts from GCSE and beyond.
- Pupils placed in 7S and 8S complete regular scholarship-style end of topic test papers to prepare them for the challenge of academic scholarship papers.
- In addition, Y4 – 6 assessments, as well as those completed by the Year 7 and 8 CE streams, include questions that encourage pupils to process new ideas or data under exam conditions. More Able and Talented pupils should complete these particular questions consistently well relative to their peers.
- Pupils in Year 6 – 8 have access to CE and KS3 revision guides to support their learning in class and at home. More Able and Talented pupils will be using these guides effectively throughout a topic as well as topic revision, and should therefore demonstrate a greater depth of knowledge in their end of topic assessments relative to their peers.
- All pupils have access to [www.echalk.co.uk](http://www.echalk.co.uk). More Able and Talented pupils should find this resource particularly useful to support, self-assess and extend their knowledge base in Science.
- Enrichment opportunities:
  - o Science morning at Court Hill for Year 4 in the Summer Term.
  - o Cheltenham Science Day for Year 6.
  - o Middle School Science Club for Years 3 – 4.
  - o Upper School Science Club for Years 5 – 6.
  - o Various competitions.

### More Able and Talented pupils in Science should demonstrate:

- an inquisitive nature, asking extended, thoughtful questions of teachers and peers.
- excellent factual recall, describing and explaining skills, and the ability to comprehend and analyse new information effectively.
- confident mathematical skills, including the ability to manipulate equations, suggest units for values and analyse experimental data.
- an excellent ability to predict and identify patterns in data, and communicate findings through clear conclusions or suitable tables and graphs.
- enjoyment when completing research, with an intrinsic drive to identify gaps in knowledge and learn independently.
- the desire to read widely on science via books, magazines or online.
- the ability to sustain interest and go beyond an obvious answer with greater depth.
- enjoyment of practicals and experiments, whilst taking a collaborative but also leading role in the collection of valid, reliable data with their peers.
- the desire to evaluate written or practical work.
- an open mind to improvements and extensions based on feedback.

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## Humanities

In the Humanities, pupils who have a special aptitude or interest in Geography, History or R.S. are given opportunities for extended research. They will be encouraged to read more challenging texts and to attempt higher level questioning. There are also opportunities to represent the school in both leadership and academic challenges hosted by our partner senior schools. The Humanities also form part of any academic scholarship preparation. As part of this preparation our potential academic scholarship candidates undertake a special research task and presentation in the second half of the Autumn Term and the first half of the Spring Term.

In R.S there is much to extend the more able pupils in every year. Pupils are encouraged to pursue blue sky thinking questions for homework and in extension work from Year 3 onwards. In 7S and 8S classes, scholarship groups engage in philosophical discourse as well as considering cross-curricular links with science and maths. They learn how to present a sophisticated, well-reasoned discursive essay and to develop their inference skills. The pupils moreover learn to collect snippets, quotes and statistics as they read and watch videos independently and to look out for pertinent material to support their arguments.

## History

More able learners in history may display a selection of the following characteristics:

- perform at levels of literacy that are advanced for their age
- able to communicate effectively in different forms
- use subject-specific vocabulary with accuracy and confidence
- show particular skill at inference and deduction
- able to make logical connections between events and people
- demonstrate an excellent understanding of second order concepts such as cause, consequences, change, continuity
- able to set both new and previously acquired information in a chronological framework
- broad range of general and historical knowledge
- can discuss the significance of events, people and changes
- maturity in ability to analyse historical sources and organise historical information
- able to demonstrate and use a wide and growing knowledge base
- able to use several sources simultaneously with confidence and perception, including complex and ambiguous ones
- keen awareness of the characteristics of different historical periods
- able to question, challenge and develop own lines of enquiry
- good grasp and understanding of historical interpretation
- can make imaginative links between the topics studied in multiple subject fields
- ability to hypothesise; can make judgements and justify them
- can take on broad concepts
- offer unexpected insights
- willingness to search for new information and ideas

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- enquiring mind
- can cope with tentative conclusions
- developed sense of empathy and imagination
- take an interest in current affairs and can discuss with confidence

### **Geography**

More Able and Talented pupils for geography:

- clearly understand concepts and apply their understanding to new and real situations.
- make interpretations, develop hypotheses and reach conclusions from information in the form of diagrams, raw data as well as other forms.
- communicate effectively using both the written and spoken word in an appropriate way to the task or audience.
- use and understand subject specific vocabulary.
- reason, argue and think logically, making links between topics.
- identify their own geographical questions and investigations.
- understand, and be able to explain, complex processes and relationships.
- are able to accurately use graphs, charts, maps and diagrams to visually represent information.
- have well-considered opinions on issues such as the environment and life around the world.
- have wide-ranging general knowledge about the world and topical issues.
- are able to transfer knowledge from one subject to another.
- are creative and original in their thinking, frequently going beyond the obvious solutions

### **Religious Studies**

More able learners in religious studies may display a selection of the following characteristics:

- make comparisons between religious beliefs and practices.
- evaluate moral questions, giving reasons for and against.
- reach justified conclusions with reasons on religious issues.
- understand religious ideas and theories and apply them to real life situations.
- perform at levels of literacy that are advanced for their age
- use subject specific vocabulary and terminology with accuracy and confidence
- have a broad range of religious knowledge
- show maturity in their ability to analyse religious concepts
- question, challenge and develop their own lines of enquiry
- make imaginative links between the topics studied with other subjects in the curriculum
- make judgements and justify them
- offer unexpected insights
- show an ability to think laterally
- show willingness to search for new information and ideas
- have an enquiring mind

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To develop their knowledge further alongside the general suggestions for humanities it is important that they follow current affairs and make links to geographical issues and events, and ask pertinent questions about the world around us.

### **MFL and Classics**

Pupils who are gifted linguists will be given every opportunity to extend their vocabularies. In Upper School, they will be encouraged to read widely and to work through more challenging levels on our online learning platforms. They will also have the opportunity to start learning another foreign language independently and /or researching and presenting a project in the target language. Differentiated activities will include applying knowledge of grammar and vocabulary in different contexts, and in Year 8, there will be higher level questioning and open-ended tasks. In Middle School, children will have access to a range of reading materials in addition to extension work and their teacher will try, as much as possible, to extend their understanding of the culture.

### **More able learners in modern foreign languages may display a selection of the following characteristics:**

- early awareness of the second language as a separate system
- curiosity about how language works
- ability to extrapolate general rules from samples
- ability to pick up new language and structures quickly
- ability to manipulate language, using previously learned grammar rules in a new context.
- ability to make connections and classify words and structures
- ability to identify, memorise and reproduce new sounds
- strong desire to put language together by themselves
- creativity and imagination when using language
- desire to ask further questions and seek solutions
- awareness and use of a range of strategies for learning
- intense interest in the cultural features of the language studied
- ability to transfer skills across and to other languages

### **Children who have a special aptitude in Classics are likely to:**

- show careful attention to detail
- pick up new and complex grammatical structures quickly
- identify when different, complex grammatical structures are combined within the same sentence and translate the whole accurately
- experiment with word order and sentence structure when translating into Latin
- display a keen interest in and/or greater than expected knowledge in specific aspects of the ancient world, be this in relation to history or mythology

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## Art and Design Technology

All pupils are given the time, opportunity, tuition, support, and encouragement needed to excel in art and design technology. Projects and units of work are very varied and open ended, allowing pupils to be innovative and to express themselves in creative and original ways. Scope for individual interpretation and suggestions for extension are an integral part of each project. Pupils are encouraged to devote time to art and DT outside lessons, in breaks, lunchtimes, school clubs and at home. In addition, there are gallery visits, workshops and speakers invited to our school. Pupils who are particularly able in DT will be encouraged to learn some machinery maintenance. We enter both local and national art competitions and annual exhibitions take place in school.

Those who show a talent will be guided (if scholarships are offered) through an appropriate scholarship programme to their chosen senior school. This may begin in Year 6.

### **Pupils who have aptitudes in art and DT may be identified as exhibiting some of the following characteristics at any age:**

- show a passionate interest in the visual world and have a powerful desire to create.
- work in innovative and original ways.
- explore diverse ways in which to express themselves, challenge tasks, take risks and be driven by ideas.
- be keen to extend their technical skills and use materials, tools, and techniques intuitively and skilfully.
- explore problems and enjoy experimenting, considering new influences or outcomes.
- be confident in the use of a range of tools and techniques, displaying perseverance and creativity with little or no teacher intervention.
- critically evaluate their work and make connections between their work and the work of other artists.
- demonstrate a particular flair and natural intuition within any one discipline or skill specific to art and DT.

### **Talented learners in design and technology may also display a selection of the following characteristics:**

- high levels of technological understanding and application
- high-quality making and precise practical skills
- readily accept and discuss new ideas; conceptualise beyond the information given
- see application in 2D or 3D
- capable of rigorous analysis and interpretation of products
- conduct independent research to solve problems
- work comfortably in contexts beyond their own experience and empathise with users' needs and wants
- excellent awareness of how to create, develop and produce a 3D outcome.
- excellent understanding of materials and tools needed for a process

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## Music

The identification of gifted musicians starts early and is ongoing. The provision, which is wide and varied, is targeted at the very individual needs of musical children. Numerous choirs, orchestras, rock bands, and ensembles provide opportunities for musicians of all abilities to develop their skills. Running alongside these there are extra classes in the theory of music, aural training and music appreciation. We have sixteen visiting music teachers who provide specialist teaching on a wide variety of instruments.

Pupils who are particularly talented will be guided by the Head of Music towards a scholarship and the requirement of the senior school will be met through support and tuition from a team of professional musicians. The Head of Music will also advise about county and national orchestras and support the children through the audition process.

Performance opportunities are numerous throughout each term and the musicians are encouraged to take part in competitions, choirs and orchestras at local, county and national level.

Pupils who are More Able and Talented learners in Music show this through the quality of their musical response. Musicality is difficult to define in words, but can be seen as a unique and personal affinity with sound and the potential of its expressive qualities. Musical talent can be identified at every level of attainment, therefore musical talent is as much about demonstrating this higher-quality (musical) response as about reaching higher levels of practical attainment. More musical pupils may display a selection of (but not limited to) the following characteristics.

They:

- are captivated by and engage fully with music
- select an instrument with care; may be unwilling to relinquish the instrument
- naturally respond to music and find it difficult not to respond physically
- memorise music quickly, without apparent effort
- are able to repeat more complex rhythmical and melodic phrases given by a teacher
- sing and play music with a natural awareness of the musical phrase; the music makes sense
- are particularly sensitive to melody, timbre, rhythms and patterns
- demonstrate the ability to communicate through music; perform with musical expression and confidence
- show strong musical preferences, single-mindedness and a sustained inner drive to make music
- have the motivation and dedication to persevere and practise
- show a commitment to achieving excellence

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## Drama

Pupils who are especially talented in drama have numerous and regular opportunities to further their art. They can take LAMDA examinations, participate in both internal and external workshops and perform in numerous school plays. Those who are particularly gifted will be given the opportunity to apply and prepare for a drama scholarship to their senior school.

Pupils who are More Able and Talented learners in Drama have an innate passion for the subject, which enthuses their whole approach to lessons, productions and extra-curricular opportunities. More Able and Talented learners in Drama may display a selection of (but not limited to) the following characteristics.

They:

- have imaginative, creative and original ideas which they can communicate and explore verbally and physically with their peers and/or an audience
- are confident to experiment with their use of vocal and physical skills
- are focused, motivated, and hard working in rehearsals
- can use their initiative as well as take, and build on, direction from their peers/teacher/director
- are confident to take a leading role in group work and support/direct their peers
- prepare for rehearsals in a way which goes above and beyond (they have effectively learnt their lines and cues, researched their character/the play/its context etc.)
- demonstrate a solid and in depth understanding of their role and actions on stage
- show an interest in design and technical theatre and how they support/enhance productions
- communicate effectively both physically and verbally with their audience and other performers
- perform with confidence and conviction in their artistic choices
- can perform showing a sustained and highly developed use of skill
- show clear consideration of their use of stage space and of their audience, when they rehearse and perform
- can demonstrate a range of skills to perform a variety of characters in a selection of styles
- seize the opportunity to make the most out of any opportunity offered to them that allows them to develop their performance skills and knowledge
- use appropriate drama terminology to effectively evaluate their work and the work of others
- attend a variety of theatre productions, read playscripts, and/or write scripts/devise short performances for pleasure
- have an interest in theatrical history, practitioners, and theory
- may participate in drama exams (e.g. LAMDA), workshops or auditions outside of school

Pupils who show the above characteristics can take advantage of the following at St Hugh's:

- A weekly Drama lesson, in which they will explore a range of schemes of work that will develop their skills in creating, performing and evaluating, whilst inspiring their imagination
- Leading roles in school productions and showcases:
- Middle School Musical Production
- Year 5 Showcase

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- Year 6 Showcase
- Year 7 Musical Production
- Participation in the annual Shakespeare Schools Festival production (following a successful audition, open to Years 6-8)
- LAMDA examinations
- Trips to live theatre productions
- Internal and external workshops
- Access to a library of playscripts and online Digital Theatre+ subscription
- Those who are particularly gifted will be and given the opportunity and supported to apply and prepare for a Drama Scholarship to their senior school

### **Information & Communication Technology**

Those pupils who show a special interest in or aptitude for ICT are given every opportunity to develop their skills, ideas, and creativity. Within each project there are built-in extension opportunities and children are encouraged to develop their skills further with the support and guidance of the teacher who will make suggestions about and provision for a wider variety of challenges. For example, pupils will be encouraged to use more advanced tools for their age groups, or to develop their own content, such as creating new functions in a computer program.

### **More Able and Talented pupils in ICT may be identified as exhibiting some of the following characteristics at any age:**

- demonstrate a passionate interest in the technological world.
- be keen to extend their technical skills.
- exhibit a particular flair and natural intuition within any one discipline or skill specific to ICT.
- explore diverse ways in which to express themselves, challenge tasks, take risks and be driven by ideas.
- work in innovative and original ways.
- explore problems and enjoy experimenting, considering new influences or outcomes.
- be confident in the use of a range of tools and techniques, displaying perseverance and creativity with little or no teacher intervention.
- critically evaluate their work and make connections between their work and the work of others.

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## **Sport**

Pupils who excel in Games and P.E are guided towards our scholarship programme to their senior schools. This involves weekly meetings and sport related discussions. In addition to this, senior schools often extend invitations to our pupils to attend sessions given by practising sportsmen and women who have reached a high level in their chosen sport.

Speakers visit St. Hugh's to give talks on a wide range of subjects relating to the attainment of excellence in sport. Pupils are nominated and guided towards representative teams (e.g. Oxfordshire cricket, hockey, Gloucestershire rugby, independent schools football, netball clubs).

A wide range of extra-curricular sports allows pupils to increase their sports participation in chosen areas.

Pupils have opportunities to take leadership roles for younger pupils by helping in festivals and training sessions.

More Able and Talented pupils enter high-level competitions such as IAPS competitions, national athletics, cross country, triathlons, Roslyn Park 7's and county competitions.

### **More Able and Talented pupils in Sport may show a combination of the following characteristics:**

- high degree of control of their body; good control of gross and fine body movements and ability to handle objects skilfully
- ability to analyse and evaluate their own and others' work, using results for self-improvement
- ability to perform advanced skills and techniques and transfer skills between activities
- good decision makers; able to take the initiative, demonstrate autonomy, leadership and independence of thought
- show perseverance, resilience, and commitment
- being coachable, showing a willingness to take on ideas and try new things
- high levels of fitness for their age (across different components)
- specific strengths in particular areas, e.g. games or dance
- involvement with a range of related extracurricular activities

## **Senior School**

From Year 9 onwards, we will continue to identify and nurture pupils with particular strengths across academic subjects, the arts, sport, and other areas of school life. Pupils who demonstrate exceptional ability, curiosity, or potential are supported through differentiated classroom teaching, enrichment opportunities, and, where appropriate, targeted extension work. Departments are encouraged to challenge and inspire the most able through high-level questioning, open-ended tasks, and access to wider reading or advanced content.

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The Senior School places particular emphasis on fostering independence, intellectual risk-taking, and a deep engagement with learning. More Able and Talented pupils may also be invited to participate in subject-specific clubs, competitions, or projects, as well as in leadership or mentoring roles that develop their wider skills and confidence.

Identification is based on a combination of data, teacher observation, and pupil performance, and is reviewed regularly to ensure provision remains relevant and responsive.

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