

Gifted definitions for departments

Art and Design and Photography

1. A Student with an exceptional ability or skill that is far beyond their age.
2. A student who has an ability to explore different materials with highly developed skill and refinement.
3. At GCSE a student who has a deep understanding of social, cultural and emotional issues and can discuss these in depth or demonstrate these through their work.
4. At Foundation a thirst or passion for extending their skills and knowledge within the subject.

Business Studies and Economics

1. Have the ability to evaluate and discuss current affairs.
2. Have the ability to evaluate curriculum knowledge and link relevantly to current affairs items.
3. Have the ability to think synoptically at an early stage of the learnt curriculum.

Computer Science

At KS4:

- Demonstrate relevant and comprehensive knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts.
- Effectively apply fundamental concepts, principles and mathematical skills, using sustained, analytical, logical and evaluative computational thinking, to a wide range of complex problems.
- Can develop and refine a complete solution that meets the requirements of a substantial problem.

At Foundation:

- Demonstrate mostly accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts.
- Appropriately apply fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems.
- Produce a working solution that meets the requirements of a complex problem.

Creative iMedia

- A student who demonstrates a thorough understanding of a range of products and their uses.
- A student who demonstrates a thorough understanding of connections, purpose, audience and can consistently apply these to scenarios.
- A student who can demonstrate a use of a variety of assets.
- A student who can apply effective skills to produce the intended project.
- A student who is consistent and appropriate with all aspects of project work.
- A student who can thoroughly evaluate a product referring back to their brief.

Design and Technology

1. Demonstrate originality, creativity and flair when generating design ideas.
2. Use a range of primary and secondary sources to develop research independently.
3. Follow the iterative design process to develop a design to answer a design brief.
4. Be an independent learner and time manager with an interest in technology beyond the specification.

Drama

Foundation

1. Contribute performance ideas, applying a range of drama techniques and skills.
2. Responds effectively to feedback.
3. Applies a fair range of skills and techniques with accuracy.
4. Achieves some artistic intentions (aims).
5. Demonstrate some awareness of how texts and ideas are interpreted.
6. Fair knowledge of key concepts.
7. Evaluate the success of a performance using key concepts.

KS4

1. Develop highly original ideas for performance with a detailed and developed focus on dramatic intentions (aims).
2. Apply a highly extensive range of theatrical skills.
3. Highly successful realisation of artistic intentions.
4. Demonstrate thorough knowledge and understanding of developing and performing drama, very clearly supported throughout with precise, accurate, details.
5. Analyse and evaluate drama demonstrating highly developed skills in assessing the merit of different approaches supporting ideas with thorough exemplification.

English Language

1. Very wide vocabulary.
2. Extremely accurate writing – technically (SPG).
3. Flair with writing – (expression, able to manipulate syntax).
4. Perceptive reader of a wide repertoire of texts.
5. Able to analyse and evaluate writers' intentions with sophistication discussing the effects writers create through language choices.

English Literature

1. Perceptive reader of a wide repertoire of texts.
2. Able to analyse and evaluate writers' intentions with sophistication discussing the effects writers create through language choices.
3. Able to cross-reference concepts and ideas across texts and genres.
4. Sophisticated analytical critical style when writing.

Food, Preparation and Nutrition

- Demonstrates high levels of technological knowledge, understanding and application.
- Demonstrates high quality making and incorporating a wide range of complex practical skills.
- Works well in contexts beyond their own experiences and empathise with user and client needs and wants.
- Show flashes of inspiration which are innovative and highly original.
- Show sensitivity to aesthetic, social and cultural issues when designing and evaluating.
- Capable of showing rigorous analysis and interpretation of products.
- Demonstrates different ways of working or different approaches to issues.
- Demonstrates passion and show they are informed and thoughtful consumer of food.

Geography

1. Thinking synoptically – the ability to link concepts and develop these ideas.
2. Applying knowledge spatially and to different scales.
3. Thirst for geographic knowledge and being receptive to changing or expanding their world views.

Health and social care

- Demonstrates high levels of technical knowledge, understanding and application.
- Demonstrate high level of thinking skills.
- Show flashes of inspiration when presenting work.
- Work comfortably in contexts beyond their own experiences and empathise with the Health and Social Care industry.
- Show sensitivity and interest to social and cultural issues when discussing care values.
- Demonstrate different ways of working or different approaches to issues.
- Explores wider issues linked to the world of work in the Health and Social Care industry.

History

- Able to fully and clearly explain their points of view
- Use of accurate, detailed historical knowledge and historical terms.
- They have strong literacy skills and are able to use a broad vocabulary in their writing.

Languages

Foundation

Given that students are new to learning a language or have had limited exposure to the foreign language studied, we believe that a gifted student is able to:

- Spot patterns quickly.
- Relate new content to previous knowledge.
- Identify familiar language in an unfamiliar context.
- Identify links between words.

Key Stage 4

As pupils progress in their language learning and develop their knowledge, gifted students may be identified by their willingness to:

- Use language creatively and imaginatively.
- Experiment with more complex structures and seek to solve linguistic problems.
- Look for similarities between languages when studying a second or third foreign language.
- Learn about the culture of the language studied in addition to the language itself.

Mathematics

- Students who possess high aptitudes for understanding mathematical concepts.
- Able to see relationships among topics, concepts, and ideas without the intervention of formal instruction specifically geared to that particular content.
- Reverse reasoning processes and switch methods in a flexible yet systematic manner.
- Able to apply more extensive and in-depth knowledge of a variety of major mathematical topics.

Music

1. Is progressing significantly faster than pupils of a similar age or experience.
2. Shows a remarkable aptitude for age in pitch discrimination or rhythmic awareness.
3. Evidence of an exceptional musical memory or aural awareness.

4. Shows a need to create music.
5. Evidence of a particular aptitude for performance to an audience.
6. Has an innate understanding of structure, pattern or harmony in music which is reflected in performance.
7. Inclination to practise and /or play at every opportunity (over a significant amount of time).
8. Is deemed to be exceptionally suited to the instrument being learned e.g. Making a sound way beyond expectations for age and stage.

Physical Education

1. Performing exceptionally well in one sport or to a good standard in many.
2. Good spatial awareness.
3. Skilful body management.
4. Learning, understanding and adopting technical aspects of a sport very quickly.
5. Making correct decisions in pressure situations and adapting their technique accordingly.
6. Ability to work independently and with initiative.

Religious studies

- Read widely around the subject and engage in learning including challenge tasks.
- Use top tier vocabulary in their written and verbal responses.
- Make cross curricular links both within and outside the subject area and across different religious traditions.
- Summarise / condense complex texts and handle complex ideas and arguments.
- Evaluate different beliefs and viewpoints, giving serious consideration to both sides of an argument and reaching a logically coherent conclusion.

Science

1. Make connections quickly between facts and concepts they have learned, using more extensive vocabulary than their peers and apply these ideas to novel situations.
2. Think abstractly at an earlier age than usual and understand models and use modelling to explain ideas and observations. For example, Foundation students may be willing to apply abstract ideas in new situations; key stage 4 students may be able to use higher-order mathematical skills such as proportionality, ratio and equilibrium with some complex abstract ideas when offering explanations.
3. Have an enquiring approach to their studies. Students will be able to adapt their critical thinking skills to suggest ways of solve problems and investigate hypotheses.
4. Consistently perform highly on skills based assessments across all three science disciplines.