

# COGNITA

An inspiring world of education

## More Able & Talented Policy



HYDESVILLE  
TOWER SCHOOL

September 2018

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## 1.0 Introduction

- 1.1 We believe that all pupils are entitled to an education that will enable them to develop to their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We are committed to providing a stimulating and suitably challenging curriculum for all its pupils, in the pursuit of the highest academic and pastoral achievements.
- 1.2 All pupils have individual needs, which puts personalised learning at the heart of our teaching and learning programme. More able and talented (MAT) pupils should be given the opportunity to access an optimal breadth and depth of learning; as such we aim to provide opportunities to develop specific skills and talents.

## 2.0 Definitions

<b>More Able</b>	Pupils who achieve, or have the ability to achieve, above average in one or more academic areas, including areas outside the main school curriculum. This also includes pupils who are leaders or role models and who display outstanding leadership and/or social skills.
<b>*Exceptionally Able (EA)</b>	Pupils with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.
<b>Talented</b>	Pupils who excel in one or more specific fields: <ul style="list-style-type: none"> <li>▪ Creative and Performing Arts – Art, Design &amp; Technology, Drama, Music;</li> <li>▪ Physical Education/sporting ability; and/or</li> <li>▪ Extra-curricular pastimes – e.g. Chess.</li> </ul>
<b>*Dual Exceptionality (DE)</b>	Pupils who are able, exceptionally able or talented but also subject to a barrier of learning, such as dyslexia, Asperger’s Syndrome, or a physical disability. It is worth remembering that able pupils can also be: <ul style="list-style-type: none"> <li>▪ of high ability but of low motivation;</li> <li>▪ of good verbal ability but have poor writing skills;</li> <li>▪ very able but with a short attention span;</li> <li>▪ very able with poor social skills; and/or</li> <li>▪ keen to disguise their abilities.</li> </ul>

\* These are identified on the MAT register as codes EA and DE.

## 3.0 Identification of More Able and Talented

- 3.1 The identification of more able and talented pupils is a process which the whole teaching and support staff participate in, as well as parents, carers and the pupils themselves.
- 3.2 The identification begins when a child joins the school. The school is keen to understand their achievements and interests in particular areas as they join the school. Discussions with parents and carers will enable us to create the best possible picture of the child, and records of awards and achievements in academic, sporting, musical, artistic and any extra-curricular activities will be helpful in this respect.
- 3.3 Both qualitative and quantitative information is used for identification purposes:
  - A programme of formative, summative (internal and external) assessment takes place (see the school Assessment Policy). Data from CAT, MidYis, Yellis and GL Assessments is used to inform the MAT register.
  - Department Heads will have an overview of pupils who demonstrate ability in their subjects, see individual criteria attached, and this information is shared and circulated by the MAT Co-ordinator via email or staff meetings.

## **4.0 Responsibilities**

### 4.1 Teachers:

- Identify the pupils who meet the criteria;
- Inform MAT Co-ordinator;
- Complete ICPs for Exceptionally Able pupils;
- Differentiate appropriately to meet the needs of MAT pupils;
- Inform parents of identification and progress;
- Use enrichment/extension opportunities appropriately; and
- Identify and address underachievement.
- Encourage pupils to enter local and national events and competitions.

### 4.2 Heads of Department (Senior School):

- Prepare subject specific criteria
- Inform department staff of this criteria;
- Identify the pupils which meet the criteria;
- Pass these names on to the MAT Co-ordinator;
- Provide schemes of work that contain enrichment/extension materials for identified pupils;
- Ensure that enrichment/extension materials are being used appropriately by staff; and
- Encourage Pupils to enter local and national events and competitions.

### Subject Co-ordinators (Prep School):

- Identify the pupils who meet the criteria;
- Inform MAT Co-ordinator;
- Monitor schemes of work and ensure that they allow opportunities for enrichment and extension;
- Encourage Pupils to enter local and national events and competitions.

### 4.3 MAT Co-ordinator

- Prepare from prior attainment data a register of the top 10%-20% of each cohort year;
- Gather names of identified pupils from all areas of the curriculum;
- Categorise this information in a register, circulated to the Senior Leadership Team and all teaching staff;
- Liaise with SENDCO to identify pupils with dual exceptionality;
- Monitor the provision of MAT pupils;
- Evaluate the progress made by MAT pupils on an annual basis; and
- Lead/co-ordinate challenge focus groups.

### 4.4 Headmaster

- Work with MAT Co-ordinator to oversee the process and activity;
- Include items concerning the provision of MAT pupils on meeting agendas, and
- Ensure that staff are made aware of opportunities of CPD development in supporting MAT Pupils.

## **5.0 Coordination and Monitoring**

5.1 The More Able and Talented Register for pupils is coordinated by Manjit Chand, MAT Co-ordinator. The Register is reviewed on a termly basis, in association with pupil progress, departmental and/or staff meetings.

5.2 Talents and abilities emerge at different times due to developmental issues, and as new opportunities arise, therefore, inclusion in the cohort is not permanent. If it is perceived by parties that inclusion is no longer beneficial, pupils may be moved off, either temporarily or

permanently. Such changes to the register will be discussed in parallel with the pupil and parents.

- 5.3 We recognise that some pupils who are able, exceptionally able or talented do not always show their ability. This may arise from learning difficulties such as dyslexia, or personal circumstances. The school aims to work with support programmes and parents to ensure a consistent achievement at the appropriate level for each child.

## **6.0 Strategies for Teaching**

6.1 We offer opportunities for able, exceptionally able and talented pupils to thrive through:

- An enriched, stimulating and relevant curriculum;
- Regular reinforcement of high expectations, e.g. with a Challenge Wall;
- Opportunities for pupils to work outside their usual working environment, where possible (e.g. regional enrichment events or workshops);
- Independent and collaborative learning activities;
- The focus on thinking and study skills, including metacognition;
- Pupils self-assessing and evaluating their own work; and
- Encouraging risk-taking and the experience of setbacks to develop resilience.

## **7.0 Extension, Acceleration and Enrichment**

7.1 Opportunities to broaden pupils' learning experiences may include:

- Differentiation, where pupils may be grouped according to ability, and differentiated work is built into schemes of work and lesson plans to provide activities requiring extended higher order thinking skills;
- Working on subject matter which would typically be for older pupils to access broader knowledge and develop more sophisticated thinking and reasoning skills. This may be through either giving pupils work which would usually be given to older pupils, or moving pupils up a year group, where practical;
- Enabling a pupil to study aspects of a topic that there would not normally be time to study, or adding extra subjects or specialised calendar events to the curriculum or extra-curricular activities programme; and
- Partnership with other schools or external organisations, for example Children's University, Duke of Edinburgh, Hydesville Challenge, University of Wolverhampton, King Edward's Grammar School workshop events, specialised holiday camps, and local, regional and national schemes/competitions.

## **8.0 NACE (National Association for Able Pupils in Education)**

8.1 The school is a member of NACE and is working towards achieving the NACE Challenge Award.

## **9.0 Success criteria**

9.1 The success of this policy is measured by qualitative and quantitative evidence of an individual pupil's progress and the development of the More Able and Talented Register as a whole. This includes:

- Improved attainment in the areas in which they are more able, exceptionally able or talented;
- Increasing active involvement by pupils in assessment of their own progress and target setting;
- Increasing higher level questions being asked by pupils;
- Increasing levels of independent learning, including risk taking in learning; and
- Increasing confidence and improving attitudes to learning.

Mrs M. Chand  
MAT Coordinator

Updated: September 2018  
Review: August 2019

# **Subject Specific Criteria for Senior School**

## **MAT Criteria – Art**

**Pupils who are talented in art and design are likely to:**

- Think and express themselves in creative, original ways, challenge the tasks given
- Push the boundaries of normal processes they test ideas and solve problems relating to concepts and issues; they explore ways to depict ideas, emotions, feelings and meanings; they take risks without knowing what the outcome will be; they change ideas to take into account new influences or outcomes
- Use materials, tools and techniques skilfully. They are keen to extend their technical abilities
- Initiate ideas and define problems they explore ideas, problems and sources on their own and collaboratively, with a sense of purpose and meaning
- Critically evaluate visual work and other information they make unusual connections between their own and others' work; they apply ideas to their own work in innovative ways
- Exploit the characteristics of materials and processes they use materials and processes in creative, practical and inventive ways
- Understand that ideas and meanings in their own and others' work can be interpreted in different ways; they use their knowledge and understanding to extend their own thinking and realise their intentions; they communicate original ideas, insights and views.

## **MAT Criteria – Business**

### **Pupils will display some or all of the following:**

- High productivity in tasks with high quality of creativity e.g. in the production of marketing campaign or presentation/display work.
- Very skilful and speedy processing of information as shown through rapid response to class questioning and work. E.g. looking at organisation structures and matching roles to departments.
- Highly efficient memory and application of knowledge to solving business problems e.g. which solution should a business use to improve its profitability.
- Very curious about events and how things work as demonstrated through their background knowledge of the subject, interest in current affairs, use of relevant examples in class work and ability to ask appropriate questions about topics.
- Able to model using abstract ideas or convert abstract ideas to a simple understandable model e.g. when studying motivational theories.
- Good communicator – as demonstrated in questions and answer sessions, discussion and presentation work.
- Good mathematician – as demonstrated throughout the finance tasks.
- Work independently and concerted on tasks to complete them or take them to an appropriate end by making a judgement depending upon present knowledge. E.g. controlled assessment or problem solving exercises.

## MAT Criteria – English

**Pupils who are More Able in English are likely to show some or all of the following characteristics:**

- **Creative flair:**
  - writing or talking in imaginative and coherent ways elaborating on and organising content to an extent that is exceptional for their age
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- **Communicative skills:**
  - involving and keeping the attention of an audience by exploiting the dramatic or humorous potential of ideas or situations in imaginative ways
  - 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
- **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 the sounds and words of different languages that are not apparent to most of their peers
- **Literacy and oracy skills:**
  - Some pupils who are More Able in English may generally perform at levels of literacy or oral skills that are notably advanced for their age group

## MAT Criteria – Geography

### Pupils who are More Able in geography are likely to:

- 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. They understand geographical ideas and theories, and apply them to real situations.
- communicate effectively using both the written and spoken word. They communicate knowledge, ideas and understanding in ways that are appropriate to the task and audience (for example, writing formal letters and reports, producing brochures representing particular groups).
- learn subject-specific vocabulary, use it accurately and are able to define words; reason, argue and think logically, showing an ability to manipulate abstract symbols and recognise patterns and sequences.
- use and apply mathematical principles (such as area, shape, spatial distribution) and formulae (such as Spearman's rank correlation coefficient) to solve geographical tasks and problems.
- identify their own geographical questions and establish sequences of investigation. They understand, and are able to explain, complex processes and interrelationships. (for example, within and between physical and human environments)
- enjoy using graphs, charts, maps, diagrams and other visual methods to present information. They transform relief shown by contour lines into three-dimensional models in their minds. They are competent and confident in using the wide range of visual resources required in geography -- aerial photographs, satellite images, maps of different types and scales, GIS systems etc.
- be confident and contribute effectively when taking part in less formal teaching situations. They take part readily in role-play situations or simulations and enjoy contributing to outdoor fieldwork.
- relate well to other people, showing an ability to lead, manage and influence others. They appreciate and understand the views of others and their attitudes and feelings. They are emotionally intelligent and demonstrate this through both empathy together with their ability to contribute insightful opinions which are based on entirely appropriate geographical evidence. They are willing to share their knowledge and understanding, and steer discussion.
- have a more highly developed value system than most pupils of their age they have well-considered opinions on issues such as the environment and the inequalities of life in different places.
- have a wide-ranging general knowledge about the world. They have good knowledge of where places are in the world and of topical issues. They may apply this to new themes and places.
- be able to transfer knowledge from one subject to another and between geographical topics. They transfer their knowledge of physics, for example, to understanding climate. Or they transfer knowledge of the industrial revolution from History to help explain the location of industry in the UK.
- be creative and original in their thinking, frequently going beyond the obvious solution to a problem. For example, if faced with the problem of storm pipes being unable to cope with sudden storm surges in an area, they might suggest taking measures like afforestation to reduce storm surges, rather than proposing technical improvements to the pipe system. If faced with the problem of congested roads, they might suggest taxing cars more heavily, improving public transport or changing land use patterns, rather than building bigger roads.

At the primary level, pupils can only reveal their knowledge, understanding and skills if they are given the necessary experiences and opportunities. So at key stages 1 and 2, it is probably more appropriate to concentrate on providing the types of teaching and learning that challenge More Able pupils than to focus on identifying criteria for defining abilities. Teachers might, for example, choose to emphasise an enquiry approach that encourages pupils to plan their own learning, bearing in mind what they might move on to next.

## **MAT Criteria – History**

**Pupils who are More Able in History are likely to show some or all of the following characteristics:**

### **Literacy**

They may:

- perform at levels of literacy that are advanced for their age
- show particular skill at inference and deduction when reading texts
- synthesise information to present a cogent summary
- use subject-specific vocabulary confidently
- follow and contribute effectively to a line of argument in discussion by making relevant contributions and substantiating points with evidence
- access complex source materials with growing independence.

### **Historical knowledge**

They may:

- 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**

They may:

- 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.

## **Enquiry**

They may:

- 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.

## MAT Criteria – MFL

Pupils who are exceptionally able in MFL are likely to show some or all of the following characteristics:

- **Form Language independently**  
Pupils apply grammatical principles to new situations and use phrases and vocabulary in different contexts. Once having learnt a grammatical rule they are able to apply this to all scenarios and teach themselves about new verbs, tenses and language.
- **Show creativity and flair when using the language**  
Pupils extend the boundaries of their knowledge and do not imitate or recite vocabulary but create new language structures using their current vocabulary knowledge. They are also very creative in their reasons and justifications and make their work fluent and coherent as if it were their first language.
- **Take risks**  
Pupils have a natural feel for the language and are willing to take risks, see what works and know instinctively what sounds and looks right. They are acutely aware of the relationship between sound and spelling.
- **Assimilate new language and structures quickly**  
Pupils may have excellent aural and oral skills and may be able to cope with rapid streams of sound and identify key words at an early stage. They may also display outstanding levels of retention, both immediately and from one lesson to the next.
- **Make connections and classify words and structures**  
**Pupils are able to make connections and classify words and structures to help them learn more efficiently.** They are able to evaluate new language critically, recognising the grammatical function of words.
- **Seek solutions and ask further questions**  
Pupils may test out their theories and seek to solve linguistic problems, sometimes challenging the tasks set and trying to understand their relevance to the language-learning process.
- **Have an insight into their own learning style and preference**  
Pupils may say how they like to learn vocabulary or structures; they are clear about the type of tasks they like doing; they may show or display an ability to work independently, without supervision, and to make effective use of reference material.
- **Show an intense interest in the cultural features of the language being studied**  
Pupils may use idioms in the language itself and explore the history and the traditions of the language; some pupils may wish to share their knowledge with teachers and their peers.

**Provision:**

- Challenge and extension opportunities in every KS3 and KS4 lesson
- Peer mentor opportunities offered in Spanish to support peers in Thursday Spanish lunchtime sessions and during class where necessary
- Additional KS4 tenses and grammar rules provided for MAT pupils to deploy independently in classwork, homework and examinations
- Extracurricular Spanish film club offered Tuesday evenings
- Parental engagement Holiday Spanish session for parents on Tuesday 10<sup>th</sup> July in which MAT pupils will teach their parents Spanish
- Spanish pen pals from British School of Barcelona offered for each pupil in KS3
- Cognita European Day of Languages competition 2018 to be hosted at HTS for MAT pupils to sing/dance/perform in/to a European Language.

## **MAT Criteria – Computer Science**

### **Pupils will display some or all of the following:**

- Demonstrate ICT and computing capability significantly above that expected for their age for example, key stage 3 pupils may be comfortable meeting the demands of the key stage 4 curriculum.
- Learn and apply new ICT and computing techniques quickly for example, pupils use shortcut keys for routine tasks effectively and appropriately; they quickly apply techniques for integrating applications such as mail merge and databases.
- Use initiative to exploit the potential of more advanced features of Computer Science for example, pupils investigate the HTML source code of a website and apply features such as counters or frames to their own web designs.
- Transfer and apply ICT skills and computing techniques confidently in new contexts for example, having learned about spreadsheet modelling in a mathematical context, they recognise the potential of applying a similar model in a science investigation.
- Explore independently beyond the given breadth of a Computer Science topic for example, they decide independently to validate information they have found from a website; having learned control procedures for a simple traffic light model, they extend their procedure to include control of a pedestrian crossing.
- Initiate ideas and solve problems, use ICT and computing effectively and creatively, develop systems that meet personal needs and interests for example, they create an interactive fan club website that sends out a monthly newsletter to electronic subscribers (either working on their own, or collaboratively with peers).

## **MAT Criteria – Mathematics**

**Pupils who are More Able in Mathematics are likely to show some or all of the following characteristics, they;**

- Learn and understand mathematical ideas and concepts without the need for repetitive practice of a method
- Work systematically and accurately;
- More analytical and shows a preference with complex problems
- Think logically and see mathematical relationships;
- Makes their own connections between the concepts they have learned;
- Identify patterns easily;
- Apply their knowledge to new or unfamiliar contexts;
- Communicate their reasoning and justify their methods;
- Ask questions that show clear understanding of, and curiosity about, mathematics such as “what if ...?”
- Take a creative approach to solving mathematical problems;
- Sustain their concentration throughout longer tasks and persist in seeking solutions;
- Be more adept at posing their own questions and pursuing lines of enquiry, finding alternative methods and working independently

Some pupils who are More Able in mathematics perform at levels that are unusually advanced for their age. For example, an eleven-year-old may work confidently with the mathematics described at the grade 7 Expected in the national curriculum and begin to work successfully with concepts described at 8 Emerging. Other pupils with exceptional mathematical potential may not demonstrate it in this way. For example, pupils may have high levels of mathematical reasoning but be unable to communicate their ideas well orally or in writing. Sometimes More Able pupils reject obvious methods and answers as too easy, and opt for something more obscure. In these cases, formal testing alone is insufficient as a basis for identification. It is often helpful for teachers to provide enrichment and extension activities and to observe pupil responses to challenging activities.

### ***Criteria for the identification MAT pupils in MATHEMATICS***

Throughout Key Stage 3 it is important to provide frequent opportunities for MAT pupils to show their potential. Pupils will reveal talents at different stages of maturity and often in relation to different aspects of the subject. Identification should be through using a wide range of evidence, much of which is likely to be informal.

- Quantitative assessment of key skills through end of unit and end of year tests
- Qualitative assessment through teacher assessment of class work and homework
- Demonstrate above average performance compared to other pupils of a similar age and experience
- Demonstrate originality and creativity in open-ended tasks
- High ability does not always result in high attainment for example some MAT pupils can be reluctant to show full workings out and score poorly due to rushing work and gaining little by way of method marks. Some able pupils may fail to achieve because they are not stimulated or challenged in the classroom. Others may be inclined to conceal their ability because of social pressures.

## **MAT Criteria – Music**

Pupils will display some or all of the following:

- The pupil may be involved in music both in and outside of school
- The pupil may have examinations in either ABRSM, Guildhall, Rock School
- The pupil will have an advanced ability with listening, performing and composing
- The pupil may demonstrate an expressive vocal or instrumental ability
- The pupil may have the ability and motivation to engage effectively within the learning and complete extension tasks often
- The pupil may be eager and heavily involved in extra-curricular activities
- The pupil is able to read musical notation

The department may identify these pupils through:

- Teacher/staff nomination
- Checklists
- Auditions
- Participation in extracurricular clubs
- Testing- achievement, potential and curriculum ability
- Assessment of pupil's work
- Discussions with Pupils/young people
- Evidence of achievement in music exams/concerts
- ABRSM, Rock School, Guild Hall examinations

## **MAT Criteria – Performing Arts (Drama and Dance)**

### **Pupils will display some or all of the following:**

- The pupil may be involved in performing arts at every possible opportunity
- The pupil may learn lines in drama quickly
- The pupil may be creative and be able to compose theatrical performance of a high standard
- The pupil may demonstrate an expressive vocal or physical ability in the use of voice or movement
- The pupil may have the ability and motivation to engage effectively with a role
- The pupil may be eager and heavily involved in extra-curricular activities or drama activities outside of school
- The pupil has a thirst for learning in performing arts, they go above and beyond to watch performance or take part in performance and are always developing skills
- The pupil may be highly skilled in a range of dance styles
- The pupil may be currently working towards RAD, ISTD, IDTA, LAMDA exams (examples)

### **The department may identify these pupils through:**

- Teacher/staff nomination
- Checklists
- Testing- achievement, potential and curriculum ability
- Assessment of pupil's work
- Discussions with pupils/young people
- Evidence of achievement in drama exams/productions

## **MAT Criteria – Physical Education**

### **IDENTIFICATION PROCESSES**

#### **More Able in PE**

'More Able in PE' are those that demonstrate that they are highly able in three or more of the 5 capabilities. (Physical, Cognitive, Social, Personal, Creative) Identification derives from teacher assessment (in addition to self and peer assessment).

### **TEACHER ASSESSMENT OF 5 CAPABILITIES**

#### **Physical**

- Explores and develops skills demonstrating control, fluency and quality in a range of activities
- Demonstrates a range of skills in different compositional and tactical situations.
- Demonstrates good peripheral vision and use this in a range of situations across activities
- Shows precision when executing movement skills with high levels of co-ordination and balance

#### **Social**

- Demonstrates the ability to take the lead when working with others
- Communicates clearly to others when describing their performances showing an understanding of tactics/strategies and compositional ideas
- Demonstrates the ability to make good decision when working collaboratively
- Enables and empowers other pupils in participating effectively in activities

#### **Creative**

- Able to perform their own versions of skills and technique
- Able to demonstrate routines
- Able to lead a team tactically

#### **Personal**

- Shows motivation, commitment and focus when working
- Demonstrates the ability to self-regulate learning in independent learning environments
- Demonstrates the ability to evaluate their own performance effectively
- Handles feedback in a constructive way and uses this to develop levels of performance

#### **Cognitive**

- Demonstrates the ability to transfer skills effectively across a range of activities
- Demonstrates the ability to plan and utilise a range of strategies in a number of activities
- Identify strengths and weaknesses, offering suggestions for improvement, across a range of performances
- Uses a broad analysis vocabulary when describing performances

## **MAT Criteria – Religious Studies**

**Pupils would be expected to demonstrate some if not all of the following;**

- Show high levels of insight into, and discernment beyond, the obvious and the ordinary through, for example, their questioning.
- Make sense of, and draw meaning from, religious symbols, metaphors, texts and practices through, for example, their verbal responses to questions, tasks and visits.
- Be sensitive to, or aware of, the numinous or the mystery of life, and have a feeling for how this is explored and expressed which could be shown in their level of interest and attitude in the classroom.
- Understand, apply and transfer ideas and concepts across topics in RE and other religious and cultural contexts.

Any or all of these qualities may also be clearly demonstrated in the pupils' written work whether it be in their classroom written assignments or their homework assignments. Where they would probably demonstrate more generic abilities such as;

- Highly developed skills of comprehension, analysis and research.
- Show quickness of understanding and depth of thought.

A More Able and Talented pupil would probably achieve above the national average in their attainment (however that is assessed!) Yet such a pupil would also be displaying other qualitative characteristics such as empathy, maturity, an inquiring mind and well – balanced feelings and opinions. Their classroom behaviour, leaning forward, listening intently, whispering a thoughtful aside and commenting to a teacher or asking a question can also reveal a More Able and Talented RS pupil.

## **MAT Criteria – Science**

Progression and attainment level is significantly ahead of their year group, or with the potential to develop these abilities.

Thinks abstractly at an earlier age than usual and understand models and use modelling to explain ideas and observations and makes connections quickly between facts and concepts they have learned, using more extensive vocabulary than their peers.

Enjoys challenges, problem solving and talking to the teacher about new information or ideas.

Reads widely, particularly in Science or Science Fiction or enjoys researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena.

Puts forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions including their teacher's!

Decides quickly how to investigate fairly manipulative variables, will consider alternative suggestions and strategies for investigations and can analyse data or observations whilst spotting patterns easily.