

## Talented Descriptors

The descriptors detailed below recognise students who are exceptionally skilled in a subject area. Although this is mainly applicable for the practical subjects we have recognised that a student may be Talented in an academic subject but not currently fall into the description of Able (Ignite) at Mayfield, which is determined primarily by attainment at KS2.

All subjects have therefore created Talented descriptors.

This document contains the descriptors created by subjects to highlight who their Talented students are. Each descriptor contains a number of statements. Students will not necessarily demonstrate every quality listed within a descriptor.

<b>Subject</b>	<b>Descriptor of Talented in this subject</b>
Art	<ul style="list-style-type: none"> <li>• Tenacious at problem solving and happy to investigate</li> <li>• Able to assess whether they are succeeding and identify areas for development (self-correcting)</li> <li>• Will investigate form, function and production processes before I can communicate my ideas using a variety of media</li> <li>• Think and express themselves in creative, original ways</li> <li>• Have a strong desire to create in a visual form, doing so with imagination and little teacher guidance</li> <li>• Push the boundaries of normal processes by testing ideas and taking risks</li> <li>• Show a passionate interest in the world of art and design</li> <li>• They are often interested in a specific culture</li> <li>• Use materials, tools and techniques skilfully and learn new approaches easily. They are keen to extend their technical abilities and sometimes get frustrated when other skills do not develop at the same time</li> <li>• Initiate ideas and define problems</li> <li>• Critically evaluate visual work and other information</li> <li>• Exploit the characteristics of materials and processes in creative, practical and inventive ways</li> <li>• Understand that ideas and meanings in their own and others' work can be interpreted in different ways</li> <li>• They use their knowledge and understanding to extend their own thinking and realise their intentions; they communicate original ideas, insights and views</li> </ul>
Business Studies	<ul style="list-style-type: none"> <li>• Excellent performance relative to peer group as identified through the school assessment system</li> <li>• High productivity in tasks with high quality of creativity e.g. in the production of marketing campaign or presentation/display work</li> <li>• Very skilful and speedy processing of information as shown through rapid response to class questioning and work. e.g.</li> </ul>

	<p>looking at organisation structures and matching roles to departments</p> <ul style="list-style-type: none"> <li>• Highly efficient memory and application of knowledge to solving business problems e.g. which solution should a business use to improve its profitability</li> <li>• 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</li> <li>• Able to model using abstract ideas or convert abstract ideas to a simple understandable model e.g. when studying motivational theories</li> <li>• Good communicator – as demonstrated in questions and answer sessions, discussion and presentation work</li> <li>• Good mathematician – as demonstrated throughout the finance module</li> <li>• 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 problem solving exercises</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• They display a passion for the art form</li> <li>• Produce interesting, original and challenging choreography</li> <li>• Shows a good understanding of dance skills and devices</li> <li>• Has the ability to pick up technical sequences quickly</li> <li>• Displays a keen sense of musicality and an innate sense of style</li> <li>• Seek ways to extend their skills and experiences within the subject</li> <li>• Take opportunities both in school and extracurricular to experience different aspects of dance</li> <li>• Uses their knowledge to benefit group work and analyse and feedback to peers</li> </ul>
Drama	<ul style="list-style-type: none"> <li>• Pupils with a high level of personal, social and emotional intelligence who can lead and contribute to groups effectively</li> <li>• Good communication skills</li> <li>• Understanding of use of drama skills and devices</li> <li>• Confidence in performance</li> <li>• Perceptive feedback and evaluation evident</li> <li>• Shows a passion for the arts</li> <li>• Commits to rehearsal and performance equally</li> <li>• Ability to develop and manipulate tasks beyond target level</li> </ul>
English	<ul style="list-style-type: none"> <li>• Be an outstanding, dedicated and avid reader</li> <li>• May demonstrate exceptional leadership skills</li> <li>• May be outstanding orators</li> </ul>

	<ul style="list-style-type: none"> <li>• May have an outstanding dramatic flair</li> <li>• May demonstrate flair and creativity in their written communication and original writing</li> <li>• May write stories and poetry for fun</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Good spatial awareness, able to name parts of the globe</li> <li>• Able to apply abstract ideas, such as map data or geographical models, to the real world</li> <li>• Have good cross-curricular understanding, can link other studies to Geography and vice versa</li> <li>• Keeps up to date with current Geographical stories and can link these into their work</li> <li>• Be able to identify bias and link this to their work</li> <li>• Can show empathy for other people and those from other cultures</li> <li>• Able to analyse places using social, economic and environmental indicators</li> <li>• Independent enquiry skills that can be used to design enquiries and field work</li> </ul>
History	<ul style="list-style-type: none"> <li>• Will be able to work thematically</li> <li>• Will be able to put events into the context of the time</li> <li>• Will be able to articulate, verbally or through writing, different representations of events</li> <li>• Will be able to explain why events occurred in certain ways</li> <li>• They have the confidence to express and justify a belief that may not necessarily be accepted by their peers or the teacher</li> <li>• Curious to find out the minor details</li> <li>• Ability and desire to find alternative or additional representations of the past in order to fully satisfy themselves</li> <li>• An insatiable desire to prove their point of view</li> <li>• High Powers of reasoning</li> <li>• Have good cross- curricular understanding and can link other studies to History and vice versa</li> </ul>
ICT	<ul style="list-style-type: none"> <li>• Search the internet effectively and I can identify legal constraints</li> <li>• Use a range of suitable software with confidence and understand the software limitations</li> <li>• Can confidently identify and design professional documents aimed at different audiences</li> <li>• Can use multiple variables, conditions and input and output as part of a solution in python</li> <li>• Can design flow charts for a given situation, using the right symbols and test to ensure the algorithm works correctly</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Enjoy Mathematics</li> <li>• Tenacious at problem solving and happy to investigate</li> <li>• Prepared to fail and try again</li> <li>• Able to assess whether they are succeeding and identify areas for development (self-correcting)</li> </ul>

	<ul style="list-style-type: none"> <li>• Independently research a topic or area of mathematics they are interested in</li> <li>• Spot patterns and look to investigate these, find and test rules</li> <li>• Able to make cross curricular links</li> <li>• Able to solve a range of problems independently</li> <li>• Solve Mathematical problems without the need to show every step (but still achieving correct solution)</li> <li>• Grasp new concepts easily</li> <li>• Tackle problems in a creative way</li> <li>• Will ask challenging and inquisitive questions</li> <li>• Not waiting to be told how but will look to work out the solution for themselves</li> <li>• Requires less input from a teacher</li> </ul>
MFL	<ul style="list-style-type: none"> <li>• Enjoys speaking another language both for pleasure and to communicate with others</li> <li>• Is an enthusiastic learner who sees connections between foreign languages and his/her own</li> <li>• Is able to spot patterns, form rules and applies them to his/her own language as well as the target language</li> <li>• Probably finds remembering words easy and takes pleasure in learning new words and phrases</li> <li>• Is eager to recycle language and use it in different contexts</li> <li>• Is not afraid of mistakes or over worried about perfection, just wants to communicate his/her message and experiment with previous learning and independent learning</li> <li>• Has a good 'feel' for the language and it is his/her flair and intuition which makes him/her a successful linguist, not necessarily hard work and/or commitment</li> <li>• Might follow interests and enthusiasms via websites such as foreign language versions of YouTube, Google, Linguascope, or via magazines</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Shows a sustained interest in music and performing</li> <li>• Is self-disciplined</li> <li>• Responds discriminately to rhythm, melody, harmony</li> <li>• Can perceive fine differences in musical tone (pitch, loudness, timbre)</li> <li>• Shows commitment in arts area</li> <li>• Can sing in tune well</li> <li>• Is self-critical; sets high standards</li> <li>• Shows sensitivity to aesthetic elements of music, mood, style</li> <li>• Remembers and reproduces melodies with ease and accuracy</li> <li>• Can express emotions through sound or music</li> <li>• Has a high degree of tonal memory</li> <li>• Is highly creative</li> <li>• Shows confidence in performing</li> <li>• Enjoys moving to rhythms and music</li> </ul>

	<ul style="list-style-type: none"> <li>• Evokes emotional responses from audience</li> <li>• Can identify a variety of sounds heard at a given moment</li> <li>• Is gifted in academic areas</li> </ul>
PE	<ul style="list-style-type: none"> <li>• Category 1 - Be an elite performer in at least one sport – This would be identified by recognition in that sport by outside achievement and selection. For example, achievement of a scholarship at Portsmouth FC</li> <li>• Category 2 - A person can also be identified if they are classified as outstanding at school level in at least 2 sports. This would realistically identify the top 5% in any year group. They would normally represent in school teams and stand out in lessons when that activity is being delivered</li> <li>• Pupils will not need to fit into both categories</li> <li>• Pupils are normally identified as player or performer but could also be considered as a coach, official, organiser or choreographer is appropriate</li> </ul>
RE	<ul style="list-style-type: none"> <li>• Show high levels of insight into and discernment beyond the obvious and ordinary</li> <li>• Make sense of, and draw meaning from, religious symbols, metaphors, texts and practices</li> <li>• Understand, apply and transfer ideas and concepts across topics in RE and Philosophy and into other religions and cultural contexts.</li> <li>• Empathise with other cultures, religions and situations</li> <li>• Be prepared to challenge stereotypes and support with reasoning</li> <li>• To be tolerant of differences</li> <li>• Make links to current affairs</li> <li>• Question the reliability of sources and accepted texts</li> </ul>
Science	<ul style="list-style-type: none"> <li>• They learn more quickly</li> <li>• They ask searching questions based on prior scientific knowledge</li> <li>• They quickly spot patterns and consider how to investigate these further.</li> <li>• They challenge accepted theories</li> <li>• They are autonomous learners</li> <li>• They are divergent thinkers - they look for the unusual and draw conclusions from more than one source of evidence</li> <li>• They have a vivid imagination</li> <li>• They are able to clearly identify areas for development in their work, this is often without additional support</li> <li>• They are able to make cross curricular links effectively</li> <li>• They often complete mathematical aspects in science without showing the steps involved</li> <li>• Students are able to apply learning to complex / unfamiliar situations</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Has the capacity to learn at faster rates</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Shows a genuine passion and interest for Design and Technology</li><li>• Understands the importance of the design process and each key stage</li><li>• Can manage time effectively in order to meet practical deadlines</li><li>• Can use tools and equipment with precision and accuracy creating a high quality product</li><li>• Are able to find and solve problems independently</li><li>• Can produce original design ideas and demonstrates an awareness of aesthetic qualities</li><li>• Are able to represent ideas aesthetically in a variety of ways: visual, spatial, verbal, mathematical</li><li>• Can demonstrate skilfulness and ingenuity in manufacturing skills and techniques</li><li>• Can show an awareness of social/ethical considerations (e.g. finite supplies of resources, sustainability etc...)</li><li>• Are able to independently research knowledge to solve problems</li><li>• Can evaluate their work and be self-critical</li></ul> |
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