



More Able and Talented (MA&T) policy

January 2014

School Ethos

At Haggerston we are committed to providing an environment which encourages all pupils to maximise their learning potential. We believe that:

- The pedagogy of challenge; creating a culture of independence and creativity; and, the development of higher-order and critical thinking skills significantly improve the achievement of **all** pupils.
- Encouraging all students to engage with a broad and balanced curriculum, in and out of the classroom, will expose and nurture abilities, gifts, talents and skills.

Definitions

More Able - Pupils who achieved a level 5 or above in English and maths at KS2. In KS5, students will be identified through KS2 data and ALPS targets: AS students would need a minimum of 2 A/A* ALPS targets and A2 students all A/A* ALPS targets.

Talented - Pupils identified by particular departments as being talented in their subject.

The More Able and Talented Register

The MA&T register is compiled at the start of the academic year and is continually updated as new pupils join the school. All information is recorded in SIMS as two separate registers.

Parent Notification

Parents/ Carers will be informed in writing when a pupil is identified as More Able and Talented and added to the register. An information evening will be held in Autumn 2 to provide parents/ carers with information on how to support their child at home to ensure they reach their full potential.

Pupil Voice

All pupils will complete a survey twice a year which will be used to elicit their views about curricular/ extra-curricular provision and level of challenge across their lessons. This data will be analysed and the information fed back to staff.

The MA&T co-ordinator will run a focus group for pupils on the register every term ensuring that targeted pupils, especially those underperforming, attend.

The following will be discussed:

- Attainment levels in all subjects
- Effort levels in all subjects
- Areas of achievement and success
- Areas of challenge and difficulty
- Behaviour incidents and rewards

- Gaps in provision
- Extra-curricular offer and uptake

The interviews may help to identify the following barriers to achievement:

- High verbal ability but average/poor writing skills
- High non-verbal ability but only average linguistic ability
- Very able with EAL
- High ability but low motivation
- Very able with a short attention span
- Very able with less good social skills
- Keen to disguise their abilities

The focus group findings will also contribute to the evaluation of whole school provision for all pupils including those who are MA&T and consequently feed into the SEF and MA&T action plan.

Monitoring and Assessing Pupil Progress

Monitoring of pupil achievement will include:

- Book looks
- Pupil questionnaires
- Focus groups
- End of key stage/ assessment cycle results
- Data analysis
- Regular review of the MA&T register
- Lesson observation
- Learning walks
- Learning diary

Underachievement in particular subjects will be discussed with class teachers and Heads of Faculty. Underachievement across many subjects will be discussed with Heads of School. Where appropriate, members of the Inclusion Team will support pupils with personal and social issues. Whole school initiatives such as Study Club or Personalised Learning Plans (PLPs) will be evidenced in the SEF and MA&T action plan. Faculty/ Departmental strategies to address underachievement will be logged in meeting minutes and/or the Learning Diary and the impact monitored and reviewed.

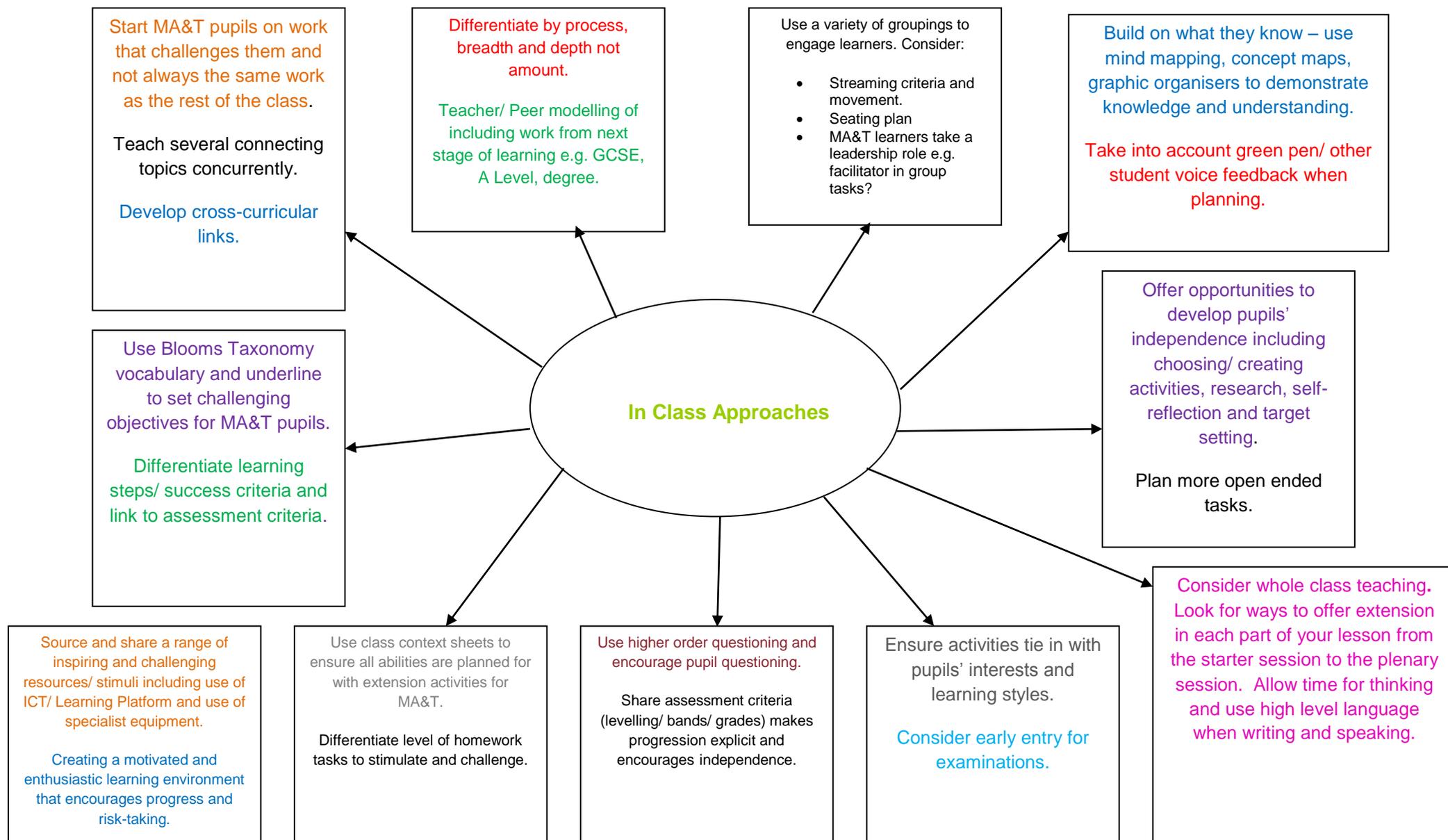
Good or outstanding progress and achievement will be recognised and rewarded through Achievement Points, celebration assemblies, letters, post cards, trips and displays.

Monitoring and Assessing School Provision

The MA&T Co-ordinator will work with the Deputy Head in charge of Teaching and Learning to carry out an annual audit of school provision and create an action plan. This action plan will be reviewed using the NACE elements on a half-termly basis.

The MA&T Co-ordinator will offer/ organise CPD each half term. This work will be monitored and its success measured in order to make amendments for future work.

In Class Approach



Enhancement and Enrichment Provision

Heads of Faculty will promote a plan of activities at the start of each half term on the Enrichment@Haggerston timetable. Extra-curricular extension activities for targeted students will be identified in the Learning Diary. Registers and impact will be monitored by the More Able & Talented Co-ordinator.

Role of staff

More Able & Talented Co-ordinator will:

- Act as an advocate for the needs of MA&T pupils
- Contribute to whole-school self-evaluation and action planning for MA&T provision and outcomes
- Collaborate with the LEA, other partners and MA&T leaders
- Exemplify and model effective practice for MA&T pupils
- Lead effective classroom practice for MA&T pupils
- Initiate strategies which support the professional development of colleagues

Heads of Faculty will:

- Provide the MA&T Co-ordinator with the subject specific criteria for talented pupils in their subjects
- Promote CPD opportunities for the department focussed on work with the MA&T
- Enable their department to support pupils who have been identified as underachieving in their subjects and evidence impact of support
- Encourage department to recognise and reward achievement in and out of school.
- Initiate opportunities for extra-curricular enhancement both in school and off-site within their subjects

Teaching Staff will:

- Record More Able and Talented pupils on the register in their planner or elsewhere and keep these records updated when notified of changes by the MA&T Co-ordinator
- Plan differentiated lessons using appropriate '**In Class Approaches**' to stretch and challenge all pupils including those who are More Able and Talented
- Have high demands of pupil involvement and engagement with their learning
- Have high expectations of all pupils to accept responsibility for their own learning and work independently
- Set and differentiate homework/ independent learning opportunities to challenge and inspire
- Use SISRA/ SIMMs class context sheets to evaluate pupil progress and attainment
- Work with HOF/ HOD to identify and tackle underachievement
- Celebrate and reward good progress and achievement

Tutors will:

- Promote MA&T initiatives

SUBJECT SPECIFIC CRITERIA

Maths

Talented pupils are likely to show some/ all of the following characteristics:

- Apply their knowledge to new or unfamiliar contexts including cross-curricular links
- Communicate their reasoning and justify their methods
- Be more adept at posing their own questions and pursuing lines of enquiry
- Think logically and see mathematical relationships
- Make connections between the concepts they have learned
- Apply their knowledge to new or unfamiliar contexts
- Reason logically: can verify, justify and prove
- May leap stages in logical reasoning and think in abbreviated mathematical forms
- Are able to generalise approaches to problem-solving
- May work backwards and forwards when solving a problem
- Remember mathematical relationships, problem types, ways of approaching problems and patterns of reasoning

Pupils use a wide range of mathematical techniques, terminology, diagrams and symbols consistently, appropriately and accurately. Pupils are able to use different representations effectively and they recognise equivalent representations, for example, numerical, graphical and algebraic representations. Their numerical skills are sound; they use a calculator effectively and demonstrate algebraic fluency. They use trigonometry and geometrical properties to solve problems.

Pupils identify and use mathematics accurately in a range of contexts. They evaluate the appropriateness, effectiveness and efficiency of different approaches. Pupils choose methods of mathematical communication appropriate to context. They are able to state the limitations of an approach or the accuracy of results. They use this information to inform conclusions within a mathematical or statistical problem.

Pupils make and test hypotheses and conjectures. They adopt appropriate strategies to tackle problems (including those that are novel or unfamiliar), adjusting their approach when necessary. They tackle problems that bring together different aspects of mathematics and may involve multiple variables. They can identify some variables and investigate them systematically; the outcomes of which are used in solving the problem.

Pupils communicate their chosen strategy. They can construct a rigorous argument, making inferences and drawing conclusions. They produce simple proofs and can identify errors in reasoning.

English

Talented pupils are likely to show some/ 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

Stamina and Perseverance

- Using any suitable opportunities to produce work that is substantial and obviously the product of sustained, well-directed effort

Communicative Skills

- Involving and keeping the attention of an audience by exploiting the dramatic or humorous potential of ideas or situations in imaginative ways
- Taking a guiding role in helping a group to achieve its shared goals, while showing sensitivity to the participation of others
- 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
- Using ICT to research ideas and create new text

Demand

- Researching, comparing and synthesising information from a range of different sources, including ICT
- Engaging seriously and creatively with moral and social themes expressed in literature

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

Some pupils who are highly able in English may generally perform at levels of literacy that are notably advanced for their age group. Other pupils may have unusual abilities in specific areas, for example, poetry, drama or their understanding of the nature and structure of language while being

unexceptional in the rest of their English work. In these cases, it may be hard to relate pupils' ability to level descriptions.

Media

Talented pupils are likely to show some/ all of the following characteristics:

Analytical Skills:

- Use a wide range of Media terminology fluently and appropriately
- Able to apply advanced theoretical ideas within their textual analysis and debates
- They are aware of the connotations and symbolism of design choices
- Can see debates from multiple perspectives and are aware of the differing ideology of Media texts depending on reception from a variety of audiences
- Research is rigorous and thorough and acknowledges a wide range of sources
- Can express ideas cogently and convincingly

Creative and Practical skills:

- Produce deliberately unconventional texts and offer reasoning and justification for their decisions
- Demonstrates a wide range of styles for the same task and can create a product in several different ways
- Recognises, conceptualises and can understand the conventions of a genre easily and can adapt and manipulate them to suit their project
- Good understanding of Media technology and can learn new programs and techniques quickly
- Explores media technology and can create new effects and styles independently
- Able to self-evaluate and redraft or re-design work without prompts, and can self-manage their workload throughout the design process
- Uses the inspiration of existing professional productions in their own work to produce something new and unique
- Takes the lead in group projects and shows leadership skills when motivating and organising their team

Science

Talented pupils are likely to show some/ all of the following characteristics:

- Imaginative
- Read widely, particularly science or science fiction
- Have scientific hobbies and/or be members of scientific clubs and societies
- Be extremely interested in finding out more about themselves and things around them
- Enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena
- Be able to sustain their interest and go beyond an obvious answer to underlying mechanisms and greater depth
- Be inquisitive about how things work and why things happen (they may be dissatisfied with simplified explanations and insufficient detail)
- Ask many questions, suggesting that they are willing to hypothesise and speculate
- Use different strategies for finding things out (practical and intellectual) – they may be able to miss out steps when reasoning the answers to problems

- Think logically, providing plausible explanations for phenomena (they may be methodical in their thinking, but not in their recording)
- Put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions (including their teacher's!)
- Decide quickly how to investigate fairly manipulative variables
- Consider alternative suggestions and strategies for investigations
- Analyse data or observations and spot patterns easily
- Strive for maximum accuracy as possible (sometimes beyond the accuracy of the instrument)
- Make connections quickly between facts and concepts they have learned, using more extensive vocabulary than their peers
- Think abstractly at an earlier age than usual and understand models and use modelling to explain ideas and observations
- Understand the concepts of reliability and validity when drawing conclusions from evidence
- Be easily bored by over-repetition of basic ideas
- Enjoy challenges and problem solving, while often being self-critical
- Enjoy talking to the teacher about new information or ideas
- Be self-motivated, willingly putting in extra time – (but they may approach undemanding work casually and carelessly)
- Show intense interest in one particular area of Science (such as astrophysics), to the exclusion of other topics

Humanities

History

Talented pupils are likely to show some/ all of the following characteristics:

- Are able to set both new and previously acquired information in a chronological framework
- Make confident use of conventions which describe historical periods and the passing of time
- Have a broad range of general and historical knowledge
- Show a keen awareness of the characteristics of different historical periods and the diversity of experience within each one
- Are aware of the provisional nature of knowledge
- Make imaginative links between the topics studied and with other subjects in the curriculum
- Debate the significance of events, people and changes
- Are prepared to challenge interpretations
- Use a range of historical sources, including complex and ambiguous ones, with confidence and perception
- Ask searching historical questions, engaging in increasingly independent historical enquiry and problem-solving exercises
- Give increasingly sophisticated reasons for the selection of sources
- Show a lively curiosity with regard to historical problems and debates
- Show determination and perseverance in investigating topics
- Select and use historical information to illuminate a narrative, support an argument or challenge an interpretation
- Sustain a line of argument, making well balanced judgements
- Make suggestions which reflect independent thought concerning the connections, causes and consequences of historical events, situations and changes

- Reach soundly based evaluations and conclusions based on considered use of evidence and are prepared to support them with reasoned argument
- Use subject-specific vocabulary and terminology with accuracy and confidence

Geography

Talented pupils are likely to show some/ all of the following characteristics:

- 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). They 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. They 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. They 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 and so on.
- 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, appreciating and understanding others' views, attitudes and feelings. 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.
- Be able to transfer knowledge from one subject to another. 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.

RE

Talented pupils are likely to show some/ all of the following characteristics:

- Show high levels of insight into, and discernment beyond, the obvious and ordinary
- Make sense of, and draw meaning from, religious symbols, metaphors, texts and practices
- Be sensitive to, or aware of, the numinous or the mystery of life, and have a feeling for how these are explored and expressed
- Understand, apply and transfer ideas and concepts across topics in RE and into other religious and cultural contexts
- Consider wider philosophical, historical and social impacts of belief on society
- Question, question, question!

In more general terms, they may also:

- Have highly-developed skills of comprehension, analysis and research
- Able to develop critical thinking skills and develop arguments both verbally and in written form
- Show quickness of understanding and depth of thought

Sociology

Talented pupils are likely to show some/ all of the following characteristics:

- The ability to analyse and draw conclusions from contemporary research and social and political policies
- The ability to successfully incorporate sociological theory (Marxism, Functionalism, Post modernism, New Right, Feminism etc.) and perspectives to construct a sociological argument
- The ability to construct a logical argument and communicate this effectively in written and oral form
- The ability to make connections between sociology and social, economic, cultural and political issues
- The ability to understand abstract/difficult concepts and theories quickly
- The ability to express their understanding orally in a sophisticated and articulate way

Modern Foreign Languages (MFL)

Talented pupils are likely to show some or all of the following characteristics:

- Have a strong desire to put language together by themselves. They apply principles from what they have learned to new situations, transforming phrases and using them in a different context, often with humour.
- Show creativity and imagination when using language. They often extend the boundaries of their knowledge and work beyond what they have learned, not wishing simply to respond and imitate, but to initiate exchanges and to create new language.
- Have a natural feel for languages. They are willing to take risks and see what works, knowing instinctively what sounds right and what looks right; they are acutely and swiftly aware of the relationship between sound and spelling.

- Pick up new language and structures quickly. They 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 powers of retention, both immediately and from one lesson to the next.
- 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. They 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. They 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. They may use idiom in the language itself and explore the history and the traditions of the language; some pupils may wish to share their knowledge with their peers.

ICT

Talented pupils are likely to show some/ all of the following characteristics:

- Demonstrate ICT capability significantly above that expected for their age for example, key stage 2 pupils may be comfortable meeting the demands of the key stage 3 curriculum
- Learn and apply new ICT 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 ICT tools 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 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 an ICT 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 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)

When identifying pupils who are gifted in ICT, it is important to remember that they may not be gifted in all aspects of the subject. For example, some pupils may be able to use high-level programming skills to solve control problems, but may not be as good at constructing and investigating databases.

Business Studies

Talented pupils are likely to show some/ all of the following characteristics:

- Excellent performance relative to peer group as identified through the school assessment system, classwork, coursework and tests
- High productivity of results 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 module
- 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. coursework assignment or problem solving exercises.

Design and Technology

Talented pupils are likely to show some/ all of the following characteristics:

- Outstanding performances evidenced in all designing and making activities, beyond NC levels for their age group
- High level of contribution in class discussion
- Asking appropriate questions in class and providing detailed and accurate answers – an enquiring mind
- A willingness to take a leadership role in class, possibly mentoring other students
- Able to work independently and use different approaches in problem solving
- Work with confidence in contexts beyond their daily experiences and empathise with both user and client needs
- Capable of rigorous analysis, explaining why products look like they do, materials used, methods and scale of production
- Have flashed of inspiration, originality and innovation in their idea generation
- Demonstrate high levels of technological understanding and application
- Display consistently high levels of making, accuracy and finish in all practical work

- Be sensitive to aesthetic, social and cultural issues when designing and evaluating
- Get frustrated when a teacher demands that they follow a rigid design and make process

Expressive Arts

Drama

Talented pupils are likely to show some or all of the following characteristics:

- Contribute to discussions with originality, making connections to comments from others, the wider world and other 'texts'
- Independently draw upon an appropriate variety of drama forms and theatrical devices
- Perform with energy and subtlety, possessing stage presence and commanding the space when performing
- Ability to create and sustain 'truthful' characters when performing
- Inclusive and motivating leader drawing out the strengths of others when creating and performing work
- Evaluate drama showing an understanding and appreciation of how the elements of drama have been used to communicate meaning, and suggesting well justified improvements
- Use drama vocabulary confidently
- Risk takers

Art

Talented pupils are likely to show some/ all of the following characteristics:

- Explore ideas in depth
- Critically evaluate relevant visual information
- Make connections between representations in different genres, styles and traditions
- Independently initiate research, and document and interpret information in visual and other ways appropriate to their purpose and audience
- Exploit characteristics of materials and processes to develop ideas and meanings and realise their intentions with high levels of skill and control
- Extend their ideas and sustain their investigations by responding to new possibilities and meanings
- Identify why ideas and meanings in other's work are subject to different interpretations, using their understanding to extend their thinking and practical work
- Communicate their own ideas, insights and views with high levels of skill and enthusiasm

PE

Talented pupils are likely to show some/ all of the following characteristics:

Approach to Work

- Provide a positive role model for other students
- Be confident in themselves and in familiar contexts
- Take risks with ideas and approaches, and be able to think 'outside the box'
- Show a high degree of motivation and commitment to practice and performance

Effective Performance

- Be intelligent, independent, thoughtful performers, actively forming and adapting strategies, tactics or compositions
- Be able to reflect on processes and outcomes in order to improve performance, understanding the close and changing relationship between skill, fitness and the tactics or composition of their performance
- Be good decision-makers and able to take the initiative, often showing high levels of autonomy, independence and leadership
- Be creative, original and adaptable, responding quickly to new challenges and situations and often finding new and innovative solutions to them

Body Skilfulness and Awareness

- Have a high degree of control and co-ordination of their bodies
- Show strong awareness of their body in space
- Combine movements fluently , precisely and accurately in a range of contexts and activities

Some pupils may have unusual abilities in specific aspects of the programme of study or areas of activity, such as:

- Evaluating and improving performance through leadership
- Acquiring, developing and performing advanced skills and techniques
- Conceptual understanding, shown through the sophisticated selection and
- Application of advanced skills, tactics and compositional ideas for their age
- Particularly high levels of fitness for their age, in both specific and general areas
- Specific strengths in general areas, such as games activities or dance activities

Music

Talented pupils are likely to show some/ all of the following characteristics:

- Shows enthusiasm and flair for practical music making and composing
- Prepare a convincing performance on a chosen instrument within a limited amount of time
- Join with others in ensemble work, often taking more complex parts
- Compose effectively using (either a learned or innate) knowledge of structure, chord progressions and / or counterpoint
- Direct group work according to the needs of the task
- Progress quickly with practical work that teaches them new skills and techniques
- Prepared to model work without preparation during curriculum time
- Interested in taking part and / or leading extra-curricular activity
- Shows an awareness of music history / genre
- Identify and analyse a music from a varied range of backgrounds
- Awareness of how the subject can be transferable and its uses in other areas of culture and beyond
- Understand and make use of higher level questioning
- Make effective and analytical judgements on peers' work

Psychology

Talented pupils are likely to show some/ all of the following characteristics:

- Demonstrate relevant, accurate and detailed knowledge of a range of psychological concepts, theories, research methods, applications, principles and perspectives
- Organise and present information clearly, using psychological terminology in appropriate contexts
- Apply principles and concepts in familiar and new contexts
- Engage with, and address the issue, showing effective analysis and evaluation of psychological theories, concepts, studies and research methods
- Describe significant trends and patterns shown by data presented in tabular or graphical form and interpret phenomena
- Articulate arguments and evaluations clearly and concisely
- Critically evaluate statements, conclusions and/or data
- Successfully translate data presented as prose, diagrams, drawings, tables or graphs from one form to another
- Sound knowledge and understanding of the principles of research design.
- Clearly reasoned justification for design decisions
- Comment effectively on strengths, limitations and ethical issues in research design.
- Interpret and draw appropriate conclusions from data

Law

Talented pupils are likely to show some/ all of the following characteristics:

- Are able to analysis cases and accurately identify the point of law
- Have the ability to accurately select the appropriate cases and apply it to a case scenario
- Have a broad range of general legal knowledge with regards to what is happening in the news
- Are able to ask big questions about the law and the impact it has on people's lives
- Give increasingly sophisticated arguments for and against changes within the legal system
- Show a lively curiosity with regard to historical problems and debates
- Able to build on arguments and use wider resources to sustain their arguments
- Analyse legal material and reach summations that help build on developed arguments
- Sustain a line of argument, making well balanced judgements
- Use subject-specific vocabulary and terminology with accuracy and confidence

Economics

Talented pupils are likely to show some/ all of the following characteristics:

- Extensive knowledge of economic theory
- Applies written and verbal answers to specific economics situations
- Good understanding of current economic data and trends in the UK and globally
- Analyse economic scenarios
- Effectively explain the knock on effects of actions by governments and policy makers in response to economic trends
- Effectively use data sources to make reasoned judgements
- Distinguish between the short-term and long-term issues when evaluating economic policy
- Integrate both internal and external factors to the economic and business environment when making judgements
- Critically analyse data sources and comment on their validity and usefulness
- Solve complex economic problems
- Work independently
- Works well individually and as part of a group
- Good mathematic knowledge and ability to interpret economic data

Government and Politics

Talented pupils are likely to show some/ all of the following characteristics:

- Knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
- Full and accurate knowledge of political institutions and processes and a sound understanding of political concepts, theories and debates
- Produce answers that deploy relevant knowledge to answer the question
- Demonstrate clear contextual awareness
- Use relevant evidence and, where appropriate, contemporary examples to illustrate points
- Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
- Provide analyses that display a sound awareness of differing viewpoints and a clear recognition of issues
- Evaluate political institutions, process and behaviour, applying appropriate concepts and theories
- Make valid comparisons
- Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
- Construct and communicate clear, structured and sustained arguments and explanations
- Use accurate political vocabulary.

Philosophy and Ethics

Talented pupils are likely to show some/ all of the following characteristics:

- Interest in and an analytical approach to ultimate questions of life and existence
- Construct coherent and well organised arguments and counter-arguments that are supported by examples and evidence from relevant scholars
- Use a range of technical language and terminology accurately and consistently
- Deploy comprehensive and mostly accurate knowledge, expressed lucidly
- Demonstrate an informed viewpoint and evidence of own thinking within the context of understanding different arguments and views
- Competent analysis of the nature of connections between elements of their course of study and their broader context and aspects of human experience