**Document Control Sheet**

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**The British Embassy School Ankara**
**Policy for More Able & Talented (MAT) Pupils**

## Introduction

At BESA, we are committed to excellence in all that we do, and in to providing all pupils with opportunities that will help them to fulfil their potential. We offer a well-rounded education which sets high expectations for all of our students across the ability range, and we aim to help them discover and maximise their potential. We believe that through the pedagogy of challenge- creating an environment of independence and creativity, and the development of higher order and critical thinking skills- we, as a school, will significantly improve the attainment and achievement of **all** pupils.

The National Curriculum of England (2014) states within Section 4-Inclusion that:
*'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. Teachers should use appropriate assessment to set targets which are deliberately ambitious.'*

## Inclusion

BESA values individuals and believes that every child matters and should be given the opportunity to accomplish their best. We aim to achieve this by planning an innovative curriculum that will meet the needs of boys and girls, children with special educational needs, children who are more able, children from all social and cultural backgrounds and children from different ethnic groups, regardless of first language.

## The National Association for Able Children in Education (NACE)

BESA works with this organisation to ensure best practice is followed to support our more able pupils. This is because we believe in the following core principles that NACE expounds:

- The education of more able learners is a whole-school endeavour to be embraced by all school leaders.
- Addressing the needs of more able learners will raise achievement for a much wider group of learners in a school.
- Providing for more able learners is not about labelling, but about creating a curriculum and learning opportunities which allow all children to flourish.
- Ability can be revealed across a range of specific domains or more generally, and not only in traditional academic subjects.
- An ethos of high expectations and aspirations is a central plank for any school providing for more able learners.

- Teachers are central to providing challenging and enriching education, and their professional development is paramount.
- Ability is a fluid concept: it can be developed through challenge, opportunity and self-belief.

**Definitions**

At BESA, we recognise that there are many definitions of more able and talented. At our school, we use the following definitions:

**More Able**

More able pupils are those who are achieving, or have the potential to achieve, higher standards in any academic subject including the arts and sports. This may include those children who, for whatever reasons, may be currently underachieving. At BESA, these higher standards are defined in our subject specific identification criteria (see Appendix 1).

**Talented**

Talented pupils are those pupils who demonstrate a natural skill or ability in any area (such as sports, music, drama, leadership etc.) that is significantly higher than their peers.

**Exceptionally Able**

Exceptionally able pupils are those working at least 2 years ahead of their chronological age. These pupils will be working within the top 2% of pupils according to age standardised tests, and will have obtained **a score of 127+** in one or more areas of the CAT-4 and/or GL assessments. These pupils will be provided with an individual Student Support Plan to enable their progress to be closely monitored as they progress throughout the school.

**Multi-exceptionality**

Multi-exceptionality pupils are pupils who are more able and/or talented **and** have a special educational need or disability (such as ADHD, ASD, dyslexia, hearing impairments and so on).

**Aims**

At the British Embassy School Ankara (BESA) we are committed to providing a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach the highest level of personal achievement. We aim to do this by:

- Providing a broad and stimulating educational environment which encourages each child to fulfil their potential and become life-long learners.
- Valuing each child for what they can achieve academically, physically, socially and emotionally.
- Encouraging independence, responsibility and consideration for others.
- Providing a stable, sensitive and welcoming atmosphere in which our children feel happy and secure.

The More Able & Talented Policy, which has been adopted by the Governing Body, applies to all pupils at the school, including children in the Early Years Foundation Stage. However, pupils will not be formally identified as more able and/or talented until they are in Year 3. Through the implementation of the MAT Policy, BESA aims to:

- Provide a high-quality curriculum and effective teaching, with access to lessons that are built on challenging objectives and high expectations of outcomes.
- Identify pupils who have above average ability in one or more areas of the curriculum.
- Provide opportunities to extend and challenge pupils through mastery tasks and opportunities to work at a higher cognitive level through activities that develop their analysis, evaluative, problem solving and application skills.
- Ensure pupils are asked higher order and open-ended questions in order for them to use their higher order thinking skills.
- Ensure that pupils achieve their full potential; meeting expected attainment and progress targets by developing children's confidence.
- Provide extra-curricular activities which provide enrichment in different areas of the curriculum.
- Promote the implementation, monitoring and evaluation of this policy in all curriculum areas throughout the school.

**Objectives**

At BESA, we will achieve our aims by ensuring that:

- All learning includes appropriate challenge for all, and the opportunity to stretch and challenge the more able and talented even further.
- Appropriate resources are provided to meet the needs of all learners.
- Pupil progress and attainment is regularly monitored and tacked, including the more able as a specific group; and any underachievement is quickly identified and addressed.
- Where appropriate, alternative provision beyond the classroom is provided to enhance the learning opportunities being provided (such as the enrichment clubs provided by BESA).

**Identification**

At BESA we employ a variety of strategies to identify more able and talented pupils. We aim to include information from a variety of sources. This information may include:

- Information from parents / carers.
- Information from previous teachers or schools / pre-schools.
- Discussion with pupils.
- Identification by BESA staff using professional judgements, observations, class work, checklists, moderated tests and assessments (such as CAT-4 and the GL Progress Tests).
- Throughout the school, class teachers use prior attainment and current performance to identify children that may be most able. The Student Support Department uses ongoing tracking systems to monitor progress and to ensure sufficient challenge is being provided through quality first teaching in the classroom.
- Reports or assessments by outside agencies e.g. educational psychologist reports.

At BESA we believe it is important that no single method be employed to identify more able pupils.
We endeavour to base identification on a portfolio approach, utilising the widest range of evidence. Identification should also be a **continuous and open process** with regular communication between all parties described above. **We are aware that excellent provision for more able pupils benefits all the pupils in the school, and is likely to raise standards and achievement levels overall.**

Whole school pupil assessment and tracking includes the identification of more able pupils in the Early Years Foundation Stage and in Milepost One to ensure that the teaching and learning for these pupils meets the criteria as set out in this policy. **However, pupils are not formally added to the More Able register until Year 3 at the earliest.**

**Characteristics of an able child**

More able pupils are a diverse group and their range of attainment will be varied. They are more likely than most pupils to:

- think quickly and accurately
- work systematically
- generate creative working solutions
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- communicate their thoughts and ideas well
- be determined, diligent and interested in uncovering patterns achieve, or show potential, in a wide range of contexts
- be particularly creative
- show great sensitivity or empathy
- demonstrate particular physical dexterity or skill
- make sound judgements
- be outstanding leaders or team members
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work
- be able to use a high level of mastery in order to work with the curriculum objectives taught.

**Subject-specific criteria for the identification of more able and talented pupils can be found in Appendix A.**

It is important to recognise that not all more able pupils are obvious achievers. **Many actually under achieve** – their potential is masked by factors such as frustration, low self-esteem, Special Educational Needs, lack of challenge, and low teacher/parent expectations. **At BESA, we are committed to ensuring that the provision for more able children is a priority.**

**The More Able Register**

Pupils who are identified by the school as being more able are entered onto the school More Able Register, which includes details of the areas they are considered to be more able in; assessment results (both formal and informal) and any other information related to individual children.

The register is maintained by the Student Support Coordinator, and is reviewed twice yearly; at the start of the Spring Term and again at the end of the Summer Term when both formal and teacher assessments have been completed.

The purpose of maintaining a register of more able pupils is to ensure that all staff are aware of those pupils who have been identified as more able, and to ensure teachers cater for individual pupils appropriately. The register also assists the Student Support Coordinator in tracking more able pupils, to ensure they have been sufficiently challenged and made excellent progress.

**BESA is aware that the most important and effective way to support the more able is through high quality first teaching differentiated activities which stretch and challenge all pupils in the class, not just those on the More Able register. As such, BESA is committed to ensuring all the children achieve their potential, and has high expectations for every pupil.**

**Assessment and Recording**

At BESA, we record and monitor the progress and achievements of all pupils including the more able and talented. This is done through regular conversations with teachers, pupils and parents; pupil progress meetings; and rigorous tracking of assessment data including teacher assessment.

Children with prior high attainment are tracked and monitored to ensure that they are continuing to maintain their high achievement. Those who are at risk of falling behind, or have the ability to become more able, are also tacked and actions put in place to accelerate and maintain high achievement. This may be done through quality first teaching in the classroom or additional interventions organised by the Student Support Department.

Children making accelerated progress are also identified through pupil progress reports and meetings. These children are also tracked to ensure they maintain this progress and achieve higher standards.

Those children identified as exceptionally able, through CAT-4 and/or GL assessment results, are monitored via the use of a Student Support Plan to ensure they are being challenged sufficiently in every lesson, and are receiving appropriate support and encouragement at home.

**Provision for MAT pupils**

BESA believes in providing a curriculum of opportunity for all pupils, taking account of individual learning needs regardless of ability. We do this through provision of differentiated activities, a range of support and resources where appropriate. Effective provision for more able and talented pupils provides a foundation of good teaching for all pupils.

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning. We use a mastery curriculum. Mastery is how a child can apply much of the curriculum as a whole in more in-depth and complex, cross-objective, multi-modal methods.

The types of provision we aim to offer more able and talented pupils include:

**Classroom Differentiation**

- High Teacher expectations and appropriate, challenging differentiation tasks.
- Effective use of questioning, and opportunities for pupils to collaborate on their learning.
- Tasks designed to take account of levels of existing knowledge, skills and understanding.
- Planned extension opportunities or open-ended tasks.
- Opportunities for enrichment, research & self-study.
- Small group or individual work.
- Groupings by ability (for some activities).
- Differentiated homework linked to the work being undertaken in classes.
- Opportunities for pupils to select the level of tasks in class to ensure sufficient challenge.
- Ongoing assessment to ensure achievement at the highest level and to set targets for future learning.

**School Based Provision**

- After school Co-curricular clubs & activities.
- Specialist teaching in specific subject areas e.g. Music, PE, Art, MFL & Science.
- Recognition & celebration of achievements throughout the school year.
- Special Events (e.g. Passion Day) / Focus weeks (e.g. Poetry Week).
- Acceleration opportunities (when considered appropriate for the individual).
- Partnerships with other Ankara schools e.g. sporting activities.
- Enrichment days when the normal timetable is suspended.
- Cross-curricular projects, which offer pupils more challenge and responsibility.
- A range of educational visits and residential trips that further enrich and develop learning.
- Participation in a variety of local and international competitions, with in-school support and encouragement.

**Out of School**

- Community projects & events e.g. work experience opportunities or charity work.
- International competitions / tournaments / awards via membership associations e.g. COBIS.
- Sourcing information on local interest clubs / courses / workshops.
- The opportunity to engage in extra challenge via the provision of challenge classrooms on Google Classroom.
- Information on Websites & Associations as appropriate.

**Enrichment Clubs & Competitions**

The enrichment clubs (which take place outside school hours) are invitation only, free of charge, fluid, and open to pupils who gain 120+ in GL assessments and/or are identified by teachers as deserving of a place because of their classroom performance and attitudes towards learning. They are seen as something for all pupils to aspire to.

Competitions with other schools, both locally and internationally, are organised as often as possible. Some of them are open to all, whereas others (such as the Black Sea maths competition) involve a selection process.

**Partnership with parents**

BESA is committed to ensuring good communication between home and school and to working closely with parents of MAT children. Parents are welcome to make an appointment to discuss their child's progress at any time.

**Role of Class Teachers**

Class teachers identify pupils who are more able and talented, and add them to the MAT register. **They are responsible for ensuring high quality first teaching (including sufficient challenge)**, recording and analysing pupil progress and sharing this information with the Student Support Coordinator.

**Role of Teaching Assistants**

Teaching Assistants have an invaluable role to play in supporting and challenging more able pupils.
When working with more able pupils the TA can, through dialogue and interaction:

- Provide pastoral support.
- Encourage pupils to extend work or work independently.
- Make effective use of higher-order questioning technique.
- Encourage risk-taking and alternative approaches.
- Encourage pupils to persevere when work gets more difficult.
- Provide feedback about the pupils to the class teacher.

**Role of the Student Support Link Governor**

The link governor will meet with the Student Support coordinator at least annually to evaluate the provision and progress of MAT pupils. The link governor will then feedback to the governing body, together with the Student Support Coordinator, and will facilitate in reviewing the policy.

**Role of the Student Support Coordinator**

At present, the Student Support Coordinator is Mrs. Sarah Sener. The roles and responsibilities of the Student Support Coordinator are to:

- Devise and implement a policy across the school for MAT pupils in liaison with staff and Governors.
- To support staff in the identification of MAT pupils from the Foundation Stage to Year 9.
- To maintain a register of pupils identified as being MAT and to review this at least twice a year.
- To maintain effective communication and to provide advice and support for parents of MAT pupils.
- To work with teachers to support MAT pupils in class through effective differentiation and challenge.
- To have an overview of BESA after school co-curricular activities to ensure that all areas are represented.
- To develop a knowledge of clubs / activities in the local area which may support progress of pupils identified as being MAT.
- To be responsible for the delegated MAT budget.
- To liaise with BESA staff, SLT and Governors as required to ensure effective provision for MAT pupils.
- To source / provide training or advice as appropriate on effective provision for MAT pupils.

**Sarah Sener  November 2021 Date of next review September 2022**

**Appendix A: Subject-specific Identification Criteria**

## Art

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

- Think and express themselves in creative, original ways
- Want to follow a different plan to others, challenge tasks given or extend their brief in seemingly unrelated directions
- Enthusiastic and interested in the visual world; have a strong desire to create in the visual form
- Driven by ideas and persevere until they have completed a task successfully, with little or no intervention from the teacher
- Take risks without knowing what the outcome will be
- Can be quirky and display humour
- Interested in the art world, art forms and culture
- Analyse and interpret their observations and present them creatively
- Work in innovative ways
- Enjoy experimenting with materials; able to go beyond the conventional and use materials and processes in creative and practical ways
- Communicate original ideas, insights and views
- Confidence in using a wide range of tools and techniques skilfully
- Keen to extend their technical abilities; sometimes get frustrated when other skills do not develop at the same time
- Explore ideas, problems and sources on their own and collaboratively, with a sense of purpose and meaning
- Make unusual connections between their own work and others' work
- Critically evaluate visual work and other information

*NB: Aptitudes in the arts may reveal themselves early given the right conditions, but can also remain hidden if a learner has limited encouragement or opportunity.*

**Design and technology**

**More able learners in design and technology may display a selection of the following characteristics:**

- High levels of technological understanding and application
- High-quality making and precise practical skills
- Readily accept and discuss new ideas; conceptualise beyond the information given
- Have flashes of inspiration and highly original or innovative ideas
- Demonstrate different ways of working or different approaches to issues
- Identify the simple, elegant solution from complex, disorganised data
- Reflective and constructively self-critical
- Link the familiar with the novel
- See application in 2D or 3D
- Transfer and adapt ideas from the familiar to a new problem
- Sensitive to aesthetic, social and cultural issues when designing and evaluating
- Capable of rigorous analysis and interpretation of products
- Conduct independent research to solve problems
- Work comfortably in contexts beyond their own experience and empathise with users' needs and wants

**English**

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

• Read widely, fluently and independently

• Read with meaning, drawing on inference and deduction; can "read between the lines"

• Sensitive to the nuance of language

• Use language precisely, with technical accuracy

• Delight in the meaning of words

• Use extended vocabulary

• Show pleasure and involvement in experimenting/playing with language and manipulating language to effect

• Awareness of the special features of language, such as rhyme

• Write or talk in imaginative, lucid and cogent ways, showing flair and creativity

• Can express ideas succinctly and elegantly

• Grasp the essence of particular styles and adapt them to their own purposes

• Can display a sophisticated sense and appreciation of humour; this humour can be "quirky"; understand irony etc.

• Contribute with incisive, critical responses

• Can analyse own work

• Can produce written work that is substantial and the product of sustained, well directed effort

• Elaborate on content that is exceptional for their age

• Can engage seriously and creatively with moral and social themes expressed in literature

• Can justify opinions convincingly and challenge others' points of view

• Strong communicative skills

• Articulate and confident speakers

• Very good listening skills

Show enthusiasm and enjoyment in the subject; can be sensitive.

*NB: Learners who are more able in English may demonstrate marked ability in reading, writing, speaking and listening. However, it is not unusual for development in one of these areas to be more pronounced than in others, e.g. younger children who are fluent readers may be reluctant writers*

## Geography

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

- Understand concepts clearly; can apply this understanding to new situations to make interpretations, develop hypotheses, reach conclusions and explore solutions
- Understand geographical ideas and theories; apply them to real situations
- Communicate effectively using both the written and spoken word, in ways that are appropriate to task and audience
- Learn subject-specific vocabulary and use it accurately
- Reason, argue and think logically
- Able to manipulate abstract symbols and recognise patterns and sequences
- Use and apply mathematical principles and formulae to solve geographical tasks and problems
- Identify their own geographical questions and sequence investigations
- Understand, and able to explain, complex processes and interrelationships
- Enjoy using graphs, charts, maps, diagrams and other visual methods to present information • Competent and confident in using the wide range of visual resources required
- Well-considered opinions on issues such as the environment and life in different places
- Wide-ranging general knowledge about the world and topical issues
- Able to transfer knowledge from one subject to another
- Creative and original in their thinking, frequently going beyond the obvious solutions

**History**

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

• Perform at levels of literacy that are advanced for their age

• Able to communicate effectively in different forms

• Use subject-specific vocabulary with accuracy and confidence

• Show particular skill at inference and deduction

• Able to make logical connections between events and people

• Good understanding of cause and effect

• Able to set both new and previously acquired information in a chronological framework

• Broad range of general and historical knowledge

• Can discuss the significance of events, people and changes

• Maturity in ability to analyse historical sources and organise historical information

• Able to demonstrate and use a wide and growing knowledge base

• Able to use several sources simultaneously with confidence and perception, including complex and ambiguous ones

• Keen awareness of the characteristics of different historical periods

• Able to question, challenge and develop own lines of enquiry

• Good grasp and understanding of historical interpretation

• Can make imaginative links between the topics studied in multiple subject fields

• Ability to hypothesise; can make judgements and justify them

• Can take on broad concepts

• Offer unexpected insights

• Willingness to search for new information and ideas

• Enquiring mind

• Can cope with tentative conclusions

• Developed sense of empathy and imagination

• Use visits to historical sites as a basis for further investigation

*NB: High ability in history can take time to emerge, as the nature of the subject can often require maturity. However, young children can display a marked interest and enthusiasm for history that can develop as they mature.*

**ICT**

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

- Use and learn about ICT hardware and software quickly, confidently, efficiently and independently
- Demonstrate ICT capability significantly above that expected for their age
- Use ICT to support their studies in other subjects
- Use their skills and knowledge of ICT to solve problems, design information systems and suggest improvements to existing systems
- Consider the limitations of ICT tools and information sources
- Consider social, economic and ethical issues raised by the use of ICT
- Consider the purpose for which information is processed and communicated, and how the characteristics of different kinds of information influence its use
- Use initiative to exploit the potential of more advanced features of ICT tools and skills, e.g. coding
- Explore independently beyond the given breadth of an ICT topic
- Develop systems that meet personal needs and interests
- Grasp and premeditate structures, for example structures in data and directories
- Intrigued, rather than frustrated, by problems; show tenacity and creativity when solving them
- Inclination and ability to help others, e.g. explaining the logic of required steps

*NB: Many learners may enter school with well-developed skills and knowledge in aspects of IT. Some may have skills and knowledge in more advanced aspects, including coding. Teachers should be aware of this and provide opportunities for their further development and application.*

**Mathematics**

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

- Rapid and sound memorisation of mathematical material
- Learn and understand mathematical ideas quickly
- Reason logically: can verify, justify and prove
- Work systematically and accurately
- More analytical
- Recognise patterns easily and see the formal structure of a problem in a way that leads to ideas for action
- Use mathematical symbols accurately and confidently as part of the thinking process
- Make jumps in reasoning
- Think flexibly, adapting problem-solving approaches
- Demonstrate curiosity and enthusiasm for mathematical problems
- Make connections between the concepts they have learned
- Can take a creative approach to solving mathematical problems
- Reverse their direction of thought – may work backwards and forwards when solving a problem
- Communicate their reasoning and justify their methods
- Sustain their concentration throughout longer tasks and persist in seeking solutions
- Enjoy working at increased depth
- Adept at posing their own questions and pursuing lines of enquiry
- Take delight in numbers and use them in other areas of the curriculum, e.g. storytelling
- Enjoy mathematical puzzles and problems

*NB: Some learners who are highly able in mathematics perform at levels that are unusually advanced for their age. It is recommended to challenge the pupil with broad but challenging enrichment and extension activities, rather than accelerate through the curriculum.*

## Modern foreign languages

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

• Early awareness of the second language as a separate system

• Curiosity about how language works

• Ability to extrapolate general rules from samples

• Ability to pick up new language and structures quickly

• Ability to make connections and classify words and structures, e.g. to help them learn more efficiently

• Ability to identify, memorise and reproduce new sounds

• Strong desire to put language together by themselves

• Creativity and imagination when using language

• Desire to ask further questions and seek solutions

• Awareness and use of a range of strategies for learning

• Intense interest in the cultural features of the language studied

• Ability to transfer skills across and to other languages

*NB: Becoming a competent and independent language learner is a process which develops alongside intellectual maturity and familiarity with the language and culture. Linguistic development is also very dependent on input and opportunity.*

*Bilingualism may or may not indicate exceptional aptitude in language learning, but taking account of learners' experience and expertise in another language (e.g. home language) is an important factor in planning and in building confidence and motivation.*

**Music**

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

- Captivated by sound and engage fully with music
- Select an instrument with care; may be unwilling to relinquish the instrument
- Find it difficult not to respond physically to music
- Memorise music quickly, without any apparent effort
- Able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after only one hearing)
- Sing and play music with a natural awareness of the musical phrase; the music makes sense • Particularly sensitive to melody, timbre, rhythms and patterns
- Demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence
- Show strong preferences, single-mindedness and a sustained inner drive to make music
- Have the motivation and dedication to persevere and practise; show a commitment to achieving excellence

*NB: Pupils more often show their musical talent through the quality of their response than the complexity of their response. Musical quality is very difficult to define in words, as music is a different form of communication from language. Therefore, musical talent is at least as much about demonstrating a higher-quality response within levels as about attainment at higher levels.*

*Musical talent can be seen at every level of attainment. Those with a high ability in music show a particular affinity with sound. This type of ability is sometimes difficult to identify, especially when it is not combined with more general ability.*

*Aptitude in music may reveal itself early given the right conditions, but can also remain hidden if a pupil has had limited encouragement or opportunity. Teachers may encounter pupils whose musical skills and performance are developed to such an extent that it is difficult to provide for them in the everyday classroom – as well as pupils in whom abilities of great promise are merely latent, and who need intensive and focused development of skills.*

## Physical education

**More able learners in physical education may display a selection of the following characteristics:**

- Use the body with confidence in differentiated, expressive and imaginative ways
- Good sense of shape, space direction and timing
- Movement is fluent and can be elegant
- High degree of control of their body; good control of gross and fine body movements and can handle objects skilfully
- High degree of motivation and commitment to practice and performance
- Use technical terms effectively, accurately and fluently
- Able to analyse and evaluate their own and others' work, using results for self improvement • High level of understanding of principles of health-related exercise and their application in a variety of activities
- Particularly high levels of fitness for their age
- Specific strengths in particular areas, e.g. games or dance
- Able to perform advanced skills and techniques and transfer skills between activities
- Good decision makers; able to take the initiative; demonstrate autonomy, leadership and independence of thought
- Able to reflect on processes and outcomes to improve performance
- Take risks with ideas and approaches
- Show perseverance and commitment
- Involvement with a range of related extracurricular activities
- Understand the need for effective coaching

*NB: In addition to the above characteristics, specific sports and physical activities will have their own list of skills and abilities.*

## Science

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

- Aware of how the context influences the interpretation of science content
- Recognise patterns and relationships in science data
- Can hypothesise/predict based on valid evidence and draw conclusions
- Decide quickly how to investigate fairly and manipulate variables
- Enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena
- Recognise and process reliable, valid and accurate data; can explain why data is unreliable, invalid or inaccurate
- Inquisitive about how things work and why things happen
- Good observational skills
- Enjoy talking with the teacher about new information or ideas
- Think flexibly, generalise ideas and adapt problem-solving approaches
- Ask many questions
- Enjoy logical reasoning
- May be able to miss out steps when reasoning
- Strive for maximum accuracy in measurements of all sorts
- Use advanced and extensive vocabulary, including the use of appropriate language from other areas of the curriculum such as mathematics
- Put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions
- Extremely interested in finding out more about things around them
- Read widely on science or science fiction
- Have scientific hobbies and/or members of scientific clubs and societies
- Able to sustain their interest and concentration and go beyond an obvious answer with greater depth
- Able to evaluate findings and think critically; can be self-critical
- Easily bored by over-repetition of basic ideas; may approach undemanding work casually and carelessly

*NB: Learners who are more able in science can show intense interest in one particular area of science, sometimes to the exclusion of other topics.*