



# Pewsey Vale School

## Aspire Booklet



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# English

## Criteria for Judgement

Pupils who are recognised as 'Aspire' students in English are likely to display a number 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
- **Ability to take on demanding tasks**
  - 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, grammatical organisation of written texts
  - Showing interest and enthusiasm for language study, including awareness of the relationship between sound & words of different languages that are not apparent to their peers

## Aspire in School

### Extension work

- **Year Six**
  - Creative writing and improve your literacy day
- **Year Seven**
  - Create your own poetry anthology beyond the lessons
  - Get involved with a 'real – life' charity campaign
  - The Shakespeare experience project

- **Year Eight**
  - Design a comic strip for your longer ballad poem
  - Complete your own designed travel brochure
  - The Shakespeare experience project year two
- **Year Nine**
  - Visualize and create, through your own choice of media, scenes from whatever the novel, poetry or the short stories that you have studied
  - Design your own Shakespeare performance
  - The GCSE novel/drama project

All the stretching activities that the students participate in are designed to achieve the highest possible grade at GCSE. Reading around these subjects and working on the topics should be a necessity for 'Aspire' students.

The topics are:

- Reading and writing non-fiction
- Creative writing and reading – fiction
- A study of a Shakespeare play
- The study of a modern novel or play
- Analysing unseen poetry
- Studying a bank of fifteen poems
- Studying in detail a classic novel from the nineteenth century
- Reading historical non-fiction

### **Competitions- one per term**

Term one- The poet laureate writing competition. You must write a poem on one of the following topics: (1) an issue that interests you (personal, national or international) (2) a place that inspires you or (3) a news event that you have found significant.

Term two- National short story competition run by Radio two for KS3. You must write a five hundred word short fictional story. An internal school one is run parallel to this in the upper years with the same rules.

Term three- Diorama competition. Create a scene from a favourite book/ poem/ piece of drama. This could be something read in class or from wider life.

### **Enrichment Opportunities**

<b>Every Tuesday</b>	<b>Every Wednesday</b>
Improve your GCSE English Language and literature. This is open for any current GCSE 'Aspire' student to stretch and achieve.	Improve your English. This is open for any KS3 'Aspire' student to attend.

### **Aspire for Parents**

The more the students' practise their English the more they will hone their skills. The 'Aspire' students should therefore be reading challenging literature, writing extra on a daily basis and speaking and listening to high- quality English at most opportunities. In the curriculum booklet there are ideas but some others are listed below.

- During the poetry unit- read and write as much poetry as possible. If you find a poet that you like read other works by them; try mimicking their style when you write your own. Listen to poets/ actors reading poems- think about what you are learning from that
- During the historical fiction unit- re-read the sections read in class. Think deeply about the sorts of words and sentences that the writer is using. If you like the author try reading something else by them. Listen to the audiobook version; watch a television adaptation or a film version
- During the non- fiction unit- read as many articles/ interviews/ reviews *etc.* as you can. High-quality writing from newspapers or magazines is a must here. Try mimicking the style in your own writing. You could listen to interviews from writers of non- fiction explaining what they do and how they do it
- During the Shakespeare unit- try to watch a television adaptation, a film version or a theatre production to help you understand plot and character. Re- read sections that are studied in class and think about the language used
- During the reading and writing narratives unit- read around the genre (or indeed any genre)- begin to compare stories that cover the same themes and ideas. Listen to audiobook versions of the works studied in class. Try writing in a similar genre and attempt to reproduce the style of another writer
- During the class reader unit- read other books/ pieces of writing by the same author. Re-read sections that are studied in class and think carefully about language choices. Write your own piece in the same style as the author. Listen to the audiobook or watch a filmed version (if such things exists for the modern text that you have studied)

### **GCSE**

- You will not have any of the texts in the exam with you, so therefore you must learn quotations and comments from the poetry anthology, the Shakespeare play, the nineteenth century novel and the modern text
- Improving your skills in all aspects of English requires practising. You should be reading widely and with a degree of challenge as well as writing in a range of styles and genres. Listening to high- quality English language is also stretching on the mind- try audiobooks, plays, interviews or one of the numerous spoken word features on the radio
- Use the internet to your advantage- make sure you use websites that enhance your learning in a particular topic and youtube for (amongst other things) poetry/ prose/ drama analysis
- Many of the ideas from KS3 are also useful here especially for the overlapping topics such as Shakespeare, non- fiction and historical fiction.

# Maths

## Criteria for Judgement

Mathematic students have been identified by their classroom teachers as those with enhanced levels of understanding and processing skills. These students have also been selected based upon their previous attainment in examinations at KS2 (5b,5a,6) or since arrival at Pewsey Vale School (end of year exams for the academic year 14 – 15).

## Aspire in School

Within the Mathematics Department of Pewsey Vale School we offer the following:

- Extension work offered to all Aspire learners within lessons.
- Higher Tier curriculum for GCSE students.
- Optional GCSE further Maths qualification in Year 11.
- UK Maths challenge for set 1 students of all year groups.
- UK Team maths challenge available to pupils in Years 7 and 8.
- Oxford University visit available to students in years 10 and 11.

## Enrichment Opportunities

<b>Every Monday</b>	<b>Every Tuesday</b>
Further Maths GCSE Year 11 Maths	GCSE Maths Year 11 Maths

## Aspire for Parents

- Visiting Universities and attending weekend master classes
- Practicing Maths challenge questions issued by the UK Mathematics Trust
- Purchasing Mathematics revision guides and materials which target A/A\* and grades 8 and 9 on the new GCSE
- Visiting museums and mathematics based centers i.e. Bletchley House
- Asking regular mental arithmetic questions to develop mental agility
- Encouraging students to engage with television based mathematics such as “Countdown” and “School of hard sums”
- Asking pupils to engage with everyday mathematics such as problems involving money, percentages and speed, distance and time.

## Science

### Criteria for Judgement

Pupils who are identified as Aspire students are likely to display a number of the following characteristics:

- Be 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 concept of reliability and validity when drawing conclusions from evidence
- 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

### **Aspire in School**

Within the Science Department of Pewsey Vale School we offer the following;

- STEM activities through the year
- Option to take Separate Science
- Trips – Bletchley Park, Intech (possibly)
- Year 8 accompany us on a Zoo trip to complete a study for a project on Captive breeding (to filter into GCSE work on the environment and genetics)
- Assistance at Open Evening
- Visiting Speakers and Organisations

### **Enrichment Opportunities**

<b>Every Wednesday</b>	<b>Every Thursday</b>
Lunchtime Revision GCSE	Lunchtime Revision GCSE

### **Aspire for Parents**

In terms of home learning, parents could show pupils GCSE Pod early, help them within their studies. As well as encouraging children to watch some of the excellent BBC documentaries available. Parents could also accompany students to museums, wildlife reserves etc. The science museum, INTEC in Winchester and also in London are great places to visit if you wish to expand your child's learning. At INTEC they have a planetarium. Marwell Zoo in Winchester, Longleat Safari Park and Bournemouth Aquarium are very informative and would enable your child to hold a greater understanding of Biology.

# Geography

## Criteria for Judgement

Students are currently in the process of being assessed against the criteria below:

- Students understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations
- Students learn subject-specific vocabulary, use it accurately and are able to define words
- Students reason, argue and think logically, showing an ability to manipulate abstract symbols and recognise patterns and sequences
- Students identify their own geographical questions and establish sequences of investigation
- Students 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 are competent and confident in using the wide range of visual resources required in geography, such as aerial photographs, satellite images, maps of different types and scales, GIS systems and so on
- Students are 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
- They relate well to other people, shown an ability to lead, manage and influence others, appreciate and understand others' views, attitudes and feelings
- They 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

## Aspire in School

- The Pod (re: school Eco Status)
- Sky Rainforest Challenge
- The Flat Stanley Project

These projects will enable students to enter competitions as well as having national and international links with students which will help to build valuable life skills including creativity, communication and teamwork.

## Enrichment Opportunities

<b>Every Monday</b>	<b>Every Wednesday</b>
KS4 Geography Club – After school	KS4 Exam Technique – After School

### **Aspire for Parents**

- Read at least 2 newspaper articles linked to geography every week. Select 4 key words/phrases and create a glossary. Create a 'Geography in the News' scrapbook.
- Attempt examination questions from past papers from Edexcel. Parents to read the mark scheme and prompt them with answers.
- Having the radio on at home and encouraging debate about current geographical issues.
- Attend the geography debating club.

## History

### Criteria for Judgement

In any teaching group, it is the case that some will achieve, or have the potential to achieve, at a level higher than their peers. Identification of these pupils is crucial as without tasks tailored to their needs they may become disillusioned with the subject, under perform or become disruptive influences within lessons. Early identification allows challenge to be built into the curriculum, the use of more interesting and varied resources and will help to maintain History's position within the Curriculum.

In *Educating Able Children*, Volume 2 offers a series of generic characteristics of gifted pupils, in general they have or are able to have:

- Ability to understand abstract/difficult concepts quickly
- Lucid expression of understanding orally
- Lucid expression of understanding, in writing
- Ability to link ideas and concepts
- Development of own ideas
- Thirst for knowledge
- Independent thinking
- Analytical thinking
- High powers of reasoning
- Ability to transcend the confines of the work set

This model acts as a useful starting point for the history teacher looking to identify pupils who are more able. Within Pewsey Vale History Department we have slightly modified these characteristics, to:

- The able Historian will be able to work thematically and will understand the implications of the chronological framework surrounding the theme.
- The able Historian will be able to put events into the context of time and articulate, verbally or through writing, different representations of events.
- Historians that are more able draw upon a wide number of themes and events to explain why events occurred in certain ways.
- They have the confidence to express and justify a belief that may not necessarily be accepted by their peers or the teacher.
- Curious to find out the minor details.
- Ability and desire to find alternative or additional representations of the past in order to fully satisfy themselves.
- An insatiable desire to prove everything.
- High Powers of reasoning.
- Able to draw upon general historical and political knowledge to substantiate responses, or to divert attention to areas of a greater personal interest.

## Aspire in School

### Key Stage 3

- Pupil led Discovery History Lessons: When pupils have visited historical places/found historical items or are set group/presentation work they have the opportunity to present what they have discovered to the class for part of a lesson. This is encouraged in both key stages. Pupils are sometimes asked to teach relevant year groups their findings.
- Particular learning projects (see above) encourage Independent learning, choices on presentations and encouragement to visit local history.
- 'Above and Beyond' challenges for homework/Projects are designed to stretch pupils to go further into History.

### Enrichment Opportunities

Students that are more able can also be encouraged through the use of enrichment activities and study support opportunities.

- A project on most areas of British history can be enriched through a visit to a museum of relevance to the topic, which makes the content both more interesting and more easily accessible.
- Horrible Histories Club Study support activities. This will deal with given topics in greater detail and can over a longer period of time, provide students with further opportunities to develop skills.
- Local history projects connected to Pewsey Heritage Centre is being established.
- Pupils can be asked to research areas of direct relevance to themselves and can learn through a wide variety of mediums. There are obvious links with other subject areas here: Geography, Art and ICT are perhaps the easiest subject areas to make links with.
- Prize quizzes and competitions (see above).

Proposed new challenges:

- A history magazine run and edited by students,
- Creation of a history department website with content and activities produced by the students and differentiated homework activities.
- Seeking a use of local historians, archaeological digs, and starting to set up a debating society.

<b>Every Monday</b>	<b>Every Tuesday</b>	<b>Every Wednesday</b>	<b>Every Thursday</b>
KS4 Revision/Homework Club – Lunchtime	KS3 Horrible History Club – Lunchtime	KS3 & KS4 Revision/Homework Club – After school	KS3 & KS4 Revision/Homework Club - Lunchtime
KS4 Revision/Homework Club – After school	KS4 Revision/Homework Club – After school		

#### Key Stage 4:

- 1) History support for ASPIRE pupils: Catch up, Revision and Coursework Monday- Wednesday Lunch times and after school and Thursday lunch time.
- 2) GCSE Medicine Through Time and Germany 1919-1945 Work booklets.
- 3) GCSE Bitesize revision and Tests online.
- 4) ASPIRE pupils will be asked during group / presentation work to present what they have discovered to the class for part of a lesson. This is encouraged in both key stages. Pupils are sometimes asked to teach relevant year groups their findings.
- 5) 'Above and Beyond' challenges for homework / Projects are designed to stretch GCSE pupils to go further into History.

#### Trips and Competitions

History Trips and competitions	Year 6 Horrible Histories tour	Term 6
	Year 7 : A trip to Salisbury Cathedral including a Horrible Histories tour	Term 4
	Castle model & guide	Term 2&3
	Middle Age life project	Term 3-4
	Year 8 : Spanish Armada	Term 2-3
	Civil War project	Term 3-4
	Year 9 : Industrial Revolution project	Term 1
	Trench Model and guide	Term 5
	Key Stage 3 Horrible Histories club and catch up targeted B-A* Grade pupils	Every Wednesday from term 2-6
	Year 10 : Early Elizabethan England Consolidation of Knowledge and History Challenge Test and Quiz	Term 2
Medicine Through Time Consolidation of Knowledge and History Challenge Test and Quiz		
MTT Trip	Term 6	

	<p>Year 11 : Nazi Consolidation of Power Test and Quiz</p> <p>Key Stage 4 Catch up and Revision targeted B-A* Grade pupils</p> <p>NOTE: Also seeking establishing trip connections to Pewsey Heritage Centre / further afield.</p>	<p>Term 4-5</p> <p>Term 3</p> <p>Every term</p>
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### **Aspire for Parents**

- Imperial War Museum
- Museum of Army Flying Salisbury
- Old Sarum Airfield
- Stonehenge
- Woodhenge
- Highclere Castle
- Witchurch Silk Mill
- Salisbury Cathedral
- Visits to battlefields

<http://www.brightonline.org.uk/>

Read: Around topic areas and use opportunities to enrich experiences.

Horrible Histories

## Religious Studies

### Criteria for Judgement

When choosing the 'Aspire Students' within the Religious Studies Department, I look for students who fit some, if not all, the criteria listed below:

- Are extremely curious
- Have unusual and often "wacky" ideas
- Show strong feelings and opinions
- Ask 'deep' questions
- Construct abstract theories

### **Students would be identified by their:**

- verbal responses to questions
- contributions to class discussions and debates
- classroom written assignments
- homework assignments
- level of interest and attitude in the classroom

### Aspire in School

The introduction of 'The WOW' in the Religious Studies lessons. This is when students are expressing their views and opinions and we, as the listeners are astounded by their incites and explanation, and as a result there is almost an audible wow! There is a possibility of this happening from a starter called a Thunk. A thunk is a beguilingly simple-looking question about everyday things that make you stop and think in your tracks and helps you start looking at the world in a new light. I have two WOW blocks, so only two can be given within one lesson.

I will also set aside a lunchtime each half term when we can meet and debate some 'deep question' of their choosing.

Ask these students to be involved in activities like Aspire Day for Primary schools and in the annual Open Evening.

Look into the courses delivered at Kilve Court in Devon, which are specially designed for Aspire students.

### Enrichment Opportunities

<b>Every Tuesday</b>
Ethics Club

### **Aspire for Parents**

Watch television programmes with your son/daughter, which discuss issues about faith, science and those questions that have no answers like, *The Big Questions*, which is usually shown on a Sunday morning on BBC1.

Watch other programmes like Question Time, BBC1 Thursday 10.40, perhaps using iPlayer.

Encourage your son/daughter to read a newspaper and discuss with them some of the issues that are in the news at that moment.

## Modern Foreign Languages

### Criteria for Judgement

Gifted linguists can be identified as being able to learn, absorb and recall vocabulary easily: they can apply rules readily, transferring examples to new contexts and adapting models to create new language.

### Characteristics

- Analytical skills
- Communicate intuitively
- Interested in different things
- Open to things foreign

### Aspire students are likely to:

- Be curious about foreign cultures and show empathy towards foreign people
- Be curious about how languages work
- Grasp meaning, make intuitive connections between what they already know and expressions they first encounter
- Have a good memory
- Recognise grammatical patterns and increasingly internalise and apply them in a variety of contexts
- Ask questions about meaning
- Make jumps in understanding
- Have well developed listening discrimination skills and apply them to mimic pronunciation and intonation
- Be keen to produce accurate examples of spoken and written language
- Try to express themselves in their own way, demonstrating independence of thought and showing willingness to risk making mistakes
- Be willing to use dictionaries and other reference sources to improve their understanding and expression
- Sustain concentration and persevere to understand complex or unfamiliar language.

### Aspire in School

In our teaching we aim to target gifted linguists in the following ways:

- Give students every opportunity to use the language at higher levels; FL books, magazines, links with schools abroad etc.
- Encourage creativity – make up poems, raps and songs
- Encourage students to teach others and also to work more autonomously (involvement in primary taster days & European Day of Languages)
- Encourage team work
- Produce their own teaching resources – grammar podcasts, video documentaries, animations using online sites such as 'Go Animate'
- Produce high quality displays; these should be interactive with a clear educative, informative and entertainment purpose
- Use online resources, keep a learning journal and report back on their activities
- Hold termly competitions

- Visit to a foreign country
- Encourage the students to participate in spelling bees/events at other schools

### **Enrichment Opportunities**

<b>Every Tuesday</b> GCSE French Revision	<b>Every Friday</b> GCSE German Revision	<b>Annual</b> visit to France/Germany	<b>Termly</b> Golden Time in Spanish & Russian	Involvement in primary languages days
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### **Aspire for Parents**

- Use GCSE Pod/Linguascope/VOCAB EXPRESS
- French Magazine – Scholastic, Mary Glasgow
- Pen pal/email
- Travel and use
- Get students to teach you what they have learned in class

## ICT and Computing

### Criteria for Judgement

Students are currently in the process of being assessed against the criteria below. This document will be updated when the assessment is complete

- Demonstrate ICT 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 techniques quickly. For example, pupils use shortcut keys for routine tasks effectively and appropriately: they quickly apply techniques for integrating software applications.
- Use initiative to exploit the potential of more advanced features of tools and techniques learned in lessons. For example, pupils investigate the HTML source code of a website and apply advanced 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 to applying what they learn about data types in Database software and applying it to their programming.
- Explore independently beyond the given breadth of a curriculum topic. For example: they decide independently to validate information they have found from a website or having learned control procedures for a simple traffic light model, they extend their procedure to include control of a pedestrian crossing.
- Read around the subject looking at social media pages, magazines, TV and websites that help to build their subject knowledge, an example of this could be to watch BBC Click or to follow a technology magazine on Twitter.
- Initiate ideas and solve problems, use computers 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)
- Support other students through group work or acting as “class expert”
- 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 not be as good at constructing and investigating databases.

### Aspire in School

- Teach/lead a class activity: Aspire students could be responsible for organising, planning and producing resources if necessary.
  - A short quiz that the student writes and executes
  - Teaching a self-contained aspect of the schedule of work (SOW)
  - Researching and preparing a PowerPoint presentation on a related topic that provides background and information or a linked strand
  - Preparing a short film on researched topic (agreed with you in advance) that will support the whole class’ learning
  - Plan and deliver a ‘starter’ for a future lesson

- Coaching/Mentoring: Aspire students could be able to support others within the class by demonstrating skills to others to improve their communication skills – Providing support to others to improve their own problem solving skills.
- Create opportunities for Independent learning:
  - Keep a journal/log of wider reading or research
  - Create an extended project on an aspect of the current SOW or on any subject related area
- Increase Challenge
  - Re-package key findings from a lesson/series of lessons
  - Create an extended project on an aspect of the current SOW or on any subject related area
  - Move students on to higher level. E.g. Year 8 students moving onto Year 9 SOW
  - Target Aspire students with challenging and progressive questions
  - Provide Aspire students with more complex open ended tasks
  - Allocate Aspire students with specific roles in group work Extension
  - Twilight sessions at KS4
  - Departmental Schemes of Work differentiation for Aspire students

### **Enrichment Opportunities**

- Launch of ‘Digital Leaders’ Scheme
- Develop links with FE and HE Institutions
- Provision of One-off Computing workshops/opportunities
- School Radio Project

<b>Every Wednesday</b>	<b>Fridays (When advertised)</b>
Course Work support – After School	School Radio / Digital Leaders – After School

### **Aspire for Parents**

- Visit Computing museums/exhibitions such as Bletchley Park or the museum of computing in Swindon.
- Use the code academy website to develop programming skills.  
<https://www.codeacademy.com/>
- Invest in a Raspberry Pi computer (about £30) <http://uk.farnell.com/buy-raspberry-pi> and complete programming projects using online tutorials.
- Use lesson resources provided online to develop further study set be classroom teacher in lessons.
- Watch BBC Click on the BBC news channel/iPlayer.
- Barclays coding resources.
- Use scratch to understand basic coding.

## Art

### Criteria for Judgement

Students who are judged as Aspire in Art will show evidence of exceptional ability in:

- Using artistic media to record accurately what is being observed
- Recalling accurately from memory when using artistic media for visual and expressive purposes
- Recording observed three-dimensional forms in two dimensions using appropriate perspective
- Controlling an artistic medium and related tools and equipment. These include:
  - graphic media
  - paint
  - clay
  - other three dimensional construction media
- The expressive use of an artistic medium such as paint or clay
- An understanding of the use/manipulation of the visual elements of art and design. For example,
  - ability to mix a wide range of tones of colour from a limited range
  - ability to stimulate a wide range of surface texture using graphic media
  - an innovative approach to composition
  - the ability to understand confidently and engage in the process of developing an abstract design from an observed source
- Originality and exercise of the imagination in the development and interpretation of visual ideas
- Confident engagement in the process of visual enquiry and in selecting from a range of stimuli and starting points to incorporate elements imaginatively in their finished work
- Critical engagement with the work of mature artists and designers which may positively influence their own creative endeavours

### Aspire in School:

Attending art clubs where students can experience working with a wider range of mediums such as ceramics or photography is a good opportunity to stretch skill base and resilience. There are trips to Art galleries where students can see professional work to appreciate and learn from. We have an art exhibition every year where we display students' work to local people. We have links with international artists who come into school to work with GCSE Artists in particular; this is a great link that enhances the work of our GCSE learners.

### Enrichment Opportunities

<b>Every Monday</b>	<b>Every Wednesday</b>
GCSE Art Club – After school	GCSE Art Club – After school KS3 Art Club – After school

### **Aspire for Parents:**

Encouraging your child to work with a range of different mediums is a great way for them to experience differing skills in Art. Pinterest is a good source of ideas to replicate at home, it is also a good way to find ideas to work on at school. Taking your child to exhibitions, meetings with local artists or workshops within the area can enliven a spark of creativity. Challenge them to use their camera on their phone to take creative photographs and edit them on software such as Photoshop. Manipulation of any media can build up skills in art. If your son/daughter aspires for a career as an Artist, it is advisable that they build up a portfolio of work outside of the work they complete in school. This will enable them to express themselves through their work that isn't set to a specification for GCSE.

# Drama

## Criteria for Judgement

Students who are judged as Aspire in Drama can be split into the three categories of Making, Performing and Responding. A student may be on the Aspire list for any of the three areas, or for more than one.

### **Making:**

- Making conscious use of an extensive range of drama skills and techniques when they are creating drama or performing pieces. As well as communicating meaning, they may also be hoping that the audience will be emotionally engaged
- Devising work which demonstrates an understanding of theatre styles or genre. This may take the form of a group devised piece, a written script or storyboard
- Interpreting the work of other artists to create a polished 'product' often demonstrating originality and innovation
- The imaginative and expressive use of space, body and voice when experimenting with ideas and stimulus (through imaginative play when very young)
- Working with intense concentration, energy and focus when rehearsing and acutely observing others in the action

### **Performing:**

- Controlling physical and vocal skills to express meaning and emotion when engaged in drama activities such as storytelling or acting out a play. For example:
  - Voice: making use of a range of accents and controlling their breathing to support volume and tone
  - Movement: creating pieces of theatre where aspects of mime are used with clarity and crispness
- Designing, organising and managing the different technical elements employed in a performance; such as lighting, sound, costume, make-up (including masks) and scenery
- Responding to an audience. For example:
  - Through effective use of timing, silence and eye contact

### **Responding:**

- Their awareness, knowledge and understanding of different tradition, genre and styles of drama
- Evaluating and analysing their own work in drama and the work of others
- Understanding the relationship and connections between the content and form of the drama
- Their eagerness and enthusiasm to read, see and talk about drama in which they have engaged with at school, professional theatre, film or television.

## Aspire in School:

All students are given the opportunity to stretch themselves in drama lessons with extension and enrichment work. We are increasingly giving the opportunity for students to learn more about lighting in lessons, and provide technical support in assemblies and evenings. Being part of the carol service, Aspire days with Year 5, attending the theatre on school trips also give valuable experiences to those who aspire to work within creative industries. For GCSE Students, we have a link with a local Theatre Director who comes into school to run workshops for GCSE learners. We also run trips to the National Theatre or V&A where they can experience workshops with professionals.

### **Enrichment Opportunities**

<b>Every Friday</b>
Revision Club – After school for KS4 students

**Join the Shakespeare Schools Festival. We cast the performance in the summer term and perform in a professional theatre in October/November. It is a wonderful way to hear and see Shakespeare's language come alive.**

### **Aspire for Parents:**

Taking your child to the theatre is a wonderful way to engage them in the world of drama. Seeing live theatre with the subtleties and nuances of the actor within the setting can ignite a passion.

The BBC and The National Theatre stream many of their performances via the internet. YouTube is a great source of National Theatre work. This isn't as good as seeing live actors on stage, but a great way to see breadth of work from home; and it is free! If you are in London, a great place to visit is the V&A where you can see the Theatre exhibition. Again this is a free exhibition, but has one of the early complete works of Shakespeare. There is also the Globe theatre on the South Bank, which is a useful source of information regarding Elizabethan Jacobean theatre. The exhibition allows you to learn about the context in which Shakespeare wrote, as well as watching performances from as little as £7. The next best thing to do is to involve them in local amateur dramatics where they can test their skills as an actor or technician and prepare for performances. Performance work is absolutely about creativity, practice and resilience. My best advice is to get involved and try your skills at many different aspects. The creative industries do not always revolve around performing, there is a whole wealth of other roles that are pivotal to making performances on stage and screen work; the more you know about them, the better equipped you will be if you choose a career in this industry.

Of course, there are local groups that you can join. PVADS is an incredible local company that will allow you to perform regularly. Stagecoach is available for those who wish to join, they even use our school to work, so you'll feel close to home.

My advice is to take every opportunity you can. The stage is an incredible place to learn, grow and find out more about yourself. There's nothing quite like it.

## **Music**

### **Criteria for Judgement**

Pupils who are identified as Aspire students are likely to display a number of the following characteristics:

- Be captivated by sound and engage fully with music
- Select an instrument with care and then be unwilling to relinquish the instrument
- Find it difficult not to respond physically to music
- Memorise music quickly without any apparent effort, be able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after one hearing)
- Sing and play music with a natural awareness of the musical phrase – the music makes sense
- 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

### **Aspire in School**

- Teachers model a range of activities and skills, such as their own thinking, using higher order questions and analysing different writing genres
- Teaching offers a diversity of opportunities for able pupils to extend ideas, suggest hypotheses and develop creative and innovative outcomes
- Teaching requires pupils to use strategies for active learning, as independent or collaborative learners
- Teaching demands individual and imaginative responses of pupils to practical tasks, informed by rigorous critical skills

### **Aspire for Parents**

Your son/daughter has presented as having a real 'flair' in Music. We would like parental support to nurture these skills, actively participating in social musical activities that will enhance both the understanding of music in a wider context, as well as giving enjoyment to everyone. The suggestions are in no way exhaustive, merely suggestions to continue exploring the world of music.

### **Take them to:**

- Concerts featuring both professional and amateur ensembles
- The London College of Music Museum
- Local music-making societies including 'Super-strings'
- The Royal Military School of Music – Kneller Hall Summer Concerts
- Festivals and pageants encompassing a diverse musical and cultural setting
- Local jazz festivals

**Watch:**

- Last Night of the Proms
- Young Musician of the Year
- Trooping of the Colour
- Edinburgh Military Tattoo
- Youtube clips of various ensembles, including Jools Holland and his Big Band

**Listen to:**

- World Music including Folk, Indian and African
- Western Classical Music (1600-1899) including Baroque, Classical and Romantic Periods
- Popular music including Blues, Jazz, Dance and Electronic Music
- Music of the 20<sup>th</sup> Century including Expressionism, Minimalism and Musicals
- Any other music that you enjoy and can both listen to and appraise

**Play:**

- Pieces from the Associated Board of the Royal Schools of Music
- A varying degree of genres/styles
- Often and with a dedicated purpose eg. working on articulation and phrasing
- Within an ensemble or as a duo
- Slow music is much harder to perform accurately than fast

**Practise:**

- Sight Reading
- Composing basic tunes with a definite structure
- Using music technology effectively, exploring musical effects
- Singing a melodic line from reading notation
- Aural skills – differentiating between Major and Minor as well as clapping/singing basic

**Read:**

- Grade 5 Theory Book
- Literature on the art of Listening and Appraising
- Literature on World Music
- Any book on Music that you find enjoyable

## Design and Technology

### Criteria for Judgement

The Department follows the QCA guidance for identifying Aspire students in Design & Technology. Aspire students in Design & Technology will satisfy some of these criteria, rarely all. Some of these characteristics are influenced by personality so care should be taken in identifying the most able. Students who are Aspiring in design and technology are likely to:

- Demonstrate high levels of technological understanding and application
- Display high-quality making and precise practical skills
- Have flashes of inspiration and highly original or innovative ideas
- Demonstrate different ways of working or different approaches to issues
- Be sensitive to aesthetic, social and cultural issues when designing and evaluating
- Be capable of rigorous analysis and interpretation of products
- Get frustrated when a teacher demands that they follow a rigid design-and-make process
- Work comfortably in contexts beyond their own experience and empathise with users' and clients' needs and wants.

Teachers may identify students who are gifted in design and technology by:

- Performance at an unusually advanced national curriculum level for their age group
- The outcomes of specific tasks
- Evidence of particular aptitudes
- The way students respond to questions
- The questions that students ask themselves.

Continual teacher assessment and monitoring are important in identifying able students. Ability may manifest in a number of ways. All students are individual with their own needs.

It is important for teachers to allow time for personal interaction with students. By observing the techniques and strategies that students use to tackle problems, teachers may pick up on gifts that do not come to light through more formal assessment procedures. It is important to acknowledge that these students may wish to hide the extent of their gifts.

The students who are gifted in design and technology may be a very different group from those with gifts and talents in other subjects. The breadth of designing and making means that some of them will have abilities in a specific area -- for example working with food, using computer-assisted design (CAD) or high-quality making -- but not in others.

Aspire students within the Design and Technology Department should be challenged through individual interaction, the expectation of achieving excellence in their work (use of the Aspire booklet should be encouraged), the provision of extra-curricular projects and activities, trips and competitions.

### **Enrichment Opportunities**

<b>Every Monday</b>	<b>Every Tuesday</b>	<b>Every Wednesday</b>	<b>Every Thursday</b>
Food Technology Textiles Resistant Materials	Food Technology Textiles Resistant Materials	Food Technology Textiles Resistant Materials	Resistant Materials

### **Aspire for Parents**

Within the class booklets there is a 'Just for Fun' section which has projects that can be completed at home. These vary in levels of difficulty, although should be enjoyable.

- Visit the Victoria & Albert Museum
- Experiment with cooking a range of cultural cuisine at home
- Learn a new skill, such as knitting, quilting, crochet
- Build complex constructions with an array of materials. For example: Lego, Stickle Bricks or recyclable materials

## Physical Education

### Criteria for Judgement

The policy and pupil identification process is based on the national 'Physical Education Quality Standards for Talent Development' endorsed by the DCMS and Youth Sport Trust.

Pupils can be identified as Aspire through:

- General all round Physical Education
- Outstanding level of performance for a single sport or activity

### Aspire in School

Pupils are identified in lessons as being Aspire students in Physical Education if they demonstrate a very high level of competence across the following five areas: Creative, Physical, Social, Cognitive and Personal.

Creative ability is evidenced when learners respond to challenges and tasks with fluency, originality, and sensitivity to problems. Physical ability is revealed through pupils' competence and fitness to perform a range of physical activities. Social ability is exhibited in social contexts, and is the basis of leadership, teamwork and similar concepts. Cognitive ability is shown in planning and compositional settings, as well as knowledge and understanding of central physical educational concepts. Personal ability underpins an individual's capacity for self-regulation, belief and commitment to mastery.

#### **Creative**

- Consolidates and develops skills in a creative, inventive and innovative way
- Responds to stimulus in an innovative way
- Offers a range of productive and viable solutions to a problem
- Is confident in experimenting with acquired skills and ideas through application (e.g. within a gymnastic sequence, dance composition or game)

#### **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 uses this in a range of situations across activities
- Shows precision when executing movement skills with high level 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 decisions when working collaboratively
- Enables and empowers other pupils to participate effectively in activities

#### **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

- Identifies strengths and weaknesses, offering suggestions for improvement, across a range of performances
- Uses a broad analysis vocabulary when describing performance

### **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

### **Aspire in School**

- Suitably differentiated lesson content (to include extension material where appropriate), with staff monitoring progress
- Curriculum enrichment opportunities at Key Stage 4 including qualification opportunities and National Governing Body awards (where appropriate)
- Sports recognition and input to curriculum design e.g. Sports Reps
- Pupils will be encouraged to find creative solutions to challenges, to take risks and learn how to cope with failure
- Independent work and leadership opportunities will be provided across the Key Stages.
- Leadership and coaching opportunities within lessons and to younger year groups and whilst at extra-curricular clubs
- Pupils will be encouraged to fully engage with extra-curricular opportunities provided by the school, including representing the school competitively.
- Signposting to community clubs and pathways to pursue specialist coaching outside the school environment
- Link with Marlborough College to develop taster sessions and involvement in their teams or coaching
- Where appropriate, parents/carers will be consulted and involved in the planning and implementation of strategies to support their child
- Close links with parents and carers will be established to ensure that a strong support network is formed
- Additional opportunities or trips to Bath University or sporting events (where possible) to see elite performance close up
- Involvement or sports reporting on fixtures and events, maybe a sports magazine or website updates with relevant information and advice for other students

### **Enrichment Opportunities**

Current Extra-Curricular Programme

<b>Every Monday</b>	<b>Every Tuesday</b>	<b>Every Wednesday</b>	<b>Every Thursday</b>
KS4 Intervention	Football Fixtures	Netball Fixtures	External Coaching Opportunities (TBC)
External Coaching Opportunities (TBC)	External Coaching Opportunities (TBC)	Football Training External Coaching Opportunities (TBC)	

This programme will change and develop as the year moves on to support extra-curricular opportunities offered within the area.

The creation of an Aspire Group to allow our most able pupils to meet regularly to discuss their current situation, share experiences and support each other to be developed in line with pupil requirements.

### **Aspire for Parents**

- Pupils encouraged to fully engage with extra-curricular opportunities provided by the school
- Pupils expected to represent the school competitively
- Support students attending community clubs and pathways to pursue specialist coaching outside the school environment
- Performance evaluation tasks or projects based on sporting activities on TV or in the news
- Involvement or sports reporting on fixtures and events, maybe a sports magazine or website updates with relevant information and advice for other students
- Additional time or training with students to encourage personal improvement
- Research on training methods and practices to develop performance levels. Help support or design an effective training programme
- Trips to local sports events to see elite performances in person