



Pupils with Higher Prior Attainment Policy

Reviewer: Charlotte Webb

Approver: Kit Perona-Wright

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This policy describes the means by which high attaining learners are identified and the actions taken in meeting their needs.

Pupils with higher prior attainment are described as:

Those children and young people who have one or more abilities developed, or with the potential to develop, to a level significantly ahead of their year group.

Pupils with higher prior attainment (previously named More Able and Talented) refers to pupils who are either academically more able either across the curriculum or in a specific domain of learning, or those whose abilities lie in sport, performing and visual arts, and areas such as leadership, public speaking and entrepreneurship.

At Cheltenham College Prep School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children, teaching in a way that enables each child to reach the highest level of personal achievement and to flourish socially and emotionally. Challenge for all is placed at the heart of teaching, learning and reward, identified as one of our Key Skills and Attributes for all pupils, irrespective of ability. Our extensive co-curricular programme ensures pupils can access a range of opportunities to ensure breadth and depth to their learning experience. In addition, through a wide range of stretch and challenge opportunities, we intend to ensure that we recognise and support the needs of those children who have been identified as talented, or more able, or have the potential to be.

In order for such pupils to receive a coherent approach, it is necessary for all staff to be aware of this statement and to act upon it. The nurturing of our most able and talented pupils is a responsibility that must be shared by all.

Stretch and challenge enrichment opportunities at Cheltenham College Preparatory School seek to nurture and develop individual talents and thus extend the learning potential of all pupils. The purpose of enrichment is to provide extended learning opportunities and challenges to learners who have already mastered, or can quickly master, the basic curriculum. Enrichment gives the student more time to study concepts with greater depth, breadth, and complexity. Enrichment also provides opportunities for students to pursue learning in their own areas of interest and strengths, as well as keeping advanced learners engaged and supported in their accelerated academic needs. Extension activities are provided via in-class differentiation in every subject and enrichment opportunities in place for every Section of the school.

Pupils with higher prior attainment - The school holds a list which identifies pupils who perform/have the potential to perform at a high level. Pupils with higher prior attainment will be attaining/have the potential to attain within (approximately) the top 5% of their cohort academically or will be identified as performing at a standard significantly more advanced than the majority of their peers (see below for detail on identification). This list is used for staff to inform planning and for monitoring and evaluation purposes. Inclusion in the cohort is not permanent. Pupils with higher prior attainment who have the potential to access the curriculum at a high level but who are underachieving or disaffected will be identified and targeted. Within Cheltenham College Prep School, we recognise that Pupils with higher prior attainment be good all-rounders, high achievers in one

specific area and may have high ability and may also have a specific learning difficulty e.g. Dyslexia or Asperger Syndrome. The list of pupils on the More Able and Talented List is not meant to be exclusive and is intended as a starting point when planning provision.

Identifying Pupils with higher prior attainment - A range of strategies are used, and the process is on-going as the pupil progresses through the school. Initially, CAT4 and Reception Baseline data is used to identify pupils with the most potential. Their progress is monitored by on-going observations, examinations and standardised testing and screening, in line with the assessment and tracking of all pupils; results are scrutinised by Heads of Departments/Sections, The Deputy Head Academic, Co-ordinator of Scholarship and Challenge and Director of Studies to ensure appropriate progress has been made. Pupils with consistently high levels of attainment or potential across the whole curriculum or who demonstrate particular high level skills in one area are identified as higher attaining. Pupils who are deemed to be talented are reviewed against the subject guidelines (see appendices). School data, teacher nomination, pastoral staff nomination, parent nomination or peer / self nomination are encouraged. These nominations are then reviewed against the subject specific criteria before identification is confirmed. All nominations will be considered, but they do not mean a pupil will automatically be added to the list of pupils with higher prior attainment.

As with all individual needs, staff will give consideration to more able pupils when planning lessons to ensure differentiation meets their needs and sufficiently challenges them. All pupils with higher prior attainment will be discussed at Departmental Meetings, as other pupils are, to identify adjustments that might need to be made to the list, or the provision in place to ensure all pupils achieve their full potential.

SEN and EAL Pupils - CAT4 data is used to help ensure able pupils for whom English is an additional language are not disadvantaged because of their establishing levels of English. By identifying pupils who have high capacity in certain skill sets, staff can ensure they are being sufficiently challenged and their potential is considered alongside their need to develop their English. Pupils who may have a specific educational need, are regularly reviewed and supported by the SENCo and Deputy Head (Academic). Where necessary, reasonable adjustments are made to the curriculum and or assessment structure to ensure pupils who have either EAL or SEN requirements can still access as much as possible in order to meet their needs. For instance, EAL pupils may have the opportunity to access some content in their own language, or SEN pupils may be given additional time, support in understanding key vocabulary, or additional writing scaffolds. Adjustments will always be individualised and aimed at optimising the experience, progress and outcomes of pupils who are identified as having higher prior attainment but who experience some specific difficulties.

Pupil Progress - As with all pupils, comparison of CAT4 data to attainment data and staff observation allows staff to identify pupils who are academically not fulfilling their potential. Those pupils who have not made the expected level of progress, irrespective of ability, are reviewed and monitored by the relevant Heads of Department, Head of Section, Co-ordinator of Scholarship and Challenge and Deputy Head (Academic). Actions are put in place to address underachievement and the impact of these are regularly reviewed.

School provision - In class, differentiation and the stretching of Pupils with higher prior attainment is an integral part of teaching and learning across the school. Departments have developed a range of subject specific strategies for extending and challenging in lessons. In addition, a range of activities, lectures, external speakers and attendance at events are planned into the calendar to further enrich pupils.

Examples of these have included:

Pre-Prep

- Phonics extension programmes
- Accelerated Reader
- Chess Challenge
- Super Saturday Enrichment Workshops

Lower School

- Chess Challenge
- Maths Challenge and Puzzle Days
- Enterprise Days
- Young Apprentice Day
- Writers' workshops, including the Cheltenham Literature Festival
- Stretch and Challenge Maths Workshops with a maths specialist
- Stretch and Challenge English Workshops with an English specialist

Middle School

- Maths Challenge Day
- Young Scientists' Day
- Young Writers' Day
- Leadership Challenge

Upper School

- Visit to the City of Birmingham Symphony Orchestra and Master Classes
- DaVinci Decathlon Competition
- Cyberfirst Competition
- Post Scholarship Enrichment Programme
- Preparation for 13+ scholarship
- Salters Festival of Chemistry
- Institute of Engineers - Faraday Challenge
- Flying Start Challenge
- Weekly History Club
- The Townsend-Warner History Prize
- The International History Bee and Bowl Championships

CPD - Staff are updated and trained either as a whole team or on an individual basis to ensure they are well equipped to meet the needs of all pupils, including the more able. This has included regular themes of challenge, higher order thinking skills, questioning, growth mindset and effective feedback to optimise pupil progress and fully understand the importance of high level challenge. During induction, new staff are made aware of the ways in which we assess, track and provide for pupils of all ability levels, including those who are identified as a Pupils with higher prior attainment. Our Co-ordinator of Scholarship and Challenge stays regularly up to date of the latest best practice and research in this area. They arrange training opportunities and support individual staff with practical strategies to ensure the thorough understanding of the general needs of all Pupils with higher prior attainment , and those of individuals.

Pastoral Support - Aware of the importance of developing the whole child, Pupils with higher prior attainment are encouraged to take risks in their learning as staff employ Growth Mindset principles. The comprehensive Thrive! Programme addresses themes such as confidence, self-esteem, success and failure, and strengths in oneself and others. This can be particularly important for able pupils who might find these areas of development more challenging. In addition, our pupil support programme ensures pupils develop wellbeing and mindfulness strategies as well as having access to a range of services such as on site counselling team should this be required. Pupils with higher prior attainment who may feel under pressure are monitored carefully by their form teacher, Head of Section and subject staff. Our Co-ordinator of Scholarship and Challenge makes use of pastoral data and observations to help ensure the fullest needs of these pupils are met and any Pupils with higher prior attainment who may be at risk emotionally or socially can be proactively supported. Through regular staff meetings (twice per week), departmental meetings, pastoral team meetings and regular parent meetings, dialogue about all children, including the most able, is frequent between home and school, and within school. This ensures any emotional or social concerns can be quickly identified and acted upon. Pupils may be offered a bespoke 1:1 programme of support with our on site counselling team, time and support through 'Chill and Chat' or Lego Therapy sessions, for example. The ability to work collaboratively is actively developed within the children. This is explicitly discussed and strategies developed with the children to assist in their being able to take specific roles

in a team, listen to others with an open mind, reflect and adjust plans, and articulate their ideas clearly, as well as to be open to compromise.

Management of Enrichment Opportunities - The Deputy Head (Academic) monitors the provision and practice within the school for Pupils with higher prior attainment, with the Co-ordinator of Scholarship and Challenge leading the day to day management of provision. As required, they are supported by the Head and the Director of Studies.

Heads of Department are responsible for monitoring and evaluating provision for the more able in their areas of the school and for planning enrichment programmes to offer different experiences for more able pupils. The participants of these are decided in consultation with the Heads of Section to ensure all pupils are being given access to a range of opportunities to add breadth and depth to their learning.

All of the above staff are responsible for:

- Reviewing learning to ensure the needs of more able pupils are met
- Monitoring all curriculum areas to ensure appropriate activities are in place
- Planning enrichment opportunities
- Monitoring the progress of individual pupils
- Supporting staff in the identification of and provision for more able pupils
- Providing advice and support to staff on teaching and learning strategies
- Liaising with parents and outside agencies on related issues
- Ensuring that Pupils with higher prior attainment are supported socially and emotionally to achieve their potential

Appendix 1

Pupils with higher prior attainment at Cheltenham Prep may display a selection of the following characteristics:

<p>General Characteristics</p>	<p>Personal traits</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inquisitive, curious, alert and responsive to new ideas <input type="checkbox"/> Quick/agile thinkers <input type="checkbox"/> High self-motivation/initiative; can work well independently <input type="checkbox"/> Show leadership qualities <p>Learning ability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn new ideas and concepts quickly/easily/readily <input type="checkbox"/> Good at reasoning/logical/analytical thinking <input type="checkbox"/> See relationships between things; can generalize from specific facts <input type="checkbox"/> Good at understanding things/meanings <input type="checkbox"/> Able to memorise quickly/easily <input type="checkbox"/> Keen powers of observation <input type="checkbox"/> Advanced vocabulary/verbally fluent/good self-expression <input type="checkbox"/> Good attention; concentrate and persevere for long periods if interested <p>Learning styles</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dislike repetition of concepts and closed tasks; may get bored easily <input type="checkbox"/> Informed/show interest in ideas and concepts beyond their years <input type="checkbox"/> Creative/imaginative; original ideas in problem-solving; may be artistic/musical <input type="checkbox"/> Inclined to choose unusual but effective methods of working, perhaps using a different line of logic or jumping steps <input type="checkbox"/> Many interests/hobbies; may read across a wide range of subjects <input type="checkbox"/> Resent imposed timetable restrictions if interested in a task <input type="checkbox"/> Perfectionists; may lean towards being obsessive
<p>Art</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate original ideas, insights, and views <input type="checkbox"/> Make unusual connections between their own work and others as well as broader things they might have seen <input type="checkbox"/> Explore ideas, problems, and sources on their own and collaboratively, with a sense of purpose and meaning <input type="checkbox"/> Keen to extend their technical abilities; sometimes get frustrated when other skills do not develop (at the same time) <input type="checkbox"/> Think and express themselves in interesting ways <input type="checkbox"/> Want to follow a different path to others, challenge tasks or extend their brief in a n original direction <input type="checkbox"/> Enthusiastic and interested in the visual world; have an innate need to be creative

	<ul style="list-style-type: none"> <input type="checkbox"/> Take risks willingly <input type="checkbox"/> Interested in all or many forms of art in the wider art world. Make links regarding this which result in ideas they want to pursue <input type="checkbox"/> Perseverance to create an idea and will not be put off by delays <input type="checkbox"/> Enjoy experimenting with materials; able to go beyond the conventional and use materials and processes in creative and practical ways <input type="checkbox"/> Interested in the world around them: Theatre, Film IT, Nature, Sport, History etc. <input type="checkbox"/> Confidence in using a wide range of tools and techniques skillfully <input type="checkbox"/> Critically evaluate visual and other information <input type="checkbox"/> Work in creative and innovative ways, be able to communicate this <input type="checkbox"/> Analyse and interpret the observations and present them creatively
Classics	<ul style="list-style-type: none"> <input type="checkbox"/> Curiosity about how language works, curiosity about cultural features of the language studied <input type="checkbox"/> Ability to make connections between one language and another, transferring skills across and to other languages <input type="checkbox"/> Strong desire to put language together by themselves <input type="checkbox"/> Creativity and imagination when using language <input type="checkbox"/> Desire to ask further questions and seek solutions <input type="checkbox"/> Awareness and use of a range of strategies for learning <input type="checkbox"/> Intense interest in the cultural features of the language studied <input type="checkbox"/> Ability to transfer skills across and to other languages <input type="checkbox"/> Use subject-specific vocabulary with accuracy and confidence <input type="checkbox"/> Able to make logical connections between events and people <input type="checkbox"/> Good understanding of cause and effect <input type="checkbox"/> Able to set both new and previously acquired information in a chronological framework <input type="checkbox"/> Can discuss the significance of events, people and changes <input type="checkbox"/> Can make imaginative links between the topics studied in multiple subject fields <input type="checkbox"/> Ability to hypothesise; can make judgements and justify them <input type="checkbox"/> Can take on broad concepts <input type="checkbox"/> Offer unexpected insights <input type="checkbox"/> Willingness to search for new information and ideas <input type="checkbox"/> Enquiring mind <input type="checkbox"/> Can cope with tentative conclusions <input type="checkbox"/> Developed sense of empathy and imagination
Computing	<ul style="list-style-type: none"> <input type="checkbox"/> Uses code in a creative way – idea comes first, then they build it <input type="checkbox"/> Picks up abstract concepts (encryption, selection etc) quickly and can apply them in a new way <input type="checkbox"/> Does not need reminding of computing terms or ideas as they work <input type="checkbox"/> Logical thinking <input type="checkbox"/> Can decompose a problem into steps
DT	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an enjoyment in finding out how things work and interact with each other to make 'bigger' more complex systems <input type="checkbox"/> Demonstrate high levels of technological understanding and application <input type="checkbox"/> Readily accept and discuss new ideas; conceptualise beyond the information given

	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate different ways of working or different approaches to problems solving <input type="checkbox"/> Are reflective and constructively self-critical of their own work and the work of others <input type="checkbox"/> Link the familiar with the novel to solve problems and to come up with solutions <input type="checkbox"/> Conduct independent research to solve problems <input type="checkbox"/> Transfer and adapt ideas from the familiar to a new problem
English	<ul style="list-style-type: none"> <input type="checkbox"/> Read widely, fluently and independently from a range of fiction and non-fiction sources including poetry & drama <input type="checkbox"/> Read with meaning, drawing on inference and deduction; can 'read between the lines' <input type="checkbox"/> Sensitive to the nuance of language <input type="checkbox"/> Use language precisely, with technical accuracy <input type="checkbox"/> Delight in the meaning of words <input type="checkbox"/> Use extended vocabulary <input type="checkbox"/> Show pleasure and involvement in experimenting/playing with language and manipulating language to effect <input type="checkbox"/> Awareness of the special features of language (at an age-appropriate level) <input type="checkbox"/> Write or talk in imaginative, lucid and cogent ways, showing flair and creativity <input type="checkbox"/> Can express ideas succinctly and elegantly <input type="checkbox"/> Grasp the essence of particular styles and adapt them to their own purposes <input type="checkbox"/> Can display a sophisticated sense and appreciation of humour; this can be 'quirky'; understand irony etc <input type="checkbox"/> Contribute with incisive, critical responses <input type="checkbox"/> Can analyse and evaluate own work and use this to improve their learning <input type="checkbox"/> Can produce written work that is substantial and the product of sustained, well-directed effort <input type="checkbox"/> Elaborate on content that is exceptional for their age <input type="checkbox"/> Can engage seriously and creatively with moral and social themes expressed in literature <input type="checkbox"/> Can justify opinions convincingly and challenge others' points of view <input type="checkbox"/> Strong communicative skills <input type="checkbox"/> Articulate and confident speakers <input type="checkbox"/> Very good listening skills <input type="checkbox"/> Show enthusiasm and enjoyment in the subject <p>NB: Learners who are more able in English may demonstrate marked ability in reading, writing, speaking and listening for their age. 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</p>
French	<ul style="list-style-type: none"> <input type="checkbox"/> Curiosity about how language works, curiosity about cultural features of the language studied. <input type="checkbox"/> Ability to extrapolate general rules from samples <input type="checkbox"/> Ability to make connections between one language and another, transferring skills across and to other languages.

	<ul style="list-style-type: none"> <input type="checkbox"/> Ability to identify, memorise and reproduce new sounds, desire to communicate in the foreign language <input type="checkbox"/> Strong desire to put language together by themselves. <input type="checkbox"/> Early awareness of the second language as a separate system <input type="checkbox"/> Curiosity about how language works <input type="checkbox"/> Ability to extrapolate general rules from samples <input type="checkbox"/> Ability to pick up new language and structures quickly <input type="checkbox"/> Ability to make connections and classify words and structures, e.g. to help them <input type="checkbox"/> Learn more efficiently <input type="checkbox"/> Ability to identify, memorise and reproduce new sounds <input type="checkbox"/> Strong desire to put language together by themselves <input type="checkbox"/> Creativity and imagination when using language <input type="checkbox"/> Desire to ask further questions and seek solutions <input type="checkbox"/> Awareness and use of a range of strategies for learning <input type="checkbox"/> Intense interest in the cultural features of the language studied <input type="checkbox"/> Ability to transfer skills across and to other languages
Geography	<ul style="list-style-type: none"> <input type="checkbox"/> Be able to grasp and apply new and complex concepts effectively <input type="checkbox"/> Critically evaluate established ideas, topics, and concepts <input type="checkbox"/> Be able to hypothesise potential outcomes when conducting field work <input type="checkbox"/> Effective communication, both written and verbal, using subject-specific terminology where appropriate <input type="checkbox"/> Good general awareness, understanding, and knowledge of global current affairs <input type="checkbox"/> High levels of curiosity and creativity when faced with a challenge <input type="checkbox"/> Understand and explain complex processes and interrelationships <input type="checkbox"/> Make effective links to other topics and ideas, both within Geography and across the wider curriculum <input type="checkbox"/> Effectively understand, discuss, and evaluate graphs, maps, tables and other formats of data and be able to deduce trends and patterns from these, where appropriate <input type="checkbox"/> Well-considered, logical opinions and viewpoints on issues such as the environment, climate change, biodiversity and other challenges facing the planet <input type="checkbox"/> Be able to identify own geographical questions and created logical, sequential investigations with a tangible outcome <input type="checkbox"/> Be able to present and discuss data and other visuals effectively
History	<ul style="list-style-type: none"> <input type="checkbox"/> Able to communicate effectively in different forms <input type="checkbox"/> Use subject-specific vocabulary with accuracy and confidence <input type="checkbox"/> Show particular skill at inference and deduction <input type="checkbox"/> Able to make logical connections between events and people <input type="checkbox"/> Good understanding of cause and effect <input type="checkbox"/> Able to set both new and previously acquired information in a chronological framework <input type="checkbox"/> Broad range of general and historical knowledge <input type="checkbox"/> Can discuss the significance of events, people and changes <input type="checkbox"/> Maturity in ability to analyse historical sources and organize historical information <input type="checkbox"/> Able to demonstrate and use a wide and growing knowledge base <input type="checkbox"/> Able to use several sources simultaneously with confidence and perception, including complex and ambiguous ones <input type="checkbox"/> Keen awareness of the characteristics of different historical periods

	<ul style="list-style-type: none"> <input type="checkbox"/> Able to question, challenge and develop own lines of enquiry <input type="checkbox"/> Good grasp and understanding of historical interpretation <input type="checkbox"/> Can make imaginative links between the topics studied in multiple subject fields <input type="checkbox"/> Ability to hypothesise; can make judgements and justify them <input type="checkbox"/> Can take on broad concepts <input type="checkbox"/> Offer unexpected insights <input type="checkbox"/> Willingness to search for new information and ideas <input type="checkbox"/> Enquiring mind <input type="checkbox"/> Can cope with tentative conclusions <input type="checkbox"/> Developed sense of empathy and imagination <input type="checkbox"/> Use visits to historical sites as a basis for further investigation
Maths	<ul style="list-style-type: none"> <input type="checkbox"/> Learn and understand mathematical concepts <input type="checkbox"/> Reason logically: can verify, justify and prove, and can communicate their thoughts <input type="checkbox"/> Recognise patterns easily <input type="checkbox"/> Make jumps in reasoning <input type="checkbox"/> Think flexibly, adapting problem-solving approach <input type="checkbox"/> Make connections between the concepts they have learned <input type="checkbox"/> Can take a creative approach to solving mathematical problems <input type="checkbox"/> Reverse their direction of thought – may work backwards and forwards when solving problems <input type="checkbox"/> Adept at posing their own questions <input type="checkbox"/> Take delight in numbers and use them in other areas of the curriculum <input type="checkbox"/> Enjoy mathematical puzzles and problems
Music	<ul style="list-style-type: none"> <input type="checkbox"/> Captivated by sound and engage fully with music <input type="checkbox"/> Select an instrument with care; may be unwilling to relinquish the instrument <input type="checkbox"/> Find it difficult not to respond physically to music <input type="checkbox"/> Memorise music quickly, without any apparent effort <input type="checkbox"/> Able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after only one hearing) <input type="checkbox"/> Sing and play music with a natural awareness of the musical phrase; the music makes sense <input type="checkbox"/> Particularly sensitive to melody, timbre, rhythms and patterns <input type="checkbox"/> Demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence <input type="checkbox"/> Show strong preferences, single-mindedness and a sustained inner drive to make music <input type="checkbox"/> Have the motivation and dedication to persevere and practice; show a commitment to achieving excellence <p>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</p>

	<p>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</p>
PE	<ul style="list-style-type: none"> <input type="checkbox"/> Resilient <input type="checkbox"/> Athletic <input type="checkbox"/> Moves freely with outstanding functional movement that includes, flexibility agility, strength, power, balance, speed and endurance <input type="checkbox"/> Excellent spatial awareness <input type="checkbox"/> Copes well under pressure and is hard working <input type="checkbox"/> Creative and is always prepared to push themselves whether learning new skills or through their work rate and desire Inquisitive around what their body and mind is physically capable of doing and its limitations <input type="checkbox"/> Excellent timing <input type="checkbox"/> Good sense of shape, space direction and timing <input type="checkbox"/> High degree of control of their body; good control of gross and fine body movements and can handle objects skillfully <input type="checkbox"/> Use technical terms effectively, accurately and fluently <input type="checkbox"/> Able to analyse and evaluate their own and others' work, using results for self-improvement <input type="checkbox"/> High level of understanding of principles of health-related exercise and their application in a variety of activities <input type="checkbox"/> Particularly high levels of fitness for their age <input type="checkbox"/> Specific strengths in particular areas, e.g. games or dance <input type="checkbox"/> Able to perform advanced skills and techniques and transfer skills between activities <input type="checkbox"/> Good decision makers; able to take the initiative; demonstrate autonomy, leadership and independence of thought <input type="checkbox"/> Able to reflect on processes and outcomes to improve performance <input type="checkbox"/> Understand the need for effective coaching
Science	<ul style="list-style-type: none"> <input type="checkbox"/> Ask many questions <input type="checkbox"/> Extremely interested in finding out things <input type="checkbox"/> Read widely on Science <input type="checkbox"/> Good observational skills <input type="checkbox"/> Go beyond obvious answers with greater depth <input type="checkbox"/> Can evaluate findings and think critically <input type="checkbox"/> Recognise patterns and relationships in Science data <input type="checkbox"/> Inquisitive about how things work <input type="checkbox"/> Use extensive vocabulary <input type="checkbox"/> Make links between scientific theory
TPE	<ul style="list-style-type: none"> <input type="checkbox"/> Use subject specific vocabulary with accuracy and confidence <input type="checkbox"/> Show particular skill at knowing what counts as good evidence in understanding multiple religions or ethical thought <input type="checkbox"/> Able to make logical connections between events and people <input type="checkbox"/> Broad range of historical and religious knowledge <input type="checkbox"/> Maturity in ability to analyse and draw meaning from artifacts, art and symbolism

	<ul style="list-style-type: none"> <input type="checkbox"/> Able to use several sources simultaneously with confidence and perception, including complex and ambiguous ones <input type="checkbox"/> Able to question, challenge and develop their own lines of thought <input type="checkbox"/> Can make imaginative links and meaning between the topic studied and various religious texts <input type="checkbox"/> Ability to hypothesise; make judgements and justify them <input type="checkbox"/> Willingness to search for new information ideas and thoughts <input type="checkbox"/> Enquiring mind <input type="checkbox"/> Can appreciate other viewpoints and conclusions <input type="checkbox"/> Developed sense of empathy, imagination and thought <input type="checkbox"/> Use visits to historical or religious sites as a basis for further independent investigation <input type="checkbox"/> Maturity in seeing the world through the eyes of others <input type="checkbox"/> Show particular skill and confidence in debating <input type="checkbox"/> Maturity when reflecting of feelings, attitudes beliefs and values
Leadership	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrates an ability to organise peers <input type="checkbox"/> communicate effectively <input type="checkbox"/> thinks creatively <input type="checkbox"/> shows empathy and compassion to others <input type="checkbox"/> takes charge of a group <input type="checkbox"/> effectively achieves the goal set.
Public Speaking	<ul style="list-style-type: none"> <input type="checkbox"/> speaks to and engages wide ranging audiences with confidence, clarity and intonation <input type="checkbox"/> makes eye contact and adjusts their oration for the respective recipient/s <input type="checkbox"/> presents themselves with assurance both when speaking and with their body language
Entrepreneurship	<p><u>(at this age, we are looking for qualities which might lead to a good entrepreneur)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies new opportunities and the resources needed to move a project forward <input type="checkbox"/> makes links between inputs and outputs <input type="checkbox"/> has an ability to generate creative solutions to problems and 'think outside the box' <input type="checkbox"/> shows an awareness of the psychology of others and how this might impact required actions or products