



ABRAHAM DARBY ACADEMY

Setting your own targets – Gifted and Talented students

S	SIMPLE	"ask a question every lesson"
M	MEASUREABLE	Check against previous lessons/ learning
A	ACHIEVABLE	Make sure you can do it
R	REALISTIC	Make sure the target is achievable
T	TIME SPECIFIC	Be clear about the time available for achievement

The following may be helpful starting points for composing SMART targets:

In Science

- Use a range of strategies to solve tasks
- Use information from a variety of different sources
- Develop your ability to manipulate skilfully and accurately
- Communicate clearly
- Be clear about objectives and act towards them
- Test theories in.....
- Explain anomalies in.....
- Be aware of and able to meet the demands of the audience for their knowledge and evidence
- Give reasoned accounts of actions and findings
- Observe and comment on the world around you
- be aware of health and safety implications
- design investigations that are fair, reliable and accurate
- model a scientific phenomena discussing strength and limitations
- predict relationships

In English

Listening and Speaking:

- Adapt speech and writing to match audience and purpose
- Initiate and sustain discussions, making substantial contributions
- Take the leading role in discussions
- Listen to the contributions of others with concentration
- Identify and analyse argument, showing understanding of facts and opinion and how they are used

Reading:

- Read a more demanding range of texts
- Make comparisons between media and written texts
- Identify the genre, audience, subject, structure style and purpose of a text
- Make cross references between texts and across texts

Writing:

- Use a range of sentence constructions and openings
- Develop ideas and arguments in listening/speaking/writing activities
- Develop ideas and provide evidence and explanation to justify them
- Use a wide vocabulary in order to express ideas
- Make accurate use of the full range of punctuation including hyphens, brackets, semi colons, commas, colons and explanation marks
- Learn and apply spelling rules
- Know the spelling of homophones

In Maths

- Give reasons for the choices you make when using mathematics to analyse tasks
- Give reasons for your actions and choices on completion of tasks
- Apply what you know in familiar and unfamiliar contexts
- Use mathematical language and symbols effectively to present convincing reasoned arguments
- Explain solutions to mathematical problems involving a number of variables
- Understand sampling techniques and their effect on the reliability of conclusions
- Select and justify a method for investigating a population
- Recognise when and how to use a strategy such as conditional probability

In Art

- demonstrate vivid imagination
- remember great detail
- draw a great variety of things and not just flowers, houses and people
- have a long attention span for art activities, including planning the composition of your work well
- try out different materials, media and techniques
- observe and record the world around you
- re-work your creations to achieve alternative ends
- explore and record your interest in other children's and artist's creations.

In Drama

- Commit, have enthusiasm and persevere with tasks
- Take risks with the process, performance and reflection of work
- Adapt to different roles within the group
- Working with a range of groups, accepting and working with the ideas of others
- Be a more autonomous learner
- Develop your emotional intelligence and awareness
- Be open to take direction
- Focus and develop the 'details'
- Reflect on the work done, be a self critical learner
- Give sensitive and balanced peer assessment
- Think more creatively; use imagination and experiment
- Take on the role of director

In Information Communication Technology

- use ICT hardware and software with greater independence
- use ICT to support your studies in other subjects
- use ICT to solve problems
- use your ICT skills and knowledge to design information systems
- use your ICT skills and knowledge to suggest improvements to existing systems
- comment on some of the social,
- comment on the economic and ethical issues raised by the use of ICT
- comment on the purpose for which information is processed and communicated, and how the characteristics of different kinds of information influence its use

In Geography

- extend your general knowledge about the world, via.....
- record your observations of the world around you
- catalogue your own environments
- identify patterns and similarities in different places
- explain relationships between places
- analyse and draw conclusions about.....
- formulate opinions and use evidence to support your view
- creatively design and interpret spatial representations
- use a wider range of visual resources including maps and photographs
- develop your information processing skills

In History

- set both new and previously acquired information in a chronological framework
- make better use of conventions which describe historical periods and the passing of time
- develop your general and historical knowledge by reading newspapers, and the internet
- enrich your knowledge of the characteristics of different historical periods and the diversity of experience within each one
- show you are aware of the provisional nature of knowledge
- make imaginative links between the topics studied and with other subjects in the curriculum
- debate the significance of events, people and changes
- challenge interpretations
- use a range of historical sources
- ask more searching historical questions
- engaging in increasingly independent historical enquiry and problem-solving exercises

In Physical Education

- use your body in expressive and imaginative ways
- develop your ability to adapt, anticipate and make decisions
- develop your sense of shape, space, direction and timing
- develop your control of gross and fine body movements and handling objects skilfully
- show your understanding of health-related exercise and its application in a variety of activities
- use technical terms more effectively, accurately and fluently
- develop your ability to perform advanced skills and techniques
- transfer skills between activities
- develop skills in analysing and evaluating your own and others' work, using results to effect improvement
- take the initiative, demonstrating leadership and independence of thought

In Modern Foreign Languages

- communicate your interest in and empathy for foreign cultures
- study languages for grammatical patterns and functions of words
- use linguistic/non-linguistic clues to find meanings
- listen and try to reproduce sounds accurately
- identify general rules from examples, make connections

- increase your use of technical vocabulary to discuss language
- identify and memorise new sounds and 'chunks' of language
- apply principles from a known language to the learning of another

In Music

- develop your musical memory
- note the melody, timbre, rhythms and patterns in music
- demonstrate your individuality in developing musical ideas
- have the motivation and dedication to persevere and practise
- sing the music you hear 'in your head'
- develop your powers of expression, by sharing your ideas
- seek out musical activities
- take every opportunity to hear and create music
- learn to play a [another] musical instrument
- make up original tunes
- remember and reproduce melodies and rhythm patterns
- learn about background sounds, chords and individual instruments
- record your responses to music, sensitively.

In Religious Education

- show high levels of discernment i.e. beyond the obvious or the ordinary

- Ask questions that are insightful
- Support personal views with sound evidence
- Display original thinking as well as giving balanced and reasoned views
- Construct and sustain arguments integrating ideas from different sources, beliefs and views
- Show a keen interest in the subject matter of Religious education
- Show sensitivity and understanding when discussing different beliefs
- Show a keen interest in finding out about the influence of religion and beliefs on individuals and communities
- Show empathy and awareness when expressing personal beliefs and opinions that not everyone may agree with
- When making comments be aware that knowledge should be correct (or be ready to accept correction) so that sensitivity is given to those who may hold a particular belief

In Design Technologies

- link the familiar with the new
- accept and discuss new ideas
- look for simple, elegant solutions
- reflect on learning and be constructively self-critical
- demonstrate your skills and ingenuity in manufacturing skills and techniques
- transfer 2D ideas to 3D
- transfer and adapt ideas from the familiar to a new problem
- represent ideas in a variety of ways: visual, spatial, verbal, mathematical
- research independently to solve problems
- show your awareness of social/ethical considerations (e.g. finite supplies of resources, sustainability)

Cross-curricular

- take action when.....
- encourage the less able
- be observant and sensitive to people
- have a sense of humour and make learning enjoyable
- innovate
- speculate
- be rigorous
- be persistent
- control and unify
- be a good planner
- pool then focus your ideas
- set your own goal for every lesson
- take responsibility for.....
- find out your preferred learning style
- use your preferred learning style to.....

Personal Development

- identify with the feelings of others
- reflect on personal mistakes and try to rectify them
- be more self-confident
- have self-control
- be comfortable with being flexible
- develop your communication skills
- build good relationships
- be able to persuade and negotiate
- work well collaboratively
- lead and inspire others
- be assertive, not aggressive
- be aware of social and environmental issues
- enjoy community activities
- debate, discuss, explore role-play
- show initiative and persistence

- display honesty and integrity