



## **Croydon High School GDST Senior School Gifted & Talented Policy (Including Scholarship Programmes)**

**Responsibility:** Deputy Head (Academic) & The Academic Scholars Coordinator  
**Last review:** July 2021  
**Next review:** July 2022

As a highly academic school which seeks to achieve excellent outcomes for all its pupils, Croydon High School will always aim to deliver the richest, most diverse and challenging curriculum. In our school, we have a number of pupils who are exceptionally talented; we have an ethos which values academic ability, identifies, supports and provides plentiful opportunities for pupils to work at a higher cognitive level.

Pupils should be offered a plethora of enrichment and extension activities within school, which are led by staff or local/national 'experts'. Academic departments should all offer specific provision in order to stretch and challenge their most able pupils.

### **What do we mean by 'more able' pupils?**

- A **gifted** pupil is one who has an academic ability which places them at A level significantly above average for their year group in school;
- A **talented** pupil is one whose abilities in sport, or the arts are significantly above average;
- A **scholar** is a pupil who will be gifted, talented or both. The status of 'scholar' will be granted by the Headmistress.

In addition to provision for our gifted & talented pupils, there is further provision for our scholarship holders which is overseen by the Academic Scholars Coordinator. Whilst we endeavour to stretch all of our pupils academically, we expect our scholars to model academic excellence to their peers.

### **Opportunity for all, with the elite modelling academic excellence for their peers**

At Croydon High School, we prepare each girl to become confident and engaged, compassionate and ambitious. We encourage a lifelong love of learning, helping our pupils to become increasingly independent and creative as they progress through the school. Amongst other things, these are the hallmarks of a Croydon High education, and every pupil aspires to these characteristics throughout their time with us.

**Scholarships Programmes (additional stretch and challenge opportunities given to the most able)**

Given the strong academic potential of every pupil at Croydon High, there should be a vast array of opportunities to develop and enhance their interests, knowledge and skills in different areas of the curriculum.

From September 2021, each department will be creating termly or topic-based stretch and challenge menus for each year group. These tasks are designed to encourage pupils to study beyond the bounds of the classroom, thus broadening their knowledge and fostering independence. Engagement with these menus is open to all, regardless of ability, and reported on in the 'Engagement with PREP' grade on reports.

At Croydon High, the following programmes seek to recognise and support the achievement of the most able pupils:

- The Altitudo Programme (Junior School);
- The Sapientia Programme (Lower School);
- The Consilium Programme (Upper School & Sixth Form);
- Neligan Scholarships (Sixth Form);
- Holt Scholarships (open to anyone in the senior school);
- Scholarship Trust Scholarships (Sixth Form);
- Subject Scholarships & Exhibitions (Sixth Form);
- Music, Art, Drama & Sport Scholarships (Lower School & Upper School);
- Music, Art, Drama & Sport Scholarships (Sixth Form).

The above programmes should afford pupils the opportunity to attend challenging activities. This could be in the form of additional projects, lectures and/or workshops. Pupils should ideally be given opportunities to use their newfound knowledge and reflect on how this knowledge and the sessions, more broadly, have been impactful. These programmes, overseen by Academic Scholars Coordinator, should also encourage pupils to consider their next steps with care and aspiration.

### **How are gifted & talented pupils identified?**

At Croydon High School the agreed identification criteria for **gifted pupils** are:

#### **Junior School:**

- Staff referral based on observational evidence and class-based assessments.

#### **Senior School:**

The following summative measures are used to identify those pupils who have the potential to be listed on the gifted and talented register:

- MidYIS or YELLIS score of 126 or above (placing them in roughly the top 5% of learners nationally);
- Grade 8 or 9 at GCSE in at least eight subjects;
- Staff referral based on observational evidence and class-based assessments.

It is recognised that not all exceptional abilities will be identified by traditional tests and not all test results are 100% reliable.

**Talented pupils** will be identified by:

- **Referral from teachers** in line with department identification criteria;
- **Recommendations** from previous schools or recognised groups involving extra-curricular success.

**Scholarship holders** are pupils who are identified as gifted, talented or both. This status will be granted by the Headmistress only and often affords some financial support.

### **Recording how the needs of gifted and talented students are met**

In the Senior School, each department will identify gifted and talented students in their subject area and a central register of these pupils, and the way their learning needs are met, will be kept by the Academic Scholars Coordinator. Those pupils who are on the scholars' programme will be identified on SIMS. For both gifted and talented pupils and scholars, the Academic Scholars Coordinator will track their achievement centrally at the various reporting points throughout the academic year. Each department will track their gifted and talented pupils on departmental tracking sheets.

We do not consider a pupil's ability to be fixed. We aim for a 'best fit' model of identifying gifted and talented pupils that draws on a range of evidence including qualitative & quantitative elements and which is constantly reviewed. The stage at which high potential is demonstrated will vary from one pupil to another. As such, pupils may be added to the register at the termly review if they meet the criteria; some pupils may be taken off the register if staff decide they need different provision. Teacher observation plays an essential part in recognising high potential. Updates will be communicated with all staff via the aforementioned register which is shared on the Junior and Senior staff servers. Disability or learning differences will not prevent a pupil from identification. It is recognised that pupils identified as gifted and talented by these criteria may be disaffected or embarrassed and not wish to be identified. Such pupils will need particularly sensitive support.

In the Junior School, addition or removal of a pupil from the gifted and talented register must be discussed with the Deputy Head (Junior School) as well as any relevant subject staff.

### **Liaison with Parents**

Ongoing formal and informal discussion between parents and staff will ensure that parents are kept fully informed of their child's achievement and any provision being made for them. However, parents will not, as a matter of course, be informed that their child has been added to the gifted and talented register.

### **Support**

The Department for Education argues that identification & provision are inseparable because identification includes spotting potential through participation in learning opportunities. Croydon High School recognises the complex needs of very able pupils and seeks to support them through opportunities for enrichment and challenge within the classroom. This may include:

- Adding breadth through a broader range of texts and tasks;
- Adding depth by expecting more detail and complexity;
- Accelerating the pace of learning by tackling objectives earlier;
- Promoting independent learning through our PREP challenge menus which encourage pupils to explore a subject beyond the bounds of a scheme of learning.

Other *special* opportunities may include:

- Enrichment or extension classes within school led by staff or local/ national 'experts';
- Links with other schools;
- Pupils may have a nominated mentor and/or mentor others either in person or by e-mail;
- Being a nominated mentor and/or the challenge to mentor others either in person or by e-mail.

Departments will offer provision which is appropriate to their subject. This could include:

- Differentiated materials and higher-order tasks;
- Grouping by ability;
- Differentiated PREP tasks such as the stretch and challenge menus;
- Masterclasses;
- Online academic enrichment courses (e.g. FutureLearn);
- Inviting them to participate in the Altitudo curriculum (Junior School).

### **Monitoring gifted and talented pupils**

In addition to the tracking overseen by the Academic Scholars Coordinator, individual departments should:

- Identify new pupils according to department criteria;
- Identify and promote opportunities for gifted and talented pupils;
- Track their progress as a discrete constituency at a departmental level;
- Be able to provide information about successful activities that gifted and talented pupils have engaged with.