



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

**Responsibility:** Deputy Head (Academic) & The Academic Scholars' Coordinator  
**Last review:** September 2023  
**Next review:** September 2024

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 Head.

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.

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

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.

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.

Each department provides termly or topic based stretch and challenge menus for KS3 and KS4 pupils. 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.

In order to support the aspiration and achievement of the most able pupils, the Academic Scholars in KS3-5 receive tailored support and mentoring from the Academic Scholars' Coordinator. Tailored programmes, opportunities to attend challenging activities and skills based workshops give Scholars the opportunity to develop their skills, use their knowledge and reflect on their progress both in and out of school in order to be real-world ready.

**Provision for the Academic Scholars includes:**

- The creation and maintenance of an Academic Scholar Profile which encourages Scholars to reflect on their interests and skills in and out of the classroom.
- Targeted reporting and reflection opportunities to reflect on progress.
- Mentoring from the Academic Scholars' coordinator, as needed.
- Dedicated workshops designed for year groups to develop confidence and communication skills.
- Access to stretch and challenge menus in all subjects.
- The co-curricular programme.

**In addition, provision for KS3 includes:**

- Y7s are welcomed by their Scholar Big Sisters following Skern.
- Y8s hone their independence and kindness, welcoming our Scholar Big Sisters.
- Y9s complete an independent project to showcase their wider reading and initiative 'Beyond the Curriculum'; this culminates in a 'Celebration Evening' of their KS3 achievement. All KS3 Academic Scholars and their families are invited to attend.

**In addition, provision for for KS4 and KS5 includes:**

- Y10 and Y12 participate in an impromptu speaking competition in the Spring term to showcase their research skills.

- Y11 collaborate in a fun escape-room based exercise to blow off steam following their mock examinations.
- Y11 hone their research and independence with dedicated access to 'MySuperCurricular' - an online platform which provides extensive, engaging and age-appropriate stretch and challenge material to stimulate intellectual curiosity.
- Y11 and Y13 complete an independent project to showcase their wider reading and initiative 'Beyond the Curriculum'; this culminates in a 'Celebration Evening' of their KS4 and KS5 curiosity. All Academic Scholars and their families are invited to attend.

From September 2023, younger members of our Academic Scholar community will be inducted by their Scholar Big Sisters to assist with their transition into Senior School. Pupils are encouraged to consider their next steps with care and aspiration. Academic Scholar events are held to showcase pupils' work and help develop pupils' confidence by presenting to other pupils, parents and teachers in a semi-formal event.

KS5 pupils have access to tailored independent work activities and tasks to consolidate and extend learning. From September 2023 all sixth formers, as well as Academic Scholars in Y11) will have access to a web based platform My Super Curriculum.

This innovative platform helps students expand their knowledge and have fun. They are empowered to pick and choose the best formats for their learning and aspiration:

- Online content enables students to attend museums and galleries virtually.
- MOOC courses help foster independence skills and prepare for Further Education; Scholars are in charge of the pace of their learning and can develop a more comprehensive, deeper understanding of their subject area and skills.
- Wider reading demonstrates independent thinking, academic flair, motivation to read beyond the curriculum, ambition, initiative, and love of the subject.
- University outreach programmes offer events and lectures for prospective students. A number of the elite universities and their colleges run annual prizes and competitions. Participating in these opportunities drives research and understanding of the topic.
- Work experience and volunteering will help to improve Scholar skills and in some cases are a mandatory requirement for application to certain courses at university.

At Croydon High, the following Academic scholarships are offered:

- 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).

Music, Art, Drama & Sport Scholarships are overseen by the Head of Department of the corresponding department.

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

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

#### **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 score of 126 (or Yellis if joining in Year 10) 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 Head 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 monitored by the Academic Scholars' Coordinator. Those pupils who are on the scholars' programme will be identified on SIMS. Each department will track their gifted and talented pupils on departmental tracking sheets. The Academic Scholars' Coordinator will also track gifted and talented and Academic Scholars achievement at various reporting points throughout the academic year and work in conjunction with the pastoral systems to ensure pupil wellbeing is supported. Academic Scholars create their own pupil profiles at the start of each academic year; these profiles record the provision the pupils access throughout the year, as well as their aspirations, goals and commitments.

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 and 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.

### **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 and 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 master 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 email;
- Being a nominated mentor and/or the challenge to mentor others either in person or by email.

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.