



# BRADFIELD COLLEGE

## Gifted and Talented Policy

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1.1	Who changed	Date completed	General view of changes made since last version
1.4	NMB/RJW	01.22	Updates to Sports applicant requirements Updates to Sports Scholars Provision
1.4	NMB/RJW	9/22	General Review – no changes



## **Gifted and Talented Policy**

### **Purpose**

The purpose of this policy is to ensure that pupils identified as Gifted and Talented are aware of the expectations of them and for them, and that appropriate opportunities are in place that stretch and challenge. This policy will outline means of identifying this cohort of pupils, our provision, monitoring and tracking, and formal review and reporting.

### **Identification**

The College's cohort of Gifted and Talented pupils are those who join the Bradfield as formal Academic, Music, Drama, Art and Design, and Sports Scholars. Scholarships are awarded on the basis of:

Excellent performance throughout the Scholarship application process which includes:

#### **Academic (Faulkner's entry)**

- sitting the ISEB Scholarship papers
- a formal interview with either the Headmaster or Deputy Head (Academic)
- exceptional performance in internal Mathematics and English papers (for pupils not sitting Common Entrance)

#### **Academic (Sixth Form entry – external application)**

- Mathematics, English and General Scholarship assessment papers
- Subject-specific assessment paper and interview with appropriate Head of Department
- Interview with senior member of staff

#### **Academic (Sixth Form entry – internal application)**

- Exceptional performance at GCSE level
- A letter of application from the pupil
- General Scholarship paper
- Interview with Deputy Head (Academic)

#### **Art and Design (Faulkner's and Sixth Form entry)**

- Interview and discussion around pupils' own work and private portfolio
- Drawing assessment

### **Sport (Faulkner's Entry)**

- Applicants asked to send in application and reference from Head of PE / Director of Sport submitted by end of December preceding assessment day (February).
- Applicants also send in video evidence of set sport specific skills and movement patterns for assessment by Director or Sport / Heads of Sport.
- Following assessment of video evidence, those of suitable level are invited to an assessment day in February.

### **Sport (Sixth Form Entry – external application)**

- Applicants asked to send in application and reference from Head of PE / Director of Sport submitted preceding assessment day in November.
- Applicants also send in video evidence of set sport specific skills and movement patterns for assessment by Director or Sport / Heads of Sport.
- Attend a one-day Sport Scholarship appraisal day (November).

### **Sport (Sixth Form Entry – internal application)**

- Director of Sport asks Heads of Sports at College for potential internal candidates for assessment.
- Candidates asked to write a letter of application outlining suitability for award. Reference also sought from a coach / teacher / Head of Sport who knows them well.
- Candidates interviewed at start of Year 12 by Director of Sport and Head of Sports Performance.

### **Drama (Faulkner's & Sixth Form entry)**

- Interview and discussion around pupils' own work and private LAMDA or equivalent portfolio
- Performance assessment

### **Music (Faulkner's & Sixth Form entry)**

- Interview and discussion around pupils' own musical ability equivalent portfolio
- Pre- application opportunity to perform and have feedback on application
- Applications and CV from Prep School Director of Music
- Performance assessment

It may be that the College's monitoring and tracking systems identify pupils throughout the course of the academic year whose effort, attainment and interest in learning is exceptional and warrants an offer to join the Scholarship (Gifted and Talented) programme. Staff responsible for each area of the Scholarship programme will make a formal recommendation for the Headmaster to consider. This recommendation will reflect on-going assessment, aptitude data and equally less-objective evidence and behavioural traits.

## **Provision**

### **Academic**

All teaching staff are aware of the names of the Academic Scholars and have those in their classes listed in their markbooks along with each pupil's MidYIS score. This information is used to inform differentiation in lesson planning, assessment and target-setting.

Furthermore, Academic Scholars will:

- be assigned an academic mentor within the teaching staff
- keep an academic common-place book (journal) where they will keep notes on areas of extra-curricular study or on-going discussion with their mentor
- deliver assemblies to the College
- attend trips and visits with a specific academic theme
- be provided with a subscription to an academic journal or magazine of their choice
- be expected to attend a number of events within the College's Minerva Programme (academic enrichment lecture series)

### **Art Scholars will:**

- receive weekly specialist lessons
- be mentored formally by the Director of Art and Design
- have access to free materials
- work with other Art Scholars in the College
- take an active lead in the pupil Art forum, helping to shape the way the subject is taught

### **Sport Scholars will:**

- receive weekly specialist strength and conditioning assessment and training programmes
- have access to pool and gym for Shell, Fifth and Sixth Form on a Tuesday, Thursday and Friday evening 9-10pm. This enables them to do personal rehab and recovery sessions
- have individual/small group technical sessions are in place in activities which are not major sports of that term.
- receive a lecture every half term in which we will educate pupils via seminars/discussions on arrange of sport, nutrition, psychology
- have liaison with external providers to try and develop opportunities for our scholars to experience/view training provision at the elite level.

### **Music scholars will have:**

- instrumental or vocal lessons are free to up to 2 instruments
- choir responsibility in first year as part of main or junior choir depending on ability
- theory lessons each week
- practice sessions monitored by department
- scholars concert performance
- perform on frequent basis in main school concerts
- music progress tracking via Head of Music throughout year
- attend Minerva lectures as designated by Head of Music

## **Monitoring and Tracking**

### **Academic and Art**

The College's Director of Teaching and Learning (DTL) tracks the effort and attainment of all pupils but, within that the performance of Academic Scholars more specifically. Attainment is benchmarked against results from standardised testing (MidYIS and ALIS). Equally, the Gifted and Talented Coordinator will note each academic scholar's engagement with enrichment opportunities – Maths Challenge, National Poetry Competition, Medical Essay Prize, Diploma Research project, EPQ, etc.

### **Sport**

The Director of Sport tracks the sporting profile of each scholar and their contribution on a termly basis to the College. Attainment is measured by the degree of external representation at individual sport level (ISFA, England Hockey, National Bodies etc). All scholars undergo regular Strength & Conditioning (S & C) testing and have bespoke training programmes. These are monitored and checked every two weeks and each pupil has an end of year review with the Director of Sport and S & C co-ordinator. A letter is sent home to parents commenting upon the pupils' level of commitment to the scholars programme and status.

### **Music**

Director of Music monitors the contribution of scholars to the music programme. Instrumental practice and theory lessons are formally part of pupil weekly timetable. Music grades and exam performances are entered and awards monitored on success level.

### **Drama**

Drama Scholars are monitored in their participation in drama activities from performance to directing or assisting in technical productions. All Drama Scholars are expected at the Drama Minerva Lectures. All Drama Scholars are given an end of year review by the Head of Drama.

### **Review**

During the academic year all scholars will be formally reviewed. The review will take the form of a meeting between the scholar, tutor, and senior member of staff in each specific area of scholarship. The review will focus on a scholar's progress within the mainstream curriculum and co-curriculum but equally and importantly hear about how the pupil has taken full advantage of the range of alternative opportunities available. Alongside progress, all scholars are expected to be ambassadors in their specific area. A letter will be sent to the scholar's parents and housemaster/mistress that summarises the discussion and makes recommendations going forward.

NMB/RJW