Bradfield College Gifted and Talented Policy

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1.0	ELW/ JSE	Dec 24	Update post renaming of past G&T Policy to Scholars Policy to rectify past conflation of Scholars with G&T Ratified by Education Committee
1.1	JSE	Sep 25	

Gifted and Talented Policy

Purpose

Bradfield College is committed to fostering the academic, creative, and athletic potential of all pupils. This policy outlines the identification, support, and monitoring of gifted and talented pupils, ensuring their unique needs are met both within the classroom and through co-curricular activities.

Definitions

Gifted Pupils: those excelling in one or more academic subjects, consistently performing significantly above their peers.

Talented Pupils: those demonstrating exceptional abilities in specific fields such as the creative arts, music, drama, or sports.

Identification of Gifted and Talented Pupils

Pupils are identified using both quantitative and qualitative criteria:

Quantitative Criteria:

- Cognitive abilities tests (e.g., MiDYIS) scoring within the top 10% or higher nationally.
- Academic grades indicating exceptional performance (e.g., GCSE grades 8/9).
- Evidence of accelerated learning or mastery in specific areas of the curriculum.

Qualitative Criteria:

- Recommendations from subject teachers based on observed academic curiosity, problem solving ability, or creativity.
- Demonstration of leadership, critical thinking, and the ability to connect abstract concepts.

Provision for Gifted and Talented Pupils

In the Classroom:

- Teachers are expected to differentiate tasks, ensuring appropriately challenging materials and activities for gifted pupils.
- Flexibility in progression through subjects, including accelerated curricula in areas such as mathematics or science.
- Mixed-ability group dynamics optimized for peer learning and extension activities.

Beyond the Classroom:

- Subject-specific clubs, enrichment workshops, and lectures from members of the SCR and external visiting academics.
- Academic competitions within subject areas, such as Olympiads, debates, and creative writing challenges.
- Provision and support of projects for independent research and presentations (e.g., TiB Talks, Scholars' Forums, Extended Projects).
- Provision of experiential learning through excursions, lectures, and workshops tailored to pupils' abilities and interests, with opportunities for cross-year participation.

Mentorship and Career Guidance:

- The college will provide subject mentors and one-on-one guidance to support progression into competitive university courses or specialised fields (apprenticeships) managed by Horizons and school tailored OxBridge support.

Roles and Responsibilities

Teaching staff to identify and support Gifted and Talented pupils in their subjects, adapting teaching methods to stretch their abilities, and share insights with Heads of Department for coordinated support.

Heads of Department:

- Monitor the performance of identified pupils and ensure departmental resources and opportunities are tailored to their needs.
- Facilitate subject-specific co-curricular activities and mentorship programs.

Gifted and Talented Coordinator

- Maintain and review a register of gifted and talented pupils.
- Monitor pupils' progress and collaborate with teachers to address underachievement.
- Provide staff training on strategies for teaching gifted and talented pupils.

Deputy Head (Academic)

- Ensure whole-school alignment with this policy.
- Oversee the effectiveness of provisions and advocate for resources to support this cohort.

Monitoring and Review

This policy will be reviewed annually to ensure its effectiveness. Feedback will be gathered from staff, pupils, and parents to refine strategies and provisions.

References

This policy is based on best practices for supporting academically able pupils and includes guidance from the Council for Curriculum, Examinations, and Assessment (CCEA)