



QUEEN ELIZABETH GRAMMAR SCHOOL WAKEFIELD

GIFTED AND TALENTED POLICY (SENIOR SECTION)

Document Control

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PROVIDING FOR EXCEPTIONAL ABILITY AT QEGS

QEGS is committed to providing an environment, which encourages all boys to maximise their achievement, including boys who have exceptional abilities.

"Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Talented students are those whose skills are distinctly above average in one or more areas of human performance."

Having potential in itself is not enough to guarantee success; the school has a vital role to play in encouraging boys to challenge themselves and achieve excellence. Therefore, at QEGS we define "gifted" as "having exceptional potential" and "talented" as "demonstrating exceptional performance", not distinguishing between purely academic subjects and performing subjects.

We aim to have an inclusive approach, to encourage all able boys to fulfil their potential within mixed classroom settings. This involves a range of opportunities, both in the classroom and beyond.

The school will promote stimulating and challenging experiences through a broad balanced curriculum that also offers quality learning activities that focus on the particular needs and talents of the students.

Identification of the exceptionally able

The initial identification of students comes from the Entrance Exam in Year 6, with the top performing students being offered a Radcliffe Scholarship.

We are committed to identifying and meeting the needs of these students as early as possible in order to enable them to achieve their best.

Exceptionally able boys are identified through teacher-judgement based on an analysis of various sources of information including:

- Departmental subject-based criteria
- MidYIS/ALIS testing (115 as a base at MIDYIS)
- MENSA Test
- Assessment results will be used both for identification but also monitoring purposes
- Data from previous schools

Identification may also come through other internal monitoring systems, parental nomination or student self-nomination.

It is worth remembering that exceptionally able boys can be:

- Good all-rounders
- High achievers in one area only
- Of high ability but with low motivation
- Very able but with a short attention span
- Of good verbal ability but poor writing skills
- Very able but with poor social skills
- Keen to disguise their abilities

Provision for the exceptionally able in the classroom

Opportunities for extension and enrichment should be built into all teaching in order to provide work which challenges the most able. Teachers should encourage exceptionally able boys to attempt more challenging

activities, which will involve higher order thinking skills, or approach open-ended tasks in an original and innovative way. Teachers should also encourage those who are very able in their subjects to take their ability seriously and to try out some form of enrichment activity (see below), where the student's subject interest is also significant.

We are aware that able boys need to be challenged (tactfully) beyond the content of the tasks suitable for most boys. Equally, we are mindful that unnecessary repetition of work is de-motivating for many students, but especially for the very able. Teachers should challenge any perceived student peer-pressure to under-achieve; whilst being aware that exceptionally able boys are not always easier to reach than other boys and may have problems socialising with peers.

Reading lists for further study/interest will be provided by HoDs and magazine subscriptions may create further opportunities for the students.

Enrichment beyond the classroom

Opportunities for extension and enrichment beyond the classroom exist in great number at QEGS. Although often self-selecting, able students should be encouraged to take advantage of the plethora of extra-curricular activities. Enrichment opportunities may involve:

- Public opportunities for music, drama and sporting success
- School clubs e.g. subject clubs, chess, debating, art, bridge, drama
- QED (QEGS Extension and Development activities afternoon)
- National schemes/competitions/festivals
- Exchanges and trips
- Oxford University visit for boys identified in KS4

Specific longer-term extension/ enrichment activities may also include some of the following:

- Visiting academic speakers, sports or arts personalities
- Attendance at a university lecture
- Extended writing (on scientific, literary geographical or historical topics)
- Research opportunities
- Wider reading
- Subject-specific publications (New scientist...)
- Shared able-group work
- Advanced textbooks
- Subject specific enrichment courses
- Competitions / publications
- EPQ and HPQ/FPQ

Coordination and monitoring

Identification and monitoring is carried out by the G&T Coordinator and a G&T representative/champion in each department. This could form part of a Performance Development target for interested members of staff. It would also allow for meetings in this area to be carried out more efficiently. The G&T Coordinator reports to their SLT line manager (HoDLink).

Once identified on a central register, progress of the most able is tracked departmentally, as part of the school's pupil attainment and achievement tracking system. The register of exceptionally able students is reviewed and updated at the beginning and end of each academic year. Presence on the list will be reported to parents and will be visible on SIMS. The list will be a flexible document with boys being added/ taken off throughout their time at school. The expansion of enrichment and extension activities is encouraged, both departmentally and school-wide.

Radcliffe Scholar Program

A bespoke program aimed at Year 7-11, incorporating trips, speakers and competitions run by individual departments for boys primarily in Key Stage 3. The focus changes at GCSE with a greater emphasis on academic improvement with the students given the opportunity to complete the Higher Project Qualification. This gives our students experience of choosing and running their own project, preparing them for life in the sixth form and beyond. There is also a visit to either Oxford or Cambridge university.

Oxford & Cambridge Program

We realise that for many of our most able students an application for either Oxford or Cambridge is a goal they have been harbouring for a number of years. As a result there is a clear route for these students to follow in Year 12 and 13, with general assistance as well as subject specific guidance. This enables them to make the best choice of course and college initially, as well as assistance in their personal statement and interview practice.

Policy updated in January 2022 by SED