

## **ABLE, GIFTED & TALENTED POLICY**

Last Review: September 2025  
Next Review: September 2026

## **“Inspiring Bright Minds”**

### **Rationale**

All excellent schools claim to be able to cater for the individual needs of their pupils and Godolphin is no exception to that. It is to that end that we have an Able, Gifted and Talented Policy, so that the most able in our community can be challenged in their thinking by the enrichment of what we offer. It matters that such pupils aspire to education beyond that which is provided by the following of exam syllabuses.

### **Definitions**

Many definitions of ‘gifted’, and ‘talented’ are in circulation in schools of widely differing natures. We will define such terms only in the context of Godolphin that is:

*Pupils at the top end of our ability range who would benefit from increased intellectual stimulation and challenge, both within and beyond lessons.*

This is purely an academic definition and does not include pupils who show exceptional ability in other areas such as sport or the creative arts where structures are more readily available to allow for individual excellence. We recognise that not all AG&T pupils will be Scholars, and so our identification process makes use of baseline assessment data as well as internal exam results, departmental meeting minutes, staff interaction with pupils and other evidence such as attendance/questioning at GO Discover talks.

### **Identification**

It is the responsibility of relevant academic departments to identify pupils who could benefit from extension and enrichment in their own area.

- The school scholarship process includes an identification process that highlights pupils performing at an AGT level in a breadth of subjects, additional identification in individual subjects will further increase provision.
- The Inspiring Bright Minds Programme includes a breadth of activities open not only to Scholars, but to those with interests in specific topics, or a wider appreciation of in depth study.
- With the exception of First Year pupils (and new entrants), departments have the benefit of a great deal of class performance on which to base judgements. We would expect, for *most* AG&T pupils, a very high level of achievement in the standard curriculum. In reverse, it does not mean that someone who works very hard and is very neat is necessarily suitable.

- All that said, departments need to be fully aware that pupils can slip through the net of classroom performance. A talented individual can be bored, lazy, dyslexic, distracted or have a personality clash with their teacher; any of which could result in underperformance yet take nothing away from their potential. It is part of our professionalism that we try to spot such cases. They can often come out of discussion in meetings in conjunction with baseline test scores.
- Baseline test scores are used to identify potential AG&T pupils and their progress in public examinations is monitored by the Deputy Head Academic using internal tracking spreadsheets.
- Characteristics that we would expect a scholar to represent in all or part are:
  - very high achievement (equivalent to 8 or 9 at GCSE);
  - curiosity to find out more beyond the curriculum;
  - determination to question and extend their understanding;
  - a pro-active approach to satisfying their need for knowledge;
  - a habit of reviewing work, and linking concepts to new content or contexts;
  - an ability to evaluate accurately wider sources of information or opinion;
  - an open mind to what is not yet known to them;
  - a passion for discussion and sharing understanding with others.

### **Provision – In Class**

The best, most effective educational provision for the very able happens throughout the curriculum in regular classes by individual teachers. The curriculum is designed for them all to make the best possible progress. It is for the members of a department to collectively decide how this is best done and, as such, all Departmental Handbooks refer to how they support AG&T pupils in their area.

The Godolphin Lesson Plan also includes practical suggestions for differentiation strategies and how these can be used within lessons to stretch the most able. Differentiation for the more able is therefore included as a comment on lesson plans.

Some academic subjects, at some levels, are taught in 'Divisions' (sets) and this makes the provision of enrichment much easier. Those subjects which are not divided into ability bands need to pay particular attention to the needs of their most able in a classroom setting. The emphasis should always be on different work rather than 'extra' work being set. Extension activities, or differentiation within one activity completed by the whole class, should seek to stretch and challenge the most able and encourage them to take academic/intellectual risks.

## **Provision – Out of Class**

All Academic Scholars are expected to immerse themselves in the range of activities offered by the Inspiring Bright Minds Programme. This programme aims to provide a range of stimulating and curriculum enhancing activities on a weekly basis through the GO Discover talks on a Friday after school. Some of these activities will be run by staff or external speakers; however, the pupils themselves are encouraged to lead sessions themselves.

GO Discover events are held on Fridays, during session one. Other pupils may also attend should they so wish and this is very much encouraged. Scholars are expected to attend. Registers of who attends are kept by the Scholars Co-Ordinator who encourages wider attendance in whole-school assemblies. We are currently considering how best to engage with our more able pupils and so this strategy is under review.

The second provision that offered is the Accelerated Learning Programme, or ‘Alpinists’ as it is known. This operates at a junior (first and second years) and senior level (third and fourth years). For each level there are several mornings, or full days, set aside throughout the year where invited individuals are removed from their usual timetable. Each event is run by a different department, or combination of departments, and the pupils invited are selected separately for each event. A description of the activities should be found in Departmental Handbooks but for example, a Junior History/English morning saw pupils construct their own language complete with rules on grammar whilst Senior Scientists were investigating the efficacy of analgesics at a molecular level.

In Godolphin Sixth, there is a ‘Seminar Society’ which has open membership although the most able are encouraged to contribute. Here, the pupils are put into small groups where each has to research an academic question of their own choosing, but wherever possible associated with a future undergraduate course. They then have to make a 30-minute presentation based on their personal analysis of the topic and answer questions from the group. This society will then lead into an EPQ for some pupils who choose to research one.

Alpinist activities and Seminars, whilst not formally part of the scholars’ programme, still count towards a scholar’s commitment.

## **Co-ordination and Monitoring**

The AG&T and Scholars coordinator is Sara Radice, under the job title of Head of Scholarship. The role, supported by the Deputy Head Academic, is to carry out the administration of the Alpinists, Seminar, EPQ and Inspiring Bright Minds programmes and where possible to monitor quality of delivery. A list of AGT pupils is maintained by the Head of Scholarship and is updated annually by HoDs.



The Higher Education co-ordinator also play a role in developing the interests of the most able pupils. Both members of staff ensure that appropriate guidance and support is available to pupils applying for those particular courses. The Art Department support those very able artists applying for Art Foundation degrees and the Heads of Product Design and Physics support those considering applications for Engineering.