



SURBITON

HIGH SCHOOL

Highly Able, Gifted & Talented Pupils

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1. Aims and Ethos

Surbiton High School aims to **inspire, encourage and empower** our young people to discover and embrace their individuality in an intellectually rigorous academic environment. Balanced with outstanding pastoral care, our students become compassionate, respectful, courageous, and inquisitive members of the community, living out the School's motto: *Amor nos semper ducat* (May love always lead us).

Our Values

We are compassionate:

We are kind and we care, in both thought and action. We consider those less fortunate and strive to support and offer aid. We are mindful of the gentle power of positive actions. We support and encourage those around us.

We are respectful:

We respect all people equally. We respect ourselves, our learning, our community, our environment, and the planet we all share. We strive to act with respect and integrity in all things. When we disagree, we do so respectfully.

We are courageous:

When challenged by our fears we are determined, not deterred. We call on resilience for strength when in the heat of the struggle. We bravely chase our dreams and fight for what we believe. When we fall, we pick ourselves up and forge forward.

We are inquisitive:

We understand that a thoughtful question is the key to unlock understanding. We believe where answers provide ends, questions pose exciting beginnings. We are eager to explore, we question to discover, we are curious to learn more of the world at large.

We are a community:

We are united - with a common focus. We value belonging to a wider community: our school community, our local community, our global community. We are inclusive of all, no matter our differences. We value and nurture the connections we form.

We achieve these aims through our *Charter for Happiness and Well-being*. Our pupils:

- **are inspired to deploy their highest strengths to tackle all situations**, developing a growth mind-set and a can-do attitude, equipped with the tools to maximise their positive emotions
- **are encouraged to find their niche**, to be fully engaged in educational activities and to meet the highest challenges that come their way
- **are coached and encouraged to develop strong relationships**, to be empathetic and responsive to the needs of themselves and others
- **are empowered to lead a meaningful life**, to be able to understand what their goals are and to know what they are striving for
- **are empowered to draw strength from celebrating their accomplishments**, in order to tackle new challenges



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We achieve these aims through our inculcation of *Learning Habits*. Our children:

- **are inspired in their thinking**, to ask questions, to make connections, to imagine possibilities, to reason methodically and to capitalise on their resources
- **are encouraged to be emotionally invested in their learning**, persevering in the face of difficulties, noticing subtle differences and patterns, managing their distractions, and becoming absorbed in their learning
- **are empowered to be fully involved in their learning**, growing in interdependence, collaborating effectively, listening empathetically to others, and imitating their learning habits
- **are inspired, encouraged, and empowered to be productive**, planning their learning in advance, revising and reviewing their progress, distilling important information, and developing their own meta-learning.

United Learning and the United Church Schools' Trust

Surbiton High School is part of *United Learning* and the *United Church Schools' Trust*. The School has an Anglican foundation, valuing its Christian heritage whilst welcoming staff and children from all faiths and none. We share with United Learning its core mission statement "to bring out the best in everyone". We are committed to the aims of United Learning, including its *Framework for Excellence*, which can be found at: www.unitedlearning.org.uk

2. Policy Statement

The Surbiton High School curriculum is designed to meet the overall School aim of bringing out the best in everyone: to discover the best in everyone, to expect the best in everyone, and to support everyone to achieve their personal best.

Surbiton High School provides full-time supervised education for pupils of compulsory school age (ages 5-18) and education appropriate to pupils at the EYFS and students aged 16-19. The curriculum is designed to allow scope for the development of their talents and interests at all stages. The curriculum is appropriate so that all groups have the opportunity to learn and make progress, including the most able.

General Rationale

It is a principle of Surbiton High School always to bring out the best in everyone. This is an integral part of the School's commitment to ensure maximum educational opportunity as well as academic enrichment for all pupils. We state our commitment to provide an environment in which all pupils are enabled to realise their full potential. This provision does not seek to exclude the majority of pupils at the School, but rather to include the Highly Able, Gifted and Talented pupils by providing equality of challenge.



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Aims

Our aim is to raise the aspiration of all pupils so that there are high expectations of achievement. The School will ensure that pupils have access to a suitably differentiated and equally challenging curriculum and that there will be opportunities for pupils to identify their unique profile of preferred learning habits.

Links to other policies

This policy applies to all members of our School community, including those in our EYFS setting.

Surbiton High School is fully committed to ensuring that the application of this Highly Able, Gifted and Talented policy is non-discriminatory, in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

Surbiton High School seeks to implement this policy through adherence to the procedures outlined in the rest of this document.

This document is available to all interested parties in line with our Provision of Information statement, which can be found on the School's website, and should be read in conjunction with the following documents:

- Curriculum Policies (Senior School, Boys' Prep and Girls' Prep)
- Teaching and Learning Policy
- EAL Policy
- Special Educational Needs Policy

This document is reviewed annually by Paul Reeves, Assistant Principal, Learning and Teaching, or as events or legislation require. The next review date is April 2023.



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3. Procedures

Definitions

There are many definitions of *Highly Able Gifted* and *Talented*. Our definitions are:

- *Highly Able* learners are those who have the capacity to achieve or perform at the very highest levels
- *Gifted* learners are those who have exceptional abilities in one or more subjects in the statutory curriculum other than Art and Design, Music and Physical Education
- *Talented* learners are those who have exceptional abilities in Art and Design, Music, Physical Education or Performing Arts such as Dance and Drama

In the Senior School, pupils with a baseline MidYIS or YELLIS test score of 125 or above are classed as being *highly able*. This data, together with information about EAL, SEN and Scholarships, is available to all teachers on the School's MIS.

In the Prep Schools, CAT/INCAS scores and standardised assessment scores are used to identify highly able pupils.

In the Senior School, a list of all scholars is available, including Sports Scholars, via our MIS.

Provision: in-class approach

Strategies include:

- The coherent management of student groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of highly able, gifted and talented pupils in some groups, there will be pupils who have gifts and talents in all groups
- The provision of enrichment/extension activities and tasks
- The provision of opportunities for highly able, gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally
- Differentiation within curriculum areas, including, on occasions, differentiated homework
- The development of inter-dependent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical
- Mentoring in the Senior School, through either the Tutor or the Scholars programme.



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Provision: out-of-class activities

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practise and extend their skills:

- Enrichment days, such as the cross-curricular days
- Residential experiences
- Co-curricular – some will be by invitation only specifically for Highly Able, Gifted and Talented pupils
- Musical concerts
- Provision for entry into music examinations
- Sporting competitions and activities
- Masterclasses
- Visiting Speakers
- Drama Workshops and performances
- Academic competitions and challenges (schoolwide, local, nationals and international) – In the Senior School, a list is compiled and sent home to all pupils on a yearly basis.

Senior School

Those pupils who have received an Academic Scholarship in Years 7 to 11 are assigned a Scholar Mentor, overseen by the Assistant Principal (Learning & Teaching). Each year group has an Academic Scholar Mentor who works individually with them and in small groups on ‘beyond curriculum’ activities and themes. They meet with them on a regular basis to identify opportunities to excel, both in school and externally, and support them to achieve their goals. The programme is a blend of seminars, internal and external lectures, and regular small-group academic tutoring. This bespoke programme will differ from Scholar to Scholar depending on their needs. The focus is to engage them in interesting discussions on topics that they would not normally meet in their lessons. Our Academic Scholars are actively encouraged and supported to enter national and international competitions.

The School also has an Oxbridge Programme run by the Head of Careers, Oxbridge and Assistant Oxbridge Co-ordinators and subject/theme-specific mentors. As well as identifying Year 9 and Year 11 pupils with the most ‘Oxbridge potential’ to be invited to attend day trips to Cambridge and Oxford respectively, in January of Year 12, pupils are identified who would be able to make a credible application to Oxford or Cambridge.

Year 12 students who opt for the Oxbridge pathway benefit from a comprehensive mentoring scheme that supports their applications. This includes weekly sessions with a subject-specific mentor, modelled on the Oxbridge tutorial system, in which applicants extend their knowledge and interest in their chosen subjects, as well as prepare for university tests and refine their UCAS personal statements. Applicants are expected to undertake a considerable amount of ‘super-curricular’ study in their own time. There are Oxbridge activity sessions in July of Year 12 and a programme of mock Oxbridge interviews during November. The Oxbridge Co-ordinator and Assistant Co-ordinators oversee the process, including logistics such as the UCAS reference, personal statements, written work



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submissions, tests and mock tests, as well as sessions developing “Oxbridge skills” such as criticality and verbalising one’s thought process.

Preparatory Schools

In the Boys’ Prep School, a significant number of pupils are prepared for the 10+ and 11+ examinations through specific additional classes. A holistic approach is taken whereby the Headteacher and Deputy Head, Teaching and Learning, discuss appropriate schools with each pupil’s family, putting in place targeted measures to support the pupil through the process.

Pupils are stretched and challenged according to their needs, through measures such as small group interventions, 1:1 support and extension activities. The mastery approach enables all pupils to be catered for and gives opportunities for children to show that they are working at greater depth. In addition, Year 5/6 pupils in enrichment groups access highly challenging curricula, in preparation for their entrance exams. Stretch and challenge enrichment classes are provided in Maths, English, Drama, Sport, Art, and Music to support pupils in the scholarship process.

Responsibility

Paul Reeves, Assistant Principal, Learning and Teaching, in liaison with Alexis Orlovac, Deputy Head, Teaching and Learning Girls’ Prep School and Byron King, Deputy Head, Teaching and Learning, Boys’ Prep School have overall responsibility for the areas listed below within their respective Schools.

- ensuring that the policy is implemented
- co-ordinating the monitoring of progress
- ensuring that the professional development programme includes relevant aspects of Highly Able, Gifted and Talented provision

Terry McDermott (Oxbridge Co-ordinator) is responsible for the Oxbridge Programme. They are assisted by Oxbridge Mentors, some of whom receive a stipend, some remission and some perform the role without recompense.

Paul Reeves (Assistant Principal – Learning & Teaching) is responsible for the Scholar Programme (Years 7 to 11).

Process for Review and Development

Annual reviews take place in the Summer Term.



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4. Document Information

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