



Gifted, More Able and Talented Policy 2026-2027

Gosfield School

Schools have a duty to make effective provision for gifted, more able and talented pupils. There is evidence to suggest that where the needs of the most able are effectively addressed, the standards of education for all pupils rise. Knowing every child is key at Gosfield School; we aim to provide the best possible quality of education for all our pupils, whatever their individual backgrounds or needs. In light of this, at Gosfield School it is the responsibility of every member of staff to support our most able students to be challenged and meet their potential. This could be from the leadership team, class teachers (Prep), Heads of Department and/or subject teachers who should all ensure pupil progress and the extension of those identified as gifted, more able or talented in a subject or all subjects.

DEFINITIONS

By “gifted” we mean pupils who have an academic ability, either in one or in several academic subjects, which is deemed exceptional within their cohort in this school. This equates to pupils achieving 130+ on CEM testing at one of several points:

- Entry to the school
- Entry to Year 7
- Entry to Year 10

By ‘more able’ we mean pupils who have been identified as being significantly above average in one or in several academic subjects, but are not deemed exceptional, equivalent to a score of 120-129 in CEM testing at one of several points:

- Entry to the school
- Entry to Year 7
- Entry to Year 10

By “talented” we mean pupils who have an exceptional practical ability in subjects such as: Art, Music, Drama, Dance and Sport.

We recognise that the abilities that gifted, more able and talented pupils possess will vary, and it is therefore important to have a very wide view of intelligence.

PROVISION

Our provision for gifted, more able and talented pupils covers all Year groups and falls into several strands:

1. Provision within the curriculum

Class and Subject teachers have high expectations of their most able pupils and provide them with appropriate work in line with the minimum expectations of lessons. Class and Subject teachers are expected to provide a variety of activities accessing the top levels of criteria for excellence in their subjects, and to challenge all students appropriately. In addition, there is an expectation of teachers to provide opportunities for students to reflect on their learning which is particularly significant for those students in the G/MA groups. All teachers and departments should identify opportunities for extension work within their schemes of work and to plan for extension and challenge for students identified as G/MA. Each subject will provide a variety of differentiated activities to promote independent learning and thinking through the course of planning and to allow personalised learning to take place. Using strategies to extend thinking, vocabulary and understanding, the development of each learner is enriched. This is led by our Heads of Teaching and Learning.

2. Provision through extra-curricular activities within school

The Prep School and many Senior departments provide extra-curricular activities for pupils who have a particularly strong motivation within their subjects. Talented pupils in particular make wide use of these opportunities. Pupils are encouraged to enter local and national events.

3. The Pineger Programme – provide provision beyond the classroom

Words such as 'extension' and 'enrichment' are familiar at Gosfield. We aim to build on thinking skills, problem solving, questioning, and use of resources, creativity and collaborative working. The Pineger Programme takes place throughout the year. This is varied and supportive with pupils having access to shared experiences beyond the timetable. This can include lectures and guest speakers, trips, competitions, guest sporting coaches and working with other organisations. It is a structured programme of enrichment opportunities for GMAT students in Years 7-13.

4. The Prep Enquiry Programme

The Prep Enquiry Programme takes place throughout the year. This is varied and supportive with pupils having access to shared experiences beyond the timetable. This can include lectures and guest speakers, trips, competitions and working with other organisations. It is a structured programme of enrichment opportunities for GMAT students in Years 4-6.

5. Monitoring the performance of gifted and more able pupils

We recognise the need to monitor the progress of all our pupils including those who are gifted or more able to ensure that the provision we are making is effective.

The intention is to track attainment of all pupils in the Senior School which is recorded on our BromCom system. This is updated half-termly using the attainment data from grade cards and full reports and to utilise this to monitor GMAT students. If a student is underperforming, they will receive support and intervention as appropriate. This may include going onto report, a meeting with parents and/or individual target setting. The Assistant Principal (Academic) oversees the monitoring of pupils along with the Head of House and Head of Departments using the data accrued from the school tracking and monitoring spreadsheets.

In the Prep School pupil progress in English and Maths is reviewed and tracked termly using an educational software package and through pupil progress meetings. Class teachers are expected to highlight any pupils who are underperforming in these areas and put measures in place to address any underperformance. This may include additional structured homework, a meeting with parents and individual target setting.

6. Sixth Form

Before embarking in the Sixth Form, Gifted and More Able students are guided by subject teachers and the Head of Sixth Form to choose an appropriate combination of courses in order to have the maximum chance of achieving their goals; the Head of Sixth Form supports identified GMAT students. Typically, this will include three A level subjects or three plus the Extended Project Qualification (EPQ).

The Sixth Form students have full support of the staff and often have a small pupil/staff ratio. Teachers identify how learners are making progress in developing subject expertise and provide them with the appropriate opportunities for stretch and challenge. Subject teachers and Sixth Form tutors promote extra curricular activities that would support a student's interests and provide an insight into further studies at university, for example University of Cambridge Subject Masterclasses. Subject teachers may also enter students into national level competitions, for example the British Biology Olympiad run by the Royal Society of Biology.

Those interested in applying to University are given specific advice and guidance by the Head of Sixth Form. Students are well supported in the production of personal statements and their applications via the UCAS process. Mock interviews are arranged with the Principal to assist in fine-tuning interview skills. Support sessions are also offered by appropriate staff (Head of Science, Head of Sixth Form, Sixth Form Tutors).

ROLES AND RESPONSIBILITIES

All teachers are provided with a list of gifted and more able pupils each term, as it is updated with new arrivals to the school. This document is produced and updated by the Data Manager and Assistant Principal (Academic) in the Senior School and in liaison with the Head of Prep for the Prep School.

All staff have a duty to be aware of individual pupils' needs and to provide appropriately for all pupils in their care.

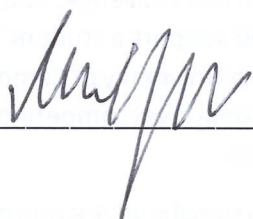
All Prep teachers are responsible for monitoring the progress of pupils in their class and implementing appropriate strategies for underachieving pupils and those classified as gifted or more able. Prep class teachers are also responsible for liaising with subject specialist teachers in the Senior School who teach their pupils.

Scholarship places are also available in the Senior School. Academic Scholars currently within the school who are identified as GMAT will be managed by the leadership team, Heads of Departments and Subject Teachers. Cricket Scholars are managed through a separate programme, led by the Cricket Coach. The Head of Performing Arts retains oversight of the provision for the Performing Arts enrichment programme.

Scholars are also monitored by senior leadership team and Heads of Departments to ensure they fulfil the responsibility of a Gosfield School scholar and the scholarships are reviewed annually.

In Prep, there are 'Rising Stars' programmes in place for Performing Arts and Cricket which provide additional opportunities and development for the most talented pupils or those who show the most potential to do well in these areas.

Principal's Signature: _____



Date: _____

1/9/26

Date of next review: September 2027