



BILTON GRANGE GIFTED AND TALENTED POLICY

September 2025

1.0 INTRODUCTION

The Gifted and Talented Policy is designed to establish the framework for Gifted and Talented identification and provision at Bilton Grange School.

2.0 SCOPE

This policy applies to all staff involved in providing the Curriculum and Co-Curriculum.

The policy should be read by all teaching staff and other staff involved in developing and delivering the Curriculum and Co-Curriculum.

3.0 POLICY CONTENT

At Bilton Grange school we aim to provide a curriculum that is appropriate to the needs and abilities of all our pupils, recognising and valuing their individuality. We respect the right of all pupils in our school, irrespective of differences in ability, to access all areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

This policy helps to ensure that we recognise and support the needs of those pupils in our school who have been identified as 'gifted' and/or 'talented' ensuring they are stretched and challenged accordingly.

3.1 Definitions

The term 'gifted' refers to a child who has a broad range of academic achievement at a very high level. Those pupils who are gifted often have very well-developed learning skills.

The term 'talented' refers to a child who excels in one or more specific fields, such as languages, sport or music, but who does not necessarily perform at a high level across all areas of learning.

At Bilton Grange, we also use the term 'very able' identified through cognitive ability testing.

3.2 Aims and objectives

Through this policy we aim to:

- Ensure methods for identification of GAT pupils.
- Ensure methods for recording and monitoring of GAT pupils.
- Ensure that we recognise and support the needs of our GAT pupils;
- Ensure pupils are 'stretched and challenged' to meet their potential;
- Offer pupils opportunities to generate their own learning;
- Encourage pupils to think and work independently.
- Enable pupils to develop higher order thinking skills.

3.3 Identification of very able pupils

Pre-Prep (up to Year 3)

Before Year 3, Pre-Prep teachers are responsible for identifying pupils who are very able through teacher observations, formative assessments, the EYFS profile and standardised GL assessments in English and Mathematics. Upon identification, Pre-Prep teachers will advise The Head of Pre-Prep and the Head of Pupil Progress in Pre-Prep who will add pupils to the GAT register for monitoring.

Year 3 -8

By Year 3, identification of pupils who are very able is initially done through Cognitive Ability Testing (CAT4). Pupils with a mean score of 124+ are registered as very able and added to the school GAT register by the Assistant Head Academic. The CAT4 data for all pupils is shared with the teaching body and those pupils identified as very able are highlighted for further monitoring and planning by Heads of Departments and teachers to see if they should be added to subject talented register. Part of this monitoring is to ensure their ability and attainment should be compared in order to ensure they are meeting their potential.

Pupils with a very high mean CAT4 score often score highly across the four batteries of tests whereas sometimes a pupil may score particularly high (>124) in one or two tests. For example, a pupil who scores very high in Verbal Reasoning may have a high ability in English and Language based subjects. This high ability score should be considered against attainment in subjects such as English, Languages and Humanities. Pupils who score very high in the Quantitative test may have strengths in Mathematics and Science. The CAT4 scores are used as a baseline from which comparisons to attainment can be made and monitored.

Beyond CAT4 testing, the school uses a range of strategies in all year groups and subject areas to identify Gifted and Talented pupils. The identification process is ongoing and begins when the child joins Bilton Grange. The strategies range from teacher observations and assessments, work produced and contributed in lessons, examinations, annual assessments and standardised testing. Information

and reports from previous schools can sometimes also help to assist in the early identification process. As pupils progress through Bilton Grange, we assess them regularly to ensure that they are making the progress we expect of them in their personal targets. We cross reference ability with attainment to identify very able pupils when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects. We use the Progress tests in English and Mathematics to cross reference between attainment and ability as well as teacher assessment, block test data and school exams in other subjects.

From Year 1, pupils begin annual standardised testing in English and Mathematics, using GL assessments of Progress in English and Mathematics. Pupils scoring >124 in GL assessments scores would be considered as talented in that subject area and would be added to the register in these subjects.

Each Head of Department is responsible for identifying pupils in their subject area who are talented as well as planning to meet their needs. They record the names of pupils on the GAT register and make sure medium term plans incorporate adapted teaching to meet these needs.

3.4 Aptitudes in English and Mathematics

Talented pupils in English are identified when they:

- Score 124+ in GL assessment in Progress Test in English
- demonstrate high levels of fluency and originality in their conversation;
- use research skills effectively to synthesise information;
- enjoy reading and respond to a range of texts at an advanced level;
- use a wide vocabulary and enjoy working with words;
- see issues from a range of perspectives;
- possess a creative and productive mind and use advanced skills when engaged in discussion.
- Score high results compared to their chronological age in reading and spelling tests.

Talented pupils in Mathematics are identified when they:

- Score 124+ in GL assessment in Progress Test in Mathematics
- explore a range of strategies for solving a problem;
- are naturally curious when working with numbers and investigating problems;
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways.

3.5 Scholarship Pupils

During the Summer term of Year 6, pupils are discussed by staff in formal meetings as to their potential of pursuing a scholarship to their chosen senior school. Scholarships vary in nature from senior school to senior school although they can be broadly categorised as: Academic, Sport, Music, Drama, Art, Design Technology & General/All-Rounder.

Pupils on the GAT register are advised as to their suitability for a given subject, but it is generally expected that a pupil identified on a subject list will be advised to try for a scholarship in that subject. Academic Scholarships are not possible in one academic subject area so discussions do take place to consider pupils who are Gifted across a range of academic subjects. Staff are asked to make recommendations as to which pupils in Year 6 should be invited to join the different Bilton Grange's High Fliers Programme.

High Fliers programmes operate in Academic, Sport, Music, Drama, Art, Design Technology and Computing. Very often pupils who may be going forward to an all-rounder award will be allocated to the respective high fliers groups relevant to the skills they offer.

The high fliers groups are led by the following staff:

Academic and All round: Assistant Head Academic

Sport: Head of PE

Music: Director of Music

Drama: Head of Drama

Art: Head of Art

Design Technology: Head of DT

Computing: Head of Computing

During Year 7, the identified high fliers will follow a formalised programme of study which exposes and challenges them to the expectations of potential scholars. The programme is designed to see how the pupils respond and cope with these higher expectations. Pupils identified as Academic High Fliers are taught together within an academic high fliers stream. At the end of Year 7, advice is provided to parents and pupils about the continuation into the Scholars programme in Year 8 towards a Scholarship attempt.

Although some senior schools require their scholarship candidates to take assessments in the middle of the academic year, Bilton Grange's Scholarship Programme operates until all scholarship attempts have been completed. Pupils taking part in the programme are required to complete the course irrespective of whether they have been awarded or declined a scholarship earlier in the academic year. Once all scholarship attempts have been made (normally by the second week of May), the academic scholars will be given additional learning opportunities whilst the remainder of the 6th Form continue towards Common Entrance. After Common Entrance exams have finished (first week of June), all 6th Form pupils will begin their Leavers' Programme.

3.6 Provision for GAT pupils at Bilton Grange

Teaching and learning are at the core of what we do at Bilton Grange. Our approach is based on the principles of Quality First Teaching, which refers to delivering high-quality, engaging, and adaptive lessons for all pupils.

The main form of provision for GAT pupils is within our Wave 1 High Quality First Teaching. We centre on QFT which promotes engagement, active learning, metacognition, questioning, collaboration and communication. Pupils are encouraged to go deeper into topics and learning through extension activities rather than just move onto the next topic.

Up to Year 5, pupils are taught as mixed ability groups. Teachers are responsible for planning and adapting lessons to meet the needs of all individuals. Sometimes, wave 2 provision of small group activities will take place within and outside of the lesson for GAT pupils. An example of this, is a weekly GAT withdrawal group in Mathematics in Year 4.

Setting in academic subjects is introduced in the school gradually, beginning in Year 5 with English, Mathematics and Languages. By Year 7, all academic subjects are setted. Setting provides an opportunity for further adapted teaching to meet individual needs and allows pupils to learn at different paces and be stretched accordingly. Teachers regularly review the progress of pupils, and pupils move between the groups as appropriate.

Extension and Enrichment

In addition to lessons, we offer a range of enrichment and extension opportunities, including extra-curricular activities. A number of competitions are entered across a range of subjects to provide opportunities for talented pupils. Examples include sports tournaments, music concerts, Young Art competitions, Drama Productions, Bebras Computing Challenge, Farrant award for DT, Science and Maths Inter School quizzes, Primary Maths Challenge, UKMT Maths challenge, English poetry competitions, Debating and World Scholars Cup.

Our co-curricular programme offers a range of additional opportunities for further enrichment and extension including high fliers options for pupils in Year 7 and 8.

The pupils will also have the opportunity to experience a range of educational visits that further enrich and develop learning as well as lectures at school.

3.7 Management strategies

The Assistant Head Academic leads the provision and practice within the school for GAT pupils.

This includes:

- liaising with the Assistant Head Pre-Prep to ensure Pre-Prep teachers have identified and are providing for GAT pupils

- Ensuring that all Head of Departments have identified and updated the GAT register with pupils identified in their subject area.
- Liaising with the Assistant Head Teaching and Learning to ensure planning includes the adapted learning to meet the needs of GAT pupils.
- Responsible for the CAT4 testing of pupils from Year 3 and the sharing of this data with all teachers.
- Responsible for the annual GL testing of English and Mathematics from Year 1 and the sharing of this data with the teachers of these subjects.
- Responsible for monitoring the leadership and provision of the different high fliers groups
- monitoring the progress of GAT pupils through discussions with teachers;
- supporting staff in the identification of GAT pupils;
- providing opportunities for further staff training as required;
- encouraging subject visits and speakers to enrich and extend the subject area.
- liaising with parents and others, on issues related to very able pupils.

4.0 POLICY OWNER

Assistant Head Academic – Greg Das Gupta

5.0 RELATED POLICIES AND GUIDANCE

To be read in conjunction with:

The Curriculum Policy

The Assessment, Reporting and Recording Policy

The Feedback Policy

6.0 FURTHER INFORMATION

This policy will be reviewed bi-annually.