MORE ABLE GIFTED AND TALENTED POLICY

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Policy Statement (1)

AKS endeavours to bring out the best in everyone, which includes nurturing and encouraging the development of all pupils, including the most able. The school has a commitment to provide a range of opportunities to challenge such learners while supporting their wellbeing.

Detail of the school's provision is set out later in the policy. In headline terms, the curriculum is such that it is appropriate so that all groups have the opportunity to learn and make progress, including the most able. Within the context of this policy AKS aims to provide:

- Adaptive teaching
- Individual pupil progress tracking
- Academic and non-academic enrichment and extension opportunities for all pupils, including specific ones for identified pupils, as applicable
- Setting (limited)
- Curriculum acceleration (limited)
- Mentoring, both internal and external
- Links with external organisations

Policy Statement (2)

1) This policy applies to all members of the AKS school community, including EYFS.
2) AKS implements this policy through adherence to the procedures set out in the rest of this document.
3) This policy is made available to all interested parties in accordance with our *Provision of Information* policy. It should be read in conjunction with the school's *Aims and Ethos, Assessment, Co-curricular, Curriculum, SEND and Teaching & Learning policies.*
4) The policy has been drawn up with reference to the following relevant guidance

   • The Education (Independent School Standards) Regulations 2014 and updates

   • The Challenge Framework (NACE)

   • UK Equality Act 2010

5) AKS is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's *Equal Opportunity* policy document.
6) This policy is reviewed at least annually, or as events or legislation changes require, by the Whole School Leadership Team and the Local Governing Body. The deadline for the next review is no later than 12 months after the most recent review date indicated above.

Key Personnel

1) Chris Jessop: Assistant Head (Teaching & Learning)
2) Nick O'Loughlin: Oxbridge Co-ordinator
3) Laura Green: Academic Enrichment Co-ordinator
4) Allan McKeown: Senior Deputy Head
5) Amanda Ilhan: Head of Nursery and Preparatory School
6) Martin Avis: Prep Deputy Head
7) Adam Worthington: Prep Assistant Head for Assessment
8) Melissa Jennings: EYFS Co-ordinator cover

Definitions 1 –General Guidance

In line with relevant information from the DfE and NACE (National Association for Able Children in Education), AKS identifies a more able pupil as a learner who:

• achieves significantly above age-related expectations, or

• shows the potential to achieve at a higher level than most of their peers, even if this is not yet consistently demonstrated, and

• may display advanced cognitive, creative, or practical skills, such as high reasoning ability, rapid grasp of new concepts, originality, leadership, or exceptional proficiency in a particular subject or domain.

The School's definition includes:

• pupils already attaining highly

• pupils with high potential who are underachieving

• pupils with dual or multiple exceptionality (high ability alongside SEND)

• pupils whose strengths may be academic, artistic, musical, physical, social, or creative.

Definitions 2 – DfE Pupil Characteristics Guidance

The following characteristics (taken from the 1998 Ofsted review of research by Joan Freeman) are not necessarily proof of high ability but they may alert teachers to the need to enquire further into an individual's learning patterns and ability levels.

He or she may:

a) be a good reader;
b) be very articulate or verbally fluent for their age;
c) give quick verbal responses (which can appear cheeky);
d) have a wide general knowledge;
e) learn quickly;
f) be interested in topics which one might associate with an older child;
g) communicate well with adults – often better than with their peer group;
h) have a range of interests, some of which are almost obsessions;

i) show unusual and original responses to problem-solving activities;
j) prefer verbal to written activities;
k) be logical;
l) be self-taught in his/her own interest areas;
m) have an ability to work things out in his/her head very quickly;
n) have a good memory that s/he can access easily;
o) be artistic;
p) be musical;
q) excel at sport;
r) have strong views and opinions;
s) have a lively and original imagination/sense of humour;
t) be very sensitive and aware;
u) focus on his/her own interests rather than on what is being taught;
v) be socially adept;
w) appear arrogant or socially inept;
x) be easily bored by what they perceive as routine tasks;
y) show a strong sense of leadership;
z) and/or not necessarily appear to be well-behaved or well-liked by others.

Identification – Nursery and Preparatory School

1) Nursery and Prep staff will identify pupils on the basis of formative assessment and in-lesson observations. The EYFS Co-ordinator and/or Assistant Head for Assessment are consulted.
2) Assessments in English and Maths are taken termly. The results of these are readily accessible to facilitate identification of those pupils at the upper end of the academic scale as well as those not making sufficient progress.
3) An individual plan is written for identified children who are excelling in their studies to ensure provision is matched to their ability and the child is suitably challenged. These plans are noted on the Insight programme.

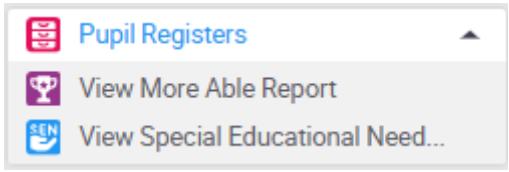
Identification – Senior School

1) Pupils take a variety of Baseline Tests in Years 7, 10 and 12 (*Ref: Assessment Policy*). The results of these are readily accessible and, where appropriate, scores are published in rank order to facilitate identification of those pupils at the upper end of the academic scale.
2) Pupils in the 9th Stanine (SAS 127+) represent the top 4% of pupils nationally (*Ref: Assessment Policy Appendix 4*). However, as a general rule, SAS scores in excess of 120 warrant closer teacher attention as indicating potential academic exceptional ability in any year group. A SAS >120 justifies initial inclusion on the school register. Similarly, an ALIS or a YELLIS SAS >120 warrants initial inclusion.

3) As the Year 7 entry process now entails a baseline assessment, those pupils who have also been awarded the top academic scholarships (tend to be SAS 120+) and also top scholarships in sport, music and drama are also included in the pupil register.
4) Pupils take internal assessments in Years 7-13 (*Ref: Assessment Policy*). These results are also readily accessible and facilitate identification of high achieving pupils relative to their peers.
5) Subject teachers may identify pupils on the basis of formative assessment and in-lesson observations. This is particularly relevant for creative and practical ability, which may not be assessed by the usual academic examinations. (*Ref: Assessment Policy*).

Provision 1 – Register of Pupils

1) A register of pupils is held centrally on the school's MIS (iSAMS), collated and updated by the AH (T&L) in liaison with all teaching colleagues. It can be accessed:



2) The register:
    a) Is for internal use only and is not shared with pupils or parents, under any circumstance.
    b) Is intended to clarify for all teaching staff which pupils may be considered to be more able, in order to help ensure that these pupils remain appropriately challenged/extended and do not under-achieve.
    c) Is intended also to clarify for all teaching staff which pupils may be considered more able across a number of areas, so that reasonable allowance is made and undue pressure is not placed upon the pupil by any one subject area.
3) Although parents are not informed explicitly that their child is on the school's 'more able' register, exceptional achievement in any area is fully discussed with parents as part of the school's reporting and communication procedures, thereby ensuring that parents are appropriately involved in supporting the school with the stretch and challenge of these pupils.

Provision 2 – Care for the Whole Pupil

1) The school has a very strong pastoral care system, where teachers and pastoral leaders know each pupil individually, and every support is given to help ensure that pupils are happy learners.
2) The school is mindful that more able pupils may be unusually self-critical, have potentially low self-esteem, or may struggle to relate easily to their peer group; individual support is given as appropriate in each case.

3) The school's PSHE and Spiritual, Moral, Social, and Cultural Development policies set out in detail how AKS aims to develop each pupil's emotional and spiritual wellbeing within an institution ethos of respect, where achievements are regularly praised and celebrated.
4) The school fully recognises that an identified more able pupil may also appear on the SEND list.

Provision 3 – Creative Classrooms

The school aims to teach pupils in a school and classroom ethos where:

a) thinking is valued, not merely memory
b) pupils know that their contributions are valued and respected
c) pupils feel comfortable to take appropriate risks
d) the teacher is not the only authority with the right answer
e) pupils can ask for and receive individual help, guidance and direction

Provision 4 – Academic Scholars and Scholars' Society

The Scholars' Society was started in 2021-2022 to ensure that there is a more formal setting for our more able pupils and Academic Scholars to be challenged with like-minded people. The Scholars' Society comprises of a termly meeting, half-termly lunchtime lectures and mentoring opportunities. It is expected that all more able and Academic Scholars attend all facets of the programme. The full programme can be seen at: AKS Scholars' Programme.

Provision 5 – Academic Enrichment Programme

The Academic Enrichment programme in the school is extensive and it is expected that more able pupils are involved in external competitions linked to their strengths e.g. essay competitions, mathematics, science and MFL Olympiads and public speaking/debating competitions.

Provision 6 – EPP and Performing Arts Pathways

The Enhanced Performance Programme (Sport) and the Performing Arts Pathways both provide opportunities for our more able pupils in those respective areas.

Provision 7 – Current Practice Audit: Senior School

Dept.	Enrichment/Extension/Stimulation provision for *all* pupils, *including* G&T pupils
Art & Design	• All KS3 Schemes of Work have extension activities included to stretch the more able pupils. • All pupils are welcome to attend the Art Department to produce more work, where extra individual attention is given during lunchtimes and after school. This also provides an opportunity for the more able pupils to work alongside older pupils, who are producing more advanced work. • GCSE/A Level is course delivered to suit the interest of the pupil as preparation for their post 16 or degree course. A range of clubs are offered to allow all students, including the more able, to further develop their skills and passions. These include weekly; • GCSE Art Catch up and Create! • Sculpture Club • KS3 Art Catch up • Photography Club • Art Wellbeing Club In addition, a range of competitions are offered throughout the year, entered to give all students, including the more able, the opportunity to challenge themselves against the best in the school, area and country. These competitions include; • International High School Arts competition • Cross-curricular competition with maths - photo commissioned for maths classroom • Whole School Photography Competition. • Senior school Christmas Card competition. • Young Seasiders Competition • A Celebration of Art Competition • Post-it note art gallery, school wide competition.
Biology	A range of clubs are offered to allow all students, including the more able, to further develop their skills and passions. These include weekly; • Dissection Club • Eco Committee • Medical Society

	In addition, a range of competitions are offered throughout the year, entered to give all students, including the more able, the opportunity to challenge themselves against the best in the country. These competitions include; • Biology Challenge for Yr 9 and Yr 10 pupils (Society of Biology) • Society of Biology 'Biology Olympiad' competition for able / interested sixth formers. • Eco trip to Leighton Moss • Individual extension tasks, using textbooks; ICT; dept. catalogue (including subscription to 'Biological Sciences' and 'Bio Fact Sheets').
Bus Studies	A range of competitions and challenges are offered throughout the year, entered to give all students, including the more able, the opportunity to challenge themselves against the best in country. These competitions include; • Tycoons in Schools enterprise competition (over a huge number of months) • Virtual Trader £100,000 share trading game. • Business Enrichment - trading stocks competition • 'Soap' Enterprise days for Lower School pupils (Year 7). In addition, more able students are also supported by: • Individual loan of personal/dept. resources as extended reading. • Encouragement to investigate and discuss business / news articles.
Chemistry	• Year 7 Science Club 'Sweet Chemistry' unit Competitions are offered to give all students, including the more able, the opportunity to challenge themselves against the best in country. These competitions include; • Year 13 Chemistry Olympiad (Yr 13) • Cambridge chemistry challenge (Yr 12)
Computer Science	• Clearly marked extension activities are provided through Teams Assignment and Class NoteBook pages. These include links to FutureLearn courses. • Online coding lessons are available through Minecraft Edu. These can be accessed by any student both in school or at home. • Encouraging pupils to access sites such as code academy which promote independent learning of software engineering skills.

	A range of clubs are offered to allow all students, including the more able, to further develop their skills and passions. These include weekly; • Code Club • Girls Code Club • Robotics club at lunchtime, in which pupils can build and control robots, in conjunction with science Competitions offered include; • Alpha Pi Challenge
D&T	A range of clubs are offered to allow all students, including the more able, to further develop their skills and passions. These include weekly; • Architecture Club • GCSE Extra In addition, a range of competitions are offered throughout the year, entered to give all students, including the more able, the opportunity to challenge themselves against the best in the school, area and country. These competitions include; • Yr 7 Poppy Design Competition • Yr 8 Plastic Recycling Competition • Yr 9 Computer Aided Design Competition • Yr 10 Travel Board Game Design & Make Competition • Yr 11 GCSE Quiz • S.T.E.M external competition • External Rotary Competition Also, a number of skills days and trips/visits are offered, including; • Liverpool of Performing Art workshop • Club Uni visit • Yr 10 DIY skills day In addition, through teaching the department offers a range of opportunities including… • 'D&T Y.O.G' targeted differentiated tasks. • D&T library with range of books to support independent reading/interests. • KS3 'peer practical buddy' during making tasks, responsible for monitoring safety, quality control and guiding others – post Covid.

Drama	Drama offer a number of trips and visits throughout the year. The location and nature of these visits varies from year to year. Examples (not exhaustive) of recent visits include; • Theatre Trip - Heathers: The Musical • Theatre Trip - Ocean at the End of the Lane • Theatre Trip - The Real & Imagined History of the Elephant Man Also, a number of skills days are offered. Similarly, these can vary from year to year but examples of recent skill days were; • Drama workshop with 4th Monkey Actor Training Company (this is a drama school in London that offer BA courses) • Guest workshop - 'Joshua and Me', production from Edinburgh Fringe Festival In addition, Drama also offers the following further opportunities for all students including the more able; • Taking an active part in school productions, including Lighting, Sound, Costume, Make Up, Mask Work and Scenery. • LAMDA Examinations. • GCSE/A Level course tailored to suit the interest of the pupil as preparation for their university place or career pathway. • Independent reading from the extensive drama library. • Pupils could take responsibility to develop talents in coaching, guiding or directing another group in lower year groups.
Economics	Economics, in conjunction with Business Studies, offer the following competition to all A-level students, including the more able; • Tycoons in Schools business enterprise competition. In addition, guest speakers are brought in, for example, more recently; • Guest talk - Stravinsky's 'Rite of Spring', Alan Thomas
English	English offer a number of trips and visits throughout the year. The location and nature of these visits varies from year to year. Examples (not exhaustive) of recent visits include; • Trip to Bolton Octagon to see A View from the Bridge. • Trip to Blackpool Grand Theatre to see An Inspector Calls • Trip to Sheffield to See A Doll's House Also, a number of skills days are offered. Similarly, these can vary from year to year but examples of recent skill days were; • English Language workshop afternoon led by Dan Clayton (EngLangBlog and ex-AQA Principal Examiner). • Blue Sky Theatre Company performances • Workshop in Manchester Also, a range of competitions are offered throughout the year, entered to give all students, including the more able, the opportunity to challenge themselves against the best in the school, area and country. These competitions include;

	• Poetry by Heart' competition • Poetry by Heart' primary school workshop at Heyhouses Primary School • Christopher Tower poetry competition • Hardspell competitions • A-Level Oxbridge preparation sessions • Schools Challenge - quiz • Young Writers Competition Additional stretch and challenge opportunities include; • Extended reading with Advanced Rainbow Reading Scheme and via specific Library projects.
Geography	Geography offer a number of trips and visits throughout the year. The location and nature of these visits varies from year to year. Examples (not exhaustive) of recent visits include; • Yr 9 Residential to Lakeside (Lake Windemere) • Trip to Sicily (multiple year groups) • Yr 7 Residential to North Lakes • Trip to Salford Quays to look at regeneration In addition, opportunities to hear eminent geographers speak are offered. Recent examples include; • Talk by Gill Miller, who is Senior Lecturer Emerita in the Department of Geography and International Development, University of Chester and ex president of the Geographical Society (2019-20). The talk was on 'Dealing with disease: whose responsibility is it?' • Dinner with Tim Marshall Further opportunities for stretch and challenge, offered by the geography department include; • Exam preparation workshops. • Encouragement to join the Geographical Association and attend both regional and national lectures. • Individual encouragement regarding subject interest. • Individual loan of personal/ departmental resources as extended reading.
History	History offer a number of trips and visits throughout the year. Yealy examples (not exhaustive) include; • Visit to Quarry Bank Mill (Yr 7) • Trip to Auschwitz (Yr 10-13) or Battlefields Trip (Yr 10-13), rotates each year

	• Medieval Day at Tatton Park (Yr7 and 8) In addition, the history department also offer the following competition to students; • The Western Front WW1 newspaper competition (Yr 9) Further opportunities for stretch and challenge are based around… • Individual loan of personal/dept. resources as extended reading. • By raising awareness of relevant and well-regarded podcasts. • Passing on appropriate journal articles.
Maths	The maths department offer a range of competitions throughout the year, entered to give all students, including the more able, the opportunity to challenge themselves against the best in the school, area and country. These competitions include; • UKMT Intermediate Maths Challenge (Yr 10-11) • Mem Senior Challenge (Yr 9-10) • MEM Challenge (Yr 7-8) • UKMT Senior Maths challenge (Yr 11-13) • Maths Feast Competition (Yr 10) • Maths Olympiad For girls (Yr 12) • UKMT Junior Maths Challenge (Yr 7) • SUMS - Year 12 Problem Solving Day at Lancaster University In addition, Pupils can attend maths clinics where they can be stretched and given more challenging problems.
MFL	The MFL department offer a range of competitions throughout the year, entered to give all students, including the more able, the opportunity to challenge themselves against the best in the school, area and country. These competitions include; • UKLO (Yr 7-11) • House quiz for the European Day of Languages (Yr 7-13) • International poetry competition 'Poésíae'. (Yr 7-13) • GCHQ Competition, in all 3 languages (Yr 9) • House Quiz on translation (Yr 7-13)

	In addition, the trips and visits offered by the MFL department include; • EDofL Event at Uclan • Trip to Germany Further stretch and challenge activities include; • Language film clubs • Work Experience abroad • One-to-one conversation practice with GCSE & A Level students • More able pupils may take exam early if outside of curriculum, or in addition to other subjects. • Teacher extension with loan of personal/dept. extra resources.
Music	The music department offers numerous performance opportunities, ranging from opportunities for the beginner to opportunities for our most talented students. These include (but not exhaustively) • Half termly tea time concert • Termly school concerts (Autumn, Spring, Summer) • Candlelit carol service • School musical • Performance opportunities in the wider community (including but not exhaustively, Christmas Carol Singing, Lytham Club Day and Celebration Evenings) • 3 Choirs and 8 ensembles that rehearse weekly. • Yearly European music tours. • ABRSM examinations. • Trinity/Guildhall examinations. • London College Music Theatre examinations. In addition, a range of clubs and practice opportunities are offered including; • Music theory club. • Performance opportunities at higher level of school music. • Individual encouragement & support to perform regionally & nationally (including the National Youth Orchestra of Great Britain). • Ambassador roles, assisting the Music staff on performance days. • Introducing programmes to an audience. • Further research and extension work. • Studio work (sound production and recording). • Leadership roles within ensembles and choirs.

PE	The PE department offers numerous performance opportunities, ranging from opportunities for the beginner to opportunities for our most talented students. These include (but not exhaustively) • Opportunities for all pupils of all abilities to be selected to represent their school at their respective level, with A,B and C teams in most activities (pupils are encouraged to participate at the highest level possible). • Wyre and Fylde competitions and county and national competitions are entered for appropriate individual and team sports. • Regular sports clubs in a range of sporting disciplines • A regular programme of international sports tours exists to broaden the sporting experience in a variety of cultures (e.g. Argentina tour 2025, Australia tour 2024) • Developing Sports extension programme • Pupils compete in inter-house and regular inter-school fixtures. • More able pupils are nominated for County and regional selection, with subsequent participation at regional/national training centres. • Individual support & encouragement for national performers at regional level and national level, including specific access to training and fitness facilities. • More able pupils often fulfil captaincy and vice captaincy role and are offered the opportunity to be an Ambassador within the school.
Physics	Competitions are offered to give all students, including the more able, the opportunity to challenge themselves against the best in country. These competitions include; • Physics Challenge for Yr 10, voluntary entry • British Physics Olympiad
PSHE	A range of external speakers and workshops are brought in throughout the year to give all students, including the more able, the opportunity to challenge themselves around some of the challenging topics covered throughout the curriculum. In recent years these included; • Lighthouse Music productions - mental health and wellbeing production in house (Yr 7 and 8) • Consent and Relationship workshop (Yr 11) • Talk/Gig on Mental Health and Misygony (Yr 8 and 9) • Theatre in education visit to AKS to perform and lead workshop on pedestrian safety (Yr 7) • Y11 My Personal Finance company - lead a lesson on Future Finance (Yr 11) • Y7 Online Drama ' Hope' for anti bullying week (Yr 7) • Y9 Online Drama 'How are you' for Mental Health Awareness (Yr 9) • Completed First Aid Course (Yr 9) • Chartwells Speaker: Gut health and mental Health (Yr 11) • Speaker: Future Finances (Yr 11)

	• Speaker: Finance capability (Yr 10) • Speaker: Online scams (Yr 8) • Visitors: Sexual Health Team (Yr 9, 10 and 11) • Road Safety in person theatre group (Yr 7) • Online session: Hope theatre production (Yr 7, 9 and 9) • Mini gig with Bronnie - then talk about mental Health (Yr 8 and 9)
Psychology	For the most able pupils; • Students directed towards specialist psychology books in SPC's personal collection • Students to share their revision techniques with less-abled students, as part of a 'master-class' series • 1:1 personalised psychology career support •
RS	RS offers a range of extended inquiry based work and debate projects throughout the curriculum including; • Do miracles exist (Yr 8) • Abortion (Yr 9) External visitors that are brough into AKS include; • Visit by 2 local vicars to answer questions
Further co-curricular clubs and opportunities	Further co-curricular clubs and opportunities that offer **stretch and challenge** not mentioned above include; • Robotics Club • Quiz Club • Model United Nations – encourage and develop skills in public speaking, research, politics, religion and global issues. • Common Sense Club Within the curriculum, more able pupils are challenged by: • Challenge MS students with 'A level theodicy' related to GCSE topics. • Introduce podcasts/radio programs of benefit • Encourage wider, detailed research activities. • Model United Nations – encourage and develop skills in public speaking, research, politics, religion and global issues. • A level RS students to deliver Philosophy and ethics workshops with Lower School.

Provision 8 – Current Practice Audit: Preparatory School

Area	Enrichment/Extension/Stimulation provision for *all* pupils, *including* G&T pupils	Enrichment/Extension/Stimulation Provision for G&T pupils *exclusively*
Art	• Competitions as and when appropriate. • Opportunity to explore different styles and materials. • Visits to the museums and galleries eg. The Lowry	• Individual encouragement to use different materials & develop personal creativity. • The most gifted pupils are encouraged to develop work independently and take their own interpretation of the task.
D&T	• By adapted tasks/outcomes. • Trips/visits	• The most gifted pupils are encouraged to develop work independently and take their own interpretation of the task.
Drama	• Taking an active part in school productions, including ICT backdrops, Sound, Costume, and Scenery. • LAMDA Examinations • Trips/visits	• Leading roles in school productions/class assemblies.
English	• Reading scheme; extension readers • Young Writer competitions • Other writing competitions as they arise • By adapted tasks/outcomes. • Trips/visits- theatre, pantomime • Book Weeks • Poetry recital competitions • 500 words competition	• Wider free reading of books with age appropriate content.
Humanities	• By adapted tasks/outcomes. • Project work • Trips/visits	• Pupils interests in specific topics fed with suggested extension work
ICT	• By adapted tasks/outcomes.	• Programming software
Maths	• By adapted tasks/outcomes. • Word problems and explanations	• Pupils interests in specific subjects fed with suggested extension work • Puzzles, problem solving and logic games
MFL	• By adapted tasks/outcomes. • MFL day • Language and Culture Club • Internationalism Committee (Round Square)	• Wider vocabulary
Music	• Performance opportunities in school music.	• Performance opportunities at higher level of school music.

	• Open-endedness & creativity central to SoWs. • Trips/visits	• Individual encouragement & support to perform regionally & nationally.
PE/Sport	• Opportunities to be involved in sport and represent the school as part of a team. • Encouragement to attend practices • Residential trips for adventurous activities	• Opportunities to train or play at a higher level of school sport. • Individual support & encouragement for pupils to aspire to perform at regional level and above. • Teams progressing through competitions so providing the opportunity to play against stronger opposition in AJIS and national competitions.
Science	• By adapted tasks/outcomes. • Trips/visits eg farm, zoo, sea life centre, Park View • Specialist Clubs	• Pupils interests in specific topics fed with suggested extension work
Pupil Leadership	• Round Square pillars, sports captains, learning support ambassadors, music ambassadors, prefects, digital leaders, student council, leadership opportunities with United Learning, mentored by Senior School pupils eg reading buddies	• Pupils interests in specific topics fed with suggested extension work

Provision 9 – PEAKS Plus

The introduction of the PEAKS Plus programme represents a significant enhancement in our provision for stretch and challenge among A-level students. Designed to elevate personal excellence, PEAKS Plus offers a broad and enriching framework that nurtures intellectual curiosity, leadership, and self-directed growth. Through tailored lectures, mentoring, inquiry projects and opportunities to lead both within and beyond our AKS community, students are encouraged to think critically, reflect deeply, and engage with complex ideas beyond the A-level curriculum.

By focusing on holistic development and academic ambition, PEAKS Plus ensures that our most able students are not only challenged academically, but also supported in developing the resilience, independence, and interpersonal skills needed to excel in further education and in future careers. This approach aligns with our commitment to cultivating high aspirations and preparing students to flourish in a rapidly evolving world.

Provision 10 – United Learning Group Opportunities

The United Learning group co-ordinates additional extension opportunities for 'highly able' pupils. For example, in recent years four Yr10 pupils attended a Young Pupil Research event at Warwick University, debating 'Human Rights'.

Provision 11 – External Support

The National Association for Gifted and Talented Children runs a support network to help parents at **www.nagcbritain.org.uk**.

Warwick University also co-ordinates the International Gateway for Gifted Youth programme (IGGY) at **www2.warwick.ac.uk/iggy**.

Provision 12 – Sixth Form Inquiry Essays

All Sixth Form Academic scholars are offered the opportunity to complete a university-style academic essay based on the FOSIL framework. This is an essay based on their choice and will align to their university application. The students will then have the opportunity to present this information at the Evening of Inquiry Learning to staff and parents.

Provision 13 – Oxbridge Support

When	Activity	Details
Autumn Term Yr11	Oxbridge Evening for parents of potential candidates in Years 11 and 12. The evening is open to any interested pupils.	This is organised by the OC. The evening provides an initial overview of reasons for applying to Oxford or Cambridge; the typical profile of a successful pupil; the application process.
Summer Term Yr11	Independent extension work discussed with identified pupils in Years 10 and 11 for the summer vacation.	Respective HoDs identify potential Oxbridge applicants and suggest appropriate reading.
Autumn Term Yr12	Oxbridge Evening for parents of potential candidates in Years 11 and 12. The evening is open to all pupils.	As above.
Spring Term Yr12	Oxford and Cambridge Pupil Conference for any interested pupils in Year 12.	This is organised by the OC and takes place in Manchester.
Summer Term Yr12	Follow up pupil interviews with OCs. The outcome is recorded in spreadsheet format, held by the OCs.	Co-ordinated by the OC, each pupil who attended the Conference is interviewed and their plans and aspirations discussed. Guidance and advice is offered as appropriate.
	Subject Mentors allocated per pupil. Record sheet of meetings/tasks to be completed by Mentors and Pupils and passed to OC at end.	Subject Mentors meet with potential applicants and discuss/advise on extension reading/work for the summer vacation.
	Post-examination school visit to Oxford College Open Day.	Organised by OC.
Autumn Term Yr 13 September	Pupils confirm intention to apply to Oxbridge with OC by end of second week of term. Overview held by OC.	OC actively seeks confirmation from all pupils involved. Pupils may be advised in the light of their Year 12 examination results.
	Personal Statements prepared.	OC to see/advise on all Oxbridge personal statements between them, prior to UCAS submission. End of September deadline.
	Subject Mentors continue to meet with pupils and advise/guide/extend.	OC to co-ordinate and maintain overview of practice.

	Interview guidance (until December).	OC meets with applicants to practise 'interview-style' thinking skills.
October	Application forms sent to Oxford, Cambridge and UCAS (to be received by mid-October).	Co-ordinated by UCAS Co-ordinator
November	Practice interviews arranged with all applicants.	Co-ordinated by OC, involving external assistance where possible, to ensure that the experience is rigorous, demanding and authentic.
	Various admissions tests take place (where appropriate)	Co-ordinated by OC and Exams Officer
	Applicants informed if selected for interview.	Co-ordinated by Departmental Mentors and OC.
December	Oxford and most Cambridge interviews.	All candidates must meet with the OC before departing for interviews.
	Oxford candidates notified of offers.	The OC to be informed of any news by email by pupils themselves.
Spring Term Yr13 January	Cambridge candidates notified of offers and pool interviews held. Feedback collected by OC where possible, and shared as appropriate.	The OC to be informed of any news by pupils themselves or any colleagues.

Updated	7th July 2026
Reason for changes	Updates with regards to provision and annual review
Name of the owner	Allan McKeown – Senior Deputy Head/Chris Jessop – Assistant Head
Audience	Staff/School community
Location	Whole School Team and School website
Review date	July 2027