



**MERCHANT  
TAYLORS'  
SCHOOLS**

For Boys and Girls  
aged 4 to 18 years

# Able, Gifted and Talented Policy

**Able, Gifted & Talented Policy**

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## ABLE, GIFTED AND TALENTED POLICY

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### Policy Statement

At Merchant Taylors' School we believe that all boys are entitled to an education which will encourage them to fulfil their potential, whether that be intellectual, creative, physical, emotional or social, finding appropriate challenge in our learning environment.

In order to ensure the reality of this vision we believe that all boys have an entitlement to the following specific points:

- Staff commitment and training to develop all students' full potential at all times, including those identified as more able.
- Lessons which stimulate, engage, and challenge them.
- Courses which lead to examinations and accreditation.
- An entitlement beyond subject teaching, including preparation for adult life and the world of work, and the vision to become life-long learners.

### Definition

As a selective school, we expect our boys to recognise that they are above, or well above average ability nationally, and seek to achieve accordingly. However, in defining the term "more able" we have adopted the following criteria:

- Those who show exceptional academic potential through baseline tests such as MidYis, Yellis and Alis.
- Those whose academic assessments are consistently of a very high order.
- Those who show exceptional ability in a particular academic pursuit or subject area.
- Those who show outstanding ability in sports, music, drama.
- Those who show unusually advanced social or leadership skills, e.g. through CCF, School Council etc.
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### Identification

We endeavour to obtain as much information as possible about individual boys, such as:

- Information from any previous schools
- Internal and external assessment and testing
- Teacher/parent/peer/self-nomination

## Links to other policies

This policy applies to all members of our school community. Merchant Taylors' Boys' School is fully committed to ensuring that the application of this 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. Merchant Taylors' Boys' School seeks to implement this policy through adherence to the procedures set out in the rest of this document. This document is available to all interested parties and on request from Head of Student Progress in the Senior School and should be read in conjunction with the following documents:

- SEND Policy
- Curriculum Policy

This document is reviewed annually by the Deputy Headmaster Academic. The next review date is March 2016.

## Definitions

### Able pupils

'Able pupils' refers to pupils who achieve, or have the ability to achieve, above average (compared with the attainment of other students in their year group at Merchant Taylors' Boys' School) in one or more of the National Curriculum subjects.

### Gifted pupils

'Gifted pupils' refers to pupils who achieve, or have the ability to achieve, **significantly** above average (compared with the attainment of other pupils in their year group at Merchant Taylors' Boys' School) in one or more of the National Curriculum subjects other than art, technology, performing arts or physical education.

### Talented pupils

Talented refers to those students who achieve, or have the ability to achieve, **significantly** above average in art, technology, performing arts, physical education or in areas requiring visio-spatial skills or practical abilities (these could include a range of non-traditional areas) compared with the attainment of other students in their year group at Merchant Taylors' Boys' School.

According to Renzulli (1986) giftedness not only involves above average ability but also involves task commitment and creativity. Task commitment and creativity have been included for the following reasons:

- To let students know that there is more to being on the Able, Gifted and Talented register than high achievement in test scores. Commitment and application of ability is also required. To help curriculum areas to identify those pupils who have the potential to be highly productive and not just the pupils who come in with high target grades.
- To raise awareness of the fact that provision for the Able, Gifted and Talented also needs to encourage task commitment and creativity.

### **Pupils with high task commitment might show the following:**

- The capacity for high levels of interest, enthusiasm, fascination and involvement in a particular problem, area of study, or form of human expression.
- The capacity for perseverance, endurance, determination, hard work, and dedicated practice. Setting high standards for one's work; maintaining openness to self and external criticism; developing an aesthetic sense of taste, quality, and excellence about one's own work and the work of others.

### **Pupils with high creativity might show the following:**

- Fluency, flexibility, and originality of thought.
- Openness to experience; receptive to that which is new and different (even irrational) in thoughts, actions, and products of oneself and others.
- Curious, speculative, adventurous, and "mentally playful"; willing to take risk in thought and action, even to the point of being uninhibited.
- Sensitivity to detail and aesthetic characteristics of ideas and things.
- Willingness to act on and react to external stimulation and one's own ideas and feelings.

### **Merchant Taylors' Boys' School Procedures**

At Merchant Taylors' Boys' School, we agree and endorse these definitions.

#### **Identification**

Able, Gifted and Talented students are identified by making a judgement based on an analysis of various sources of information, including:

- Teacher nomination (based on classroom observation, work scrutiny)
- Checklist of characteristics – generic and subject specific
- Examination results (GCSE, A level)
- Test scores (MidYIS; Yellis)

#### **Additional Methods of Identification**

If at any point a pupil is recommended as being Able, Gifted and Talented, then it will be the responsibility of the Head of Student Progress to investigate this. This may be done using the following methods:

- Discussion with the pupil
- Discussion with relevant staff, (teachers, form tutors, HOH) to include test data and examination of pupil's work where relevant

Staff will use the AG&T data provided to identify students and provide appropriate provision for them in lessons.

Towards the end of each academic year each department will be asked to review the lists of their AG&T pupils for each year group. At this point the following options are possible:

- Pupils currently on the list remain on the list (no evidence required)
- Pupils who have consistently met the departmental criteria could be added to the list (no evidence required)
- Pupils could be removed from the departmental registers if they have failed to meet the departmental criteria. The reasons could include: behaviour concerns, homework concerns,

effort concerns, absence, attainment concerns and must include any intervention that has been put in place).

This information will then be used to form the AG&T data for the following year.

### **Provision: in-class approach**

Strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of 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 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/independent study.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical...
- Mentoring, with particular emphasis on those able, gifted and talented students who are deemed to be under-achieving.

### **Provision: out-of-class activities**

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

- Challenge days, such as cross-curricular initiatives.
- AG&T trips
- The encouragement of pupils to enter local and national events, including residential courses and competitions.
- Enrichment and Co-curricular programme – some will be by invitation only specifically for Able, Gifted and Talented pupils eg Quiz, Debating
- Musical concerts, Drama workshops and performances.
- Sporting competitions and elite training activities.
- Master-classes and conferences.
- Visiting Speakers.
- Networking with link schools.

### **Responsibility**

With support from the SMT the Head of Student Progress will have responsibility:

- to gather names of identified students from all areas.
- to prepare a register of the top 5-10% of each cohort year.
- to categorize this information in a way agreed with the senior management team and to communicate back to heads of department.
- ensuring the policy is implemented.
- co-ordinating the monitoring of progress.
- ensuring that the professional development programme includes relevant aspects of Able, Gifted and Talented provision.
- to evaluate, annually, the progress made by students and provision generally.

- to consider, annually, the list of identified students.
- to co-ordinate extra-curricular opportunities for challenge.
- to liaise closely with the Librarian with regard to providing further opportunities for stretch and challenge.

The Heads of Department will have the responsibility:

- to prepare subject specific criteria re AG & T pupils.
- to inform departmental staff of these criteria.
- to keep a record of criteria and pass on to the Head of Student Progress.
- to identify students who meet the AG & T criteria.
- to provide schemes of work that contains enrichment/extension or differentiated material for identified students.
- to ensure that any enrichment/extension or differentiated material is being used by subject teachers.

The Heads of Year will have the responsibility:

- to be aware of AG&T pupils in their year group.
- to highlight to the G&T Coordinator pupils who seem to meet the AG&T criteria.
- to ensure that enrichment/extension opportunities are passed on and made available to identified AG&T pupils.
- to work closely with the AG&T Coordinator in keeping information of pupils on the register up to date.
- to evaluate the progress made by students and provision generally, in particular any AG&T pupil who may be underperforming.

## **GTX**

Identified as Gifted and Talented Extension, this enrichment programme for years 7 to 9 enables boys to opt into courses which may enable them to showcase or develop existing talents outside of the curriculum, for instance in sport or music. Those particularly proficient students will go on to lead GTX courses – most recently the popular Apple Byte ICT course was planned and delivered by two year 9 students; GTX shooting has created an advanced group that has gone on to medal at regional competitions; GTX journalism has spawned a group of writers that have gone on to launch their own literary website.

GTX courses are reviewed annually to ensure that boys are given the opportunity to develop new skills or to excel in areas where talents have already been identified – some of the more recent courses include GTX Fencing and GTX Fishing; here the small group sizes have enabled effective tuition and a clear focus on the progression of skills.

## **WORLD TOMORROW TODAY**

As these courses in Year 10 and Year 11 are inspired by the work of Howard Gardner on multiple intelligences it is likely that, while seeking to develop and hone those skills boys can, perhaps, appear to be rather less confident in, those with clear and outstanding abilities will be able to excel and extend their repertoire. In 2014 two of the best WTT debaters competed in the Merseyside Law Society Debating Competition; a group from the WTT Careers Group demonstrating the best presentational

skills were entered for and won the Liverpool University Making a Difference Challenge in 2014; the prize essay competition for WTT Current Affairs, this year on the subject of Britishness, allows the more able to write a sustained response to the task set.

## **OXBRIDGE PREPARATION**

**In 2015 an Oxbridge Co-ordinator was appointed to oversee this process.**

### **Rationale**

- 1 One of the key benchmarks for an academic school (especially amongst external stakeholders eg governors, parents, MTOBA etc). This should be seen alongside % to Russell group benchmark (80%)
- 2 Competition becoming increasingly fierce (recession/global pool of talent)
- 3 Perception that “outstanding scholars” should still get in, but that merely “excellent” need increasingly specialized support (and that this is where we can make the real difference)
- 4 Reality that traditional all-rounders no longer getting in without first class academic pedigree
- 5 Oxbridge still committed as far as possible to interviewing majority of realistic hopefuls
- 6 Given current mixed economy of reformed and unreformed subjects – Oxbridge sceptical about real value of AS/A2 grades (can’t easily differentiate between hordes of AAA candidates (growth in use of UMS scores and A\* at Cantab, extra tests eg LNAT, HAT). They want to see “stretch” beyond basic specifications.

### **OXBRIDGE TIMELINE (Overseen by Oxbridge Co-ordinator)**

Y10

All year: ***Gifted and Talented data*** continues to identify and stretch bright students (probably with 120+ VR). Embedding the idea of intellectual curiosity and the need to “go that extra mile” in terms of reading and building up a “portfolio” of experiences (eg theatre visits, voluntary work, lab experiments, Olympiads, debating competitions etc)

Y11

November – ***VI form Open Evening***: Oxbridge Talk to Y11 and their parents (normally a 30 minute seminar plus Q&A alongside other talks on medicine, engineering, economics etc)

LVI

September – ***Seminar Series*** - a series of Friday morning sessions led by three LVI students on topics of their choice; selection and preparation of team for European Youth Parliament; liaison with HoDs to begin extension classes with aspirational and able students.

March - ***Oxbridge List***: based on GCSEs/ALIS/possible EPQ interest – draw up an initial list of potential runners and riders for Oxbridge applications. Meeting in Drama Studio – set out timeline

including importance of AS modules (ideally 90%+ UMS average in top three subjects), work experience, extra reading (provide the school's Oxbridge reading list)

Spring – **Further Enrichment:** liaise with key staff (Science Depts for Nuffield, Head of Careers for work experience, Head of Biology for medics, Head of Art for exhibitions etc). Can we get top performers onto these extra courses in order to boost their CVs?

June - **Cambridge (and Oxford) visits:** organised by the school or personally

- **EPQs** –ensure supervisors are briefed on students' intentions for independent research over the summer
- **J5 Activity Day:** ½ day invite all LVI in for session on personal statements (vital that the Oxbridge lads have a draft ready early)

August – **AS results Day:** input AS data into the internal metrics (ie combine with GCSE, ALIS data to form rank order of likely candidates).

September- **Long Listing:** 6A\* plus high 80s UMS in unreformed subjects would usually be the cut-off for Oxbridge application (be very honest with students with say 4A\* and/or low 80s UMS – only let them proceed if they are very keen and/or realistic about 1 in 10 odds of getting an offer; indeed likelihood that they won't even get an interview). Assign subject mentors (eg SJK land economy, DH musicians, SPS historians etc) who manage students on day-to-day basis.

**UCAS Applications:** prioritise Oxbridge applications (NB Oct 15<sup>th</sup> Deadline) try to meet all of them individually to ensure aware of their "trump cards" ie things to accentuate in their school reference. Receive draft references from tutors. Oxbridge admissions tutors will be inundated (at least 4 to 1) with top quality references – our students need to stand out. Act as middle man with HODs if there is a problem with predicted grades.

**Extra tests:** Liaise with Exam Officer entering them for extra tests (eg BMAT, LNAT, TSA, HAT) in early November NB invigilation. Talk to Head of Biology re possibility of some extra BMAT prep, HM re history seminars or recent leavers at Oxbridge perhaps.

**Oxbridge Applications:** this is the specialist interviewing company we have used to prep candidates. Book them in for Manchester session (usually a Sunday in mid-November – they make their own way there) School subsidises £50-£60 per candidate. Optional.

**Supplementary References:** Cambridge ask for extra info usually as an email immediately after receipt of initial online UCAS application. Have guidance ready for students – how best to answer questions (why Cambridge? extra work? career aspirations?) NB deadline can fall in half term – be careful!

Nov ember - **In-house mock interviews:** set up 30 minute interviews with short-listed candidates. Usually two staff (lay and specialist) Good people to use IMB – (bio/chem.; GB/BS – medics; RAS/HM – lay etc. Additional help comes from local medics and academics.

January - **Follow-Up:** celebrate success (liaise with MJR for local press). Look after disappointed candidates – liaise with admissions tutors if they request extra feedback.

Informally or formally – seek feedback from lads on their experience of the process – use feedback to inform any changes for next year.

## **Able, Gifted and Talented opportunities - By department**

### **Art**

VI form boys entered for the Royal Academy Online Exhibition. One boy highly commended.

Year 9 entered for the Schools Dot Art Competition. Finalists exhibited work at the Walker Art Gallery.

Boys entered for the Merchant Taylors' Schools Photographic Competition work exhibited in the Great Hall at MTS London.

Boys visited Art Exhibitions at the Tate Gallery, Liverpool.

In 2015 boys will enter the following:

The Saatchi Art competition (Sixth Form)

The Royal Academy A-level Summer Exhibition (Sixth Form)

The Little Painting Challenge associated with The Big Little Challenge as featured on the BBC (Year 9)

The GCSE AQA Art Competition (Year 10)

### **Biology**

Year 8; trip to Manchester (Evolution workshop) March 24<sup>th</sup>

Years 9-10- Biology Challenge (Society of Biology Quiz)

Years 10-11; Essay writing competition

Sixth Form:

Nuffield Bursary Scheme;

Biology Olympiad;

Medical Ethical Debating Society;

Bio-seminar Lectures (lunch times)

### **Chemistry**

Yr 8 – a team of four participates in the Salters Chemistry Festival, 1 day at JMU Yr9/10/11 – a team of 4 (2Yr9, 1Yr10, 1Yr11) prepares for and participates in the Top of the Bench competition.

Preparation 4-6 weeks, 1 day competition at Liverpool University

Yr10 – 3-4 boys selected to apply for Salters Chemistry Camp, 3 day event late in summer term, 2-3 get chosen

Yr 12 – a team of 3 prepare for (around 4 weeks) and take part in the Young Analyst Competition, 1 day, Liverpool University. The top 6 or so (based on GCSE results) will take part in the preparation for the Chemistry Olympiad (see Yr 13). The top 20 chemists will sit the C3L6 paper from Cambridge University at the end of the summer term (after public exams finished)

Yr 13 – the top 10 chemists are invited for preparation lessons for the 1<sup>st</sup> round of the Chemistry Olympiad, these lessons start September and finish mid-February with the exam.

### **Classics**

We participate in the annual Latin & Greek reading competition for all years.

6<sup>th</sup> Form are encouraged to participate in Oxbridge essay writing competitions.

Jowett Sendelar Classics writing competition for Y9.

Iris magazine also advertise poetry competitions for lower school.

In the past we have done the Golden Sponge Stick short story writing competition for Y7 but this is no longer possible with our reduced lesson allocation.

6<sup>th</sup> form and Y11s are encouraged to see plays in local theatres (e.g. Ajax at St Mary's was on last week).

Museum trips (eg citizen of the city workshop at Manchester Museum for Y9 Greek set).

## **Drama**

The School's productions cater for the "gifted and talented" dramatically through the audition process and we have performed "Joseph and the Amazing Technicolored Dreamcoat" already and are about to mount a production of "Blood Brothers" as a Lower School play, then "A Celebration of Liverpool". Our more talented actors are also put forward for joint productions held at MTGS, as well as being included in workshops by leading actors and practitioners, for example old boy Samuel Roukin.

Last academic year the School plays were "Macbeth" and "Lord of the Flies". Next academic year, we are planning to produce Willy Russell's musical "Our Day Out" in March 2016 then "Grease" in November 2016.

The Head of Drama has also coached two boys individually for several weeks, preparing them for their auditions in Manchester for the National Youth Theatre.

## **Economics**

All boys who achieve grade A at AS have the opportunity to study for the CISI Financial Services Qualification.

Selected Sixth Form economists are entered for the Royal Economic Society essay competition.

## **English**

- a) World Book Day author visits (Curtis Jobling etc) aimed specifically at writers who are keen to be work outside the classroom and to be published independently.
- b) Lower School Reading Group and Sixth Form Reading Circle run with ER
- c) Year 9 Clock Tower writing website – set up and run by students to publish writing from boys in Lower School
- d) Debating – Middle School for stretch (Schools Mace/Liverpool Law Society) and Oxford Union and EYUKP (with History) for Oxbridge aspirants.
- e) JSG runs 'summer school' for Sixth Form additional English
- f) Quiz – RAS' team of gifted Year 8 and Year 9 boys won the Merchant Taylors' London Quiz.
- g) 6<sup>th</sup> form Athenaeum creative writing competition, winner in 2011 and Highly Commended in 2015.

## **Geography**

### **Lower School**

- At least one lower school team enters the annual Geographical Association quiz event in the summer term.

- Opportunities to stretch and challenge the boys have been sought through new curriculum developments and 'taster' lessons of new potential areas of study. For example 8C have attempted a range of essays loosely linked to topics covered in class in order to promote independent study and differentiate for the high ability pupils.
- Use of ICT linked to schemes of work allows more enquiry within areas of study.
- Differentiated homework tasks.
- Use of BBC Earth to promote curiosity beyond confines of the classroom with some topics.
- Students are given wider reading or viewing lists and high achievers are more heavily encouraged to access these resources.
- All Year 9 have been given GCSE style questions and marked accordingly with AQA GCSE mark schemes; high achievers have recently been able to flourish in this respect.

### Middle School

- A group of year 10/11 boys annually attend the Senior Worldwide Quiz arranged in collaboration with the Geographical Association.
- High ability boys are given GeoFiles or suggested reading/viewing to enhance and build upon understanding of case studies. Use of media encouraged to establish more independent approach to study.

### Music

Individuals have the opportunity to be involved in large and small groups, and often the more talented ones create their own *ad hoc* group. Possibly preparing for a one-off performance (eg: the Music Competition, or the Carol Concert), or becoming an established group (Gump - as was). These groups might well be self-motivated, and all we need to do is encourage, and keep a watching eye. Occasionally this might be at our instigation, and once the impetus is given, they have a life of their own- the success of Laurence Duncan's Jazz Men (assemblies, external bookings, St Faith's, Laurence's prospective place in the National Youth Jazz Orchestra) is perhaps the best current example.

### Whole School Activities

Able, Gifted and Talented provision at Merchant Taylors is designed mainly to provide opportunities for all boys to take part in enriching activities which stretch them beyond the school curriculum. Although we pre-select some boys for these events, most of them are open to anyone who is interested. Everybody had gifts and talents of one sort or another and we try to be as inclusive as possible. The following whole school Gifted and Talented events have taken place from 2013/14:

#### Year 7

Jaguar Maths Challenge

MFL Spelling Bee competition run by MMU (routes into languages)

### **Year 8**

UKMT Maths Challenge  
Human Evolution workshop at Manchester Museum

### **Year 9**

GCSE Science Live! Lecture series  
Merseyside Science and Engineering Challenge Day  
International Young Debaters competition (Oxford Union)  
Geography Worldwide Quiz

### **Year 10**

Extreme Physics residential competition  
UKMT Maths Challenge  
Liverpool Law Society Debating competition  
School's Mace Debating competition

### **Year 11**

CREST Physics projects culminating in Big Bang Science Fair  
Oxford Physics Olympiad – Physics Challenge

### **Year 12**

CERN, Geneva residential Physics trip  
Oxford Physics Olympiad – AS Challenge  
UKMT Maths Challenge  
European Youth Parliament

### **Year 13**

Oxbridge Physics/Maths problem solving seminars (PAT & MAT prep.)  
Bank of England Target 2.0 Economics Competition  
RSB Biology Olympiad paper

Sports teams are selected by ability and performance for competition entry in several fields and at all age groups.

In previous years, the schedule was as follows:

**2012 /2013** – We held a symposium for those who choose to apply for Oxford or Cambridge. Linking up with MTGS we asked our candidates to speak for about ten minutes on a question or issue of their choice and then take questions from their peers and members of staff. The events at both schools were very successful and the boys and girls were given opportunities to develop their presentational skills ahead of their university interviews.

In the European Youth Parliament debating competition we did superbly well to win the North West round, which propelled us to the national finals held in the exotic city of...Liverpool! A three day residential at Hope University gave the boys a great opportunity to meet people from other parts of the UK, to take part in team-building exercises, complete research, and to debate a wide range of issues relevant to modern Europe. We acquitted ourselves very well and were commended by the judges even though we did not win.

For year 11, we ran our annual trip to Oxford University at the end of the Easter term. Our stay at St Hilda's College was as comfortable as ever and we enjoyed a range of visits which included Lincoln College, the Bodleian Library, Balliol College and the Oxford Playhouse where we enjoyed seeing Lenny Henry playing the lead role in "Fences".

Our Lower School visit to the Tate Gallery was focused on the Chagall exhibition and the boys enjoyed a lecture by an expert from the Tate, followed by a worthwhile visit to the exhibition of Chagall's work. The Lower School reading group also met to discuss a couple of books, the most challenging of which was *The Great Gatsby*. The year was rounded off by a visit to the Plaza in Crosby to see the recently released film.

**2011 / 2012** – The Lower Sixth were given the opportunity to join the team which represented the school in the European Youth Parliament Forum at the Town Hall in Liverpool, an event which the school won the previous year. This time, although the boys spoke very well, they came third, which just edged them out of the national finals.

At the end of the spring term we took some Year 11 boys to Oxford for two days. This trip included a fascinating lecture about the Ancient Olympic Games, a visit to the newly refurbished Ashmolean Museum, tours around Lincoln and Keble Colleges, a visit to the Bodleian Library, and the traditional highlight of two hours punting on the river Cherwell, which we survived without mishap.

For the younger boys we had an excellent day in Liverpool at the World Museum and the new museum on the Waterfront. This included a very interesting talk at the aquarium about marine life, and a workshop about immigration into Liverpool over the last two or three hundred years. The talented artists in Years 7 -9 and GCSE students went to the Turner, Monet and Twombly exhibition at the Tate Gallery where they heard a lecture, viewed the exhibits and had the opportunity to do some sketching.

The Lower School Book Club focused on two main reads. The first was "Mortlock" by Jon Mayhew. Having read the book we invited Mr Mayhew to come into school and give a workshop about his writing. This was very much enjoyed by the boys who attended. The second book we covered was "Warhorse" by Michael Morpurgo, after which we went to the Crosby Plaza to see the film. One final event of the Book Club boys was to go to Manchester to see a theatrical adaptation of "The Rime of the Ancient Mariner" entitled "A Thousand Slimy Things".

**2010 / 2011** - The Sixth Form had the opportunity of visiting London to attend a post-sixteen conference at Westminster. After an opening address from the Speakers of both Houses and a politics and media panel discussion, the boys opted for two subject-specific sessions. In one session students were given the opportunity to head a government department, join a "star chamber" and make decisions on how public money should be spent. The other session was "speed dating", in which boys were given the opportunity to find out about a wide range of aspects of political life and related careers.

There was much emphasis this year on encouraging boys to read. In addition to the annual book-reading competitions led by Mrs Rea – the Sefton Super Reads and Carnegie – a Lower School book reading group was inaugurated. The boys chose the titles themselves and spent lunchtimes discussing their favourite books.

In the summer term, the year 7s and 8s visited Stratford-Upon-Avon where they attended a pre-show talk and met some of the starring actors in the matinee performance of "The Merchant of Venice". They learnt about staging, as well as the theatre as a business.

The talented artists were invited on a trip to the Tate Liverpool for the exhibition “The Pleasure Principle”, featuring the works of Renee Magritte. They were given a preliminary insight into Surrealism at school before the trip took place and a specialist from the Tate also talked to them about Magritte’s work.

Year 9s also visited the Manchester Museum, looking at some of its key galleries and objects, and learnt about the history of the museums’ collections. They also went behind the scenes with a “Meet the Scientist” session with the curator of Herpetology.

A group of 15 year 11 boys went to Oxford University for two days. This included a lecture in the Classics Centre on how Hollywood has treated Roman history, as well as tours and a performance at The Playhouse. In conjunction with the IT department, there was a visit to Liverpool JM University for a conference on developments in IT, including workshops on complex programming and a lecture on the mechanics of search engines.

**2009 /2010** – The Sixth form visited the Manchester Museum for a Darwin extravaganza, celebrating the 200<sup>th</sup> anniversary of the evolutionist’s birth. The students explored the interactive exhibition and attended a lecture on “The Origin of the Species”.

In this General Election year, 30 Middle School boys ventured to Parliament and the House of Commons. Following the School’s own mock election, there was much animated discussion. The boys participated in an interactive workshop on election systems and voting, and afterwards Southport MP, and retired MTS teacher of Philosophy, John Pugh gave an engaging talk on the daily life of an MP. We also visited the Natural History Museum.

6<sup>th</sup> form pupils were invited to take part in the European Youth Parliament. Several boys with a voracious interest in politics prepared debating speeches on a number of motions. The event was held in March at Liverpool Town Hall, where the boys performed admirably under pressure. Some of the G &T trips were tailored around specific skills and those interested in drama were invited backstage at Liverpool Playhouse, whilst the year 9 Art students attended the Picasso exhibition at the Liverpool Tate. The Lower School book lovers took part in two reading competitions – Sefton Super Reads and the Carnegie competition with some success. A further select group were taken to Grasmere to write their own poetry, give literary criticism of Wordsworth’s poems and visit Dove Cottage.

During the Year 11 trip to Oxford, boys were given a lesson in British history, focusing specifically on Boudicca’s rebellion by one of the Oxford dons in the University’s brand new state of the art Ioannou Centre for Classics and Byzantine Studies. There were also tours, including of the Bodleian Library, and a visit to an evening performance of the Greek tragedy “Antigone”.

### **Process for Review and Development**

The list can be updated at any time but there will be a major review after the end of year exams and on receipt of updated MidYIS/Yellis data. The provision is reviewed on an annual basis in the summer term by the Coordinator of the Gifted and Talented Programme (Head of Student Progress) in conjunction with Heads of Department.

### **Departmental Resources**

There is a wealth of reference material and many additional teaching resources available in the school Library and from the AG&T Coordinator. Reference material is always available for staff in specific and identifiable folders in the Staff Room. All staff are welcome to approach the AG&T Coordinator for guidance, additional information and supplementary resources.

### **Equal Opportunities**

Every student is treated equally in trying to meet his/her individual needs.

**Health and Safety**

The School's Health and Safety Policies are adhered to.

**Evaluation**

As with all our school policies, the transfer to consistent practice across the school is of paramount importance and thus we must evaluate our progress. The responsibility for evaluation will fall to the AG&T Coordinator who will report directly to the SLT. Results of evaluation will be discussed annually at senior team meetings and shared with the governing body.

*RAS/ PJC March 2016*