City of London School Able, Gifted and Talented Policy

0. Monitoring and Review of Policy

0.1 This policy is reviewed annually, and at other times as required, in order to ensure that our pupils are equipped with the necessary educational skills, which will then prepare them for life at university and beyond.

Policy last reviewed by:	Noeleen Murphy (Director of Studies)
Date policy last reviewed:	November 2025 (changes shown)
Approved for the Governors:	Board of Governors
Date approved:	3 December 2025

1. Introduction and Philosophy

1.1 City of London School is a selective school and we believe that all our pupils are able, gifted and talented in at least one area of educational endeavour.

1.2 We believe that Heads of Department and Heads of Year are best placed to determine the specific nature of provision in order to stretch the most able pupils in their particular discipline.

1.3 The provision of activities for AGT pupils is always available to all pupils in recognition of the fact that pupils develop educationally at different rates and that they benefit from the mutual learning environment which is a core value instilled within the School's ethos.

1.4 Our core philosophy is that the potential of all pupils shall be realised and that the learning experience is differentiated to enable a personalised educational experience.

1.5 This policy should be read in conjunction with:

- the Curriculum and Teaching and Learning Policy
- the Learning Support and Disability Policy
- the Accessibility Policy

1.6 This policy has regard to Part 1 (Quality of education provided), Paragraph 2 (Curriculum) of the Independent School Standards Regulations.

2. Identification

2.1 The most able pupils on entry are identified through our Scholarship examinations and pupils who are awarded scholarships are monitored annually by the Director of Studies after School Exam Week and Public Exams.

2.2 Many of our pupils have a CAT4 at Year 7 which is above the level generally used to define "mentally gifted" in the population as a whole. Most of our pupils are very talented across a wide range of curricular and extra-curricular activities.

2.3 All staff involved in delivering any aspect of the curriculum are expected to develop extension and enrichment activities which also take account of the need to differentiate between very bright pupils. This process is overseen and led by the relevant Heads of Department.

2.4 Heads of Departments have the responsibility for ensuring that a programme of extension is integrated into the curriculum and through stretch activities, outside the formal curriculum, which may include the following (not an exhaustive list):

- Subject specific Olympiads, e.g. IT, Mathematics, Physics, Chemistry, Linguistics and Biology.
- Attendance at external academic (and career-related) workshops and lectures.
- National and university essay competitions, e.g. Peterhouse Essay Competition, Heythrop, John Locke and the Royal Economics Society.
- University Outreach opportunities, e.g. 'Headstart' 'CREST' award and Nuffield Bursaries.
- National Competitions, e.g. Target 2.0 (Economics), 'Arkwright' (Engineering), iGEM.
- John Carpenter Essay (which all Junior Sixth pupils are encouraged to complete).
- Pupils proactively leading clubs and societies, e.g. the Charity Committee (which regularly raises sums exceeding £70,000) offers excellent opportunities for pupils and the CCF offers leadership opportunities.
- School Competitions, e.g. Music Prizes, O'Sullivan Reading Competition, Form Prizes.
- Programming Club and Perse Coding Competition.

2.5 The following are seen as indicators of high ability and are fostered in all pupils where possible:

- an ability to apply concepts to novel material and to make connections between ideas
- an independent, curious, questioning approach to learning
- the ability to think creatively and with originality
- the ability to think abstractly and analytically
- persistence, insightfulness and resourcefulness in solving problems
- strong evaluative skills, high quality reasoning
- a willingness to speculate and make hypotheses to extend under-standing
- domain-specific talents (physical coordination, musical aptitude, 'ear' for languages, etc.)

3. Teaching for challenge within the classroom

3.1 We aim to present challenge to our pupils at all levels. This is done by:

- use of open-ended tasks, enabling all pupils to respond at their own level
- encouraging evaluation and analysis and avoiding over-emphasis on right/wrong answers
- open-ended questioning; asking pupils to justify their answers and respond in greater depth
- problem-solving activities of varying levels of difficulty
- focusing on process rather than outcome to encourage risk-taking.

3.2 The curriculum has a number of areas which offer support for Able, Gifted and Talented pupils:

- Modern Languages: Russian with early French GCSE; a pupil can take five modern and classical languages at GCSE at CLS.
- Classics: Greek with early Latin GCSE
- Maths: Olympiads, Maths and Further Maths programme in Sixth Form.
- All departments: school and national competitions, clubs and societies.

3.3 In all areas of the curriculum the emphasis is on encouraging pupils to think for themselves. We feel that depth of knowledge and good learning habits, which equip pupils for sixth form study and beyond, are more important than accelerated learning and the acquisition of a host of GCSEs.