



Cobham Hall

Scholarships, Bursaries, Awards and Gifted and Talented Policy

Scholarships

Scholarships may be awarded on entry to the School or internally on progression to Year 10 or to the Sixth Form, in recognition of a student's ability and commitment. Candidates can apply for scholarships in the following areas: Art, Drama, Music and Sport; applications for Lower School Academic Scholarships are by invitation only. For entry into the Sixth Form, candidates may apply to be considered for a scholarship in a subject they intend to study. All scholarships will be reviewed annually by the Head or another member of the Leadership Team and will be of a fixed amount, 20% of current fees.

- Lower/Upper School Scholarships

Those candidates wishing to apply for Scholarships in Art, Drama, Music or Sport will be given the chance to demonstrate their ability and will be invited to Scholarship Auditions/Examinations Day. They must write to the Head, stating in around 200 words why they believe they deserve a scholarship and advising in which subject they wish to apply for a scholarship. The focus of the application is to evidence scholarly ability in their chosen field.

Details of assessment for Art, Drama, Music and Sport will be given prior to examination. Applications for Academic Scholarships are by invitation only. The Academic scholarship is assessed by way of an English and Mathematics examination. The scholarship will last, subject to satisfactory review, until the end of Year 11 or when the girl leaves, whichever is sooner. Those holding Scholarships will have their suitability to continue holding their scholarship reviewed at the end of each year.

- Sixth Form Scholarships (Years 12 and 13)

Students in Year 11 can apply for a Sixth Form Scholarship during their Spring Term in Year 11; those wishing to enter the school at the start of Year 12 will be given the opportunity to apply for a Sixth Form Scholarship during the autumn application process. Students may only apply for a scholarship in a subject which they intend to study at Sixth Form. They should apply by letter, stating in around 500 words why they believe they deserve a scholarship and what significant contribution they will make to the school if they are awarded one.

Assessment will be by an examination in the chosen subject and an interview with the Head. The examination may be written, or performance based.

Sixth Form Scholarships will last, subject to satisfactory review, until the student leaves the Sixth Form. The first review will take place in the Summer Term when the student is in Year 12.

Staff can apply for a scholarship worth 50% (pro rata depending where applicable) of current fees. If a staff discount is to be combined with any other discount, the aggregate discount is not to exceed 50% without the prior approval of The Mill Hill School Foundation.

Parents of Forces can apply for a scholarship of 20% of current fees. This is for children of serving members of the UK Armed Forces.

Elders can apply for a scholarship of 10% of current fees when the child of a Cobham Hall Elder attends the School.

Sibling discounts equate to 10% of current fees for the first sibling, rising to 15% for a second sibling and 25% for a third sibling. This can only be applied to the current fees of a student who has a sibling at the School.

Bursaries

Means tested bursaries may be granted to new applicants to the School where a place has been offered but where families have limited financial means and, without support, would be unable to accept the offer of a place. They may also be available for existing students where a change in family circumstances has resulted in difficulty in meeting tuition fees and may result in the child being withdrawn part way through a stage of education. Only British Nationals can apply for a bursary. Bursaries will be means-tested and are awarded at the discretion of The Mill Hill School Foundation Bursary Committee, through a process managed by the Director of Finance and Resources. They will be reviewed annually. They are also available to students who have been offered scholarships. Please contact the Admissions team for further information.

Bursaries are subject to an annual review in a process managed by The Mill Hill School Foundation's Director of Finance and Resources, based on financial information provided by the parents, and may be varied upwards or downwards depending on changing parental circumstances.

Awards

These are the Head's Discretionary Awards, granted in exceptional circumstances and to students who, it is felt, make or will make a suitable overall contribution to the life of the School. They will be reviewed annually.

Quantity and Size of Scholarships and Bursaries

The number of Scholarships and Bursaries available will be entirely dependent upon availability of funds at the time. Where available funding for Scholarships and Bursaries is not sufficient to meet demand, they will be granted on the basis of the applicant's performance in the relevant examination and interview. The decision on Scholarships awarded rests with the Head, in consultation with the appropriate staff.

Reviews of Scholarships, Bursaries and Discretionary Awards

If a student does not meet the expectations of their scholarship, bursary or award then there will be a review process. Reviews will be carried out by the Head and any other member of staff as deemed appropriate or necessary by the Head and to decide whether:

- the student will continue to receive the Scholarship, Bursary or Award
- the student will continue to receive the Scholarship, Bursary or Award for a specified period of time (typically another term after the review) during which a significant improvement in their contribution to the school, as detailed in the letter giving the Scholarship, Bursary or Award, will be expected to be demonstrated, or the Scholarship, Bursary or Award will then be withdrawn or reduced

The final decision on the granting of any Scholarship, Bursary or Award and the result of any Review rests with the Bursary Committee.

Whereas neither the School nor the Head shall be under any obligation to give reasons for decisions made with regard to Scholarships, Bursaries, Awards or reviews of them, in most cases some explanation will be given.

Gifted and Talented

- Aims of the Programme

Cobham Hall values the abilities and achievements of all its students and is committed to providing each student with the best possible environment for learning. We recognise that every student has strengths, abilities and talents which are capable of being realised. Our policy therefore provides for those who are more able, gifted and talented in academic subjects as well as other areas, such as Music, Drama, Art and Sport. Furthermore, we celebrate the unique nature of our student community and endeavour to cater for all students that fall within the criteria of more able, both within and outside the traditional classroom setting.

Our main aims within this programme are:

- a) to identify those students who show characteristics of being more able, gifted and talented
- b) to recognise the needs of such identified students who are more able, gifted and talented
- c) to implement procedures and individualised strategies that will address the needs of each identified student
- d) to provide opportunities for more able, gifted and talented students to develop their specific abilities and help to maximise their potential
- e) to ensure that more able, gifted and talented students are motivated to achieve to the best of their ability and therefore, set standards of excellence both within the classroom and with involvement in extra- and super-curricular activities.
- f) to develop a greater sense of achievement for more able, gifted and talented students which in turn illustrates Cobham Hall's commitment to helping all students achieve their best, as part of our overall ethos.

We recognise that our more able students need access to broad, balanced and challenging curriculum opportunities to enable them to reach their full potential. With this in mind, the Director of Studies and HoFs achieve this by offering activities which enrich their learning and promote high attainment and rapid progress. Many lessons are taught in ability settings which gives teachers the opportunity to differentiate their lessons to the individual needs of their students. Where appropriate, students are encouraged to move through their learning at a faster rate than their peers or by studying at an advanced level, such as sitting GCSEs in Year 10 or participation in external competitions, such as the Royal Academy of Art or the Bebras online computing challenge, linked with the University of Oxford.

- Definitions

Children and young people with one or more abilities developed to a level significantly ahead of their year group (or those with the potential to develop those abilities):

The terms more able, gifted and talented are used in the specific ways:

- **MORE ABLE** – those students who have one or more abilities developed to a level significantly ahead of their group (or with the potential to develop these abilities).
- **GIFTED** – describes students who have the ability to excel academically in one or more subjects
- **TALENTED** – describes students who have the ability to excel in practical skills such as sport, music, drama or art; this includes those who also show a high level of leadership both within the classroom and outside.

- Identification

There are a variety of methods to identify the more able, gifted and talented so that the needs and abilities of all students are taken into consideration, including those with especial skills and abilities. Cobham Hall gathers as much evidence as possible, with a range of quantitative and qualitative information used. Care will be taken to ensure that ability is taken into account as well as attainment and that the identification of same will not unduly disadvantage any group of learners.

Cobham Hall, however, does not consider a percentage determination as best practice given the unique aspects of our holistic approach within our identifying criteria.

Methods used are as follows but are not exhaustive:

1. Information obtained from previous schools, along with parental information.
2. CAT scores;
3. Assessment of students' work, including formative, summative, internal and external examinations;
4. Attainment data that is subject based;
5. Progress test results;
6. Testing, which includes GCSE results, national curriculum assessments, such as Year 6 SATs, internal examination results, internal and external practical results as well as discussion with students;
7. Observation of students via academic, pastoral or extra-curricular staff;
8. Subject teacher nominations with teachers referring to the criteria given above and may refer to external examination guidance for their own particular subject or areas of expertise;
9. Exceptional creative and athletic endeavours, particularly when involved in art, music, drama and sport will also be considered under the more able and talented criteria; and,
10. External examination results or outstanding performance in music, drama, art and sport is also warrants inclusion within the More Able Register.

- Subject Criteria

The below characteristics illustrate the foundations upon which HOFs and subject teachers recognise that a student may be included on the More Able, Gifted and Talented Register.

- a) Enthusiasm and curiosity for the subject and for learning
- b) Ability to quickly grasp new concepts, content and vocabulary
- c) Keen to develop their work and extend their ideas
- d) Willingness to work independently and outside of lesson time.
- e) Ability to put or use a new idea in context
- f) Clear communication, justification and reasoning

Within each subject, there are a number of further unique criteria, which are illustrated in our Subject Criteria, across our five Faculties (Humanities, Art/Drama/PE/Music, Science/Mathematics/ICT, English/Languages).

The More Able, Gifted and Talented Register is compiled yearly (or upon the student's entrance to Cobham Hall) and updated regularly after consultation with subject, pastoral or extra-curricular staff. This register is flexible and subject to change yearly, which will be maintained by the Leadership team and HOFs. This will be used by the School to track progress, record extra- and super-curricular activities as well as areas of especial expertise, etc. Details will also be kept on iSAMS, to assist all teachers in their awareness of those more able students.

It is noted that talents and abilities emerge at different times due to developmental issues and as new opportunities arise, therefore, inclusion in the register is not permanent. If it is perceived that said inclusion is no longer beneficial, students may be moved off, either temporarily or permanently. Such changes to the register will be discussed in parallel with the student and parents/guardians.

Cobham Hall also recognises some students who are more able, gifted or talented do not always show their ability, which may arise from learning difficulties such as dyslexia or personal circumstances. The School aims to work with support programmes and parents to ensure a consistent achievement at the appropriate level for each child. As a CReSTeD school, Cobham Hall is in a unique position to offer those dyslexic students, if appropriate, inclusion on the More Able Register if they also fulfil the criteria as noted above.

- The Role of the Staff Who Coordinate the More Able, Gifted and Talented

At Cobham Hall, we recognise the necessity for all staff to be involved with identifying, encouraging and meeting the needs of more able students. The Director of Studies and HoFs responsibilities will be to:

- a) Increase teacher awareness of the needs of more able students
- b) Bring issues related to more able students to the attention of staff as needed;
- c) Act as a point of reference for colleagues;
- d) Assist in the identification of more able students;
- e) Maintain and regularly review the More Able Register on SIMS. They will record this information in agreement with the Leadership and HOFs and in compliance with the GDPR regulations;
- f) Review and updated the More Able policy, as required;
- g) Encourage those on the More Able Register to develop their interests and skills by liaising with subject, pastoral or extra-curricular staff to enhance said students' experiences;
- h) Maintain outside links for super-curricular workshops and activities aimed at those students who are identified as more able, gifted and talented particular, both within school and externally;
- i) Evaluate the progress made by more able, gifted and talented students and determine areas of further enrichment with consultation with subject teachers, pastoral staff and/or parents;
- j) Keep up to date with relevant training and disseminate same across the school;
- k) Update the school's activities as offered on a regular basis with a register of all activities offered both within the curriculum and externally;

- School Organisation

Heads of Faculties will have responsibility for the following:

- a) Preparing subject criteria to identify students within their faculty who they deem more able, gifted and talented based on the criteria above;
- b) Identify students who fulfil the above criteria and giving that information to the more able Coordinator and the Director of Studies;
- c) Providing Schemes of Work that clearly demonstrate enrichment and extension materials above and beyond the normal differentiation within and outside the classroom;
- d) Ensuring that more able, gifted and talented provision is considered within the Faculty Development plans on a yearly basis;
- e) Ensuring that the enrichment/extension material is being used by subject teachers within the classroom; and,

- f) Liaise with teaching staff to identify students who meet the aforementioned criteria and providing schemes of work that contain enrichment and extension material for those students identified within their classroom.

The Director of Studies has responsibility for:

- a) Monitoring the schemes of work across the curriculum;
 - b) Including items concerning provision for more able students, the register of same students and criteria, etc., within Leadership and Senior Tutors along with the Pastoral team in meetings and agendas therein; and,
 - c) Provide a whole-school perspective in relation to academic, pastoral and extra-curricular activities for the more able, gifted and talented students.
 - a) Coordinating and monitoring provision for said students through HoFs and Heads of School;
 - b) Ensure the More Able, Gifted and Talented Register is updated by HoFs;
 - c) Liaising with and advising the Leadership Team;
 - d) Monitoring training and inset opportunities of staff in conjunction with HoFs through lesson observations and presentations in staff meeting;
 - e) Maintaining a directory of relevant websites and a data base of activities, particularly externally for student, teacher and parental use.
 - f) Ensuring that parents are occasionally informed by HoFs, Heads of School or teachers on matters relating to academic enrichment;
 - g) Ensuring HoFs and Heads of School liaise with the Marketing team in relation to publication of enrichment activities in print and on the Cobham Hall website, and,
 - h) Liaising with Admissions to assist in identifying potential of more able students and to provide assistance as to what is offered for enrichment for such students.
- Provision within the Classroom and at Cobham Hall

The principles of good teaching for all students provide a foundation for effective provision for the more able, gifted and talented within Cobham Hall. All teachers should have an awareness of their role in identifying such students and the need to make the curriculum sufficiently challenging for them. Teaching styles for more able, gifted and talented students should be open-ended and flexible. These students need to be given opportunities to take risks in their learning. All students, particularly those on the More Able Register, ought to be encouraged to think creatively and divergently. Teaching staff at Cobham Hall are aware of the need to challenge more able students, both in the classroom and within the myriad of extra-curricular and external activities.

We offer opportunities for more able students to thrive through an enriched, stimulating and relevant curriculum with a regular reinforcement of high expectations and much is provided in school within lessons by various kinds of differentiation and extension, which are contained within schemes of work. These include:

- a) Differentiation by outcome: This allows responses at very different levels to the same initial stimulus;
- b) Differentiation by input: The tasks for students may be viewed both in terms of style and content. Different materials may be used by the most able;
- c) Differentiation by pace: more able students need the facility to proceed more quickly, with opportunities to move onto supplemental and extension material; and,
- d) Differentiation by setting or by grouping within a mixed ability class.

Homework ('Prep') for all students is matched to the ability of the child and is set according to the school homework policy. Cobham Hall uses Show My Homework (SMHW) for the setting of assignments, projects and examinations. More able students may be given supplemental materials, if in particular, they are working on extension materials, after having completed the work in class.

Such extension materials may include working on subject matter which would be typically for older students to access a broader knowledge and develop more sophisticated thinking and reasoning skills. Other possibilities might be to enable students to study aspects of a topic that there would not normally be time to study, adding extra subjects or specialised calendar events to the curriculum or extra-curricular activities programme.

- Extension, Acceleration and Enrichment

Within the classroom, we regularly offer opportunities for independent and collaborative learning activities. There is also a focus on thinking and study skills, including metacognitive strategies, with students self-assessing and evaluating their own work. Most importantly, Cobham Hall strongly encourages students to pursue their interests across the curriculum with new ideas and challenges as well as supporting students in unfamiliar aspects to develop their resilience in a structured and nurtured environment.

There are also a wide range of lunch-time clubs and after school activities which provide enrichment and extension in numerous of the curriculum. Outings, events and in-school workshops, speakers and conferences provide further enrichment opportunities. In addition to clubs, there are occasional extra lessons and activities which are aimed at the most able, although any student who wishes to join them may usually do so. Such examples would include visits from Oxbridge colleges, STEM conferences, the Year 9 Shakespeare programme, visiting author and artist events, amongst others.

Furthermore, independent learning is encouraged both within subject schemes of work and by specific provision. Materials are readily available for in-depth research, such as the Year 7 Medieval Village programme or STEM competitions. There are subject notice boards throughout the school that are frequently updated and include materials of competitions, both internal and external. The 6th form has a bespoke University Challenge programme that works with students on an individual basis, encouraging the more able student interested in studying at Oxbridge, medicine and law. There have also been guest speakers for KS4 and KS5 focusing on these careers.

Students are encouraged to enter internal and external competitions and Cobham Hall students have excelled at local, county and national levels in arts, music, sport and drama whilst our academic results at KS4 and KS5 are above the national average with students attending such programmes such as medicine at Imperial College, reading English at Cambridge, reading Music at Oxford, studying Law at Warwick and studying music at the Royal Scottish Conservatoire. Successes at Cobham Hall are widely recognised and celebrated at assemblies, within our weekly newsletter as well as in the media across the county and nationally.

- Communication

Meetings about individual students are held whenever a need is identified by the Form Tutor, HoS (Heads of School), parent or subject teacher. Furthermore, parents are informed of outings or events that their child may attend. Students and parents are also given information about resources which offer provision and support for more able, gifted and talented students and their families; this is done by the HoFs in conjunction with the Director of Studies.

Form Tutors keep in contact with parents as needs demand and meetings are easily coordinated with all relevant staff on any specific educational need or other matter. Reports are sent out termly with assessment grades given every half-term. The HoS are as follows:

Upper School
Lower School

Years 10, 11, 12 and 13
Years 7, 8 and 9

Mrs Melissa Thompson
Mrs Emma Wilkinson

- Complaints

Any complaints relating to the assessment or provision for more able, gifted and talented students should be addressed to the student's HoS in the first instance. If it is not possible to resolve the issue or concern, parents may wish to contact the Director of Studies or the Headmistress. It may be necessary to speak to others such as subject teachers or pastoral staff to resolve whatever concern or issue, but all concerns will be treated with in accordance with Cobham Hall's complaints policy with due consideration and confidentiality.

Related Policies and Documents

- Policy Statement on Admissions
- Handling of Concerns and Complaints Received from Parents (Including EYFS)