



BRADFIELD COLLEGE

Scholarship Policy

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Scholarship Policy

Purpose

The purpose of this policy is to ensure that pupils identified as Scholars from the Gifted and Talented cohort are aware of the expectations of them and for them, and that appropriate opportunities are in place that stretch and challenge. This policy will outline means of identifying this cohort of pupils, our provision, monitoring and tracking, and formal review and reporting.

Identification

Scholarships are awarded for Academic, Music, Drama, Art and Design, and Sports and are awarded on the basis of excellent performance throughout the Scholarship application process which includes:

Academic (Faulkner's entry)

- sitting the ISEB Common Academic Scholarship papers
- a formal interview with either the Headmaster, Deputy Head (Academic) or Gifted and Talented Coordinator.
- exceptional performance in internal Mathematics and English papers (for pupils not sitting Common Entrance)

Academic (Sixth Form entry – external application)

- Mathematics, English and General Scholarship assessment papers
- Subject-specific assessment paper and interview with appropriate Head of Department
- Interview with senior member of staff

Academic (Sixth Form entry – internal application)

- Exceptional performance at GCSE level
- A letter of application from the pupil
- A presentation or written essay on an academic subject of the pupil's choice
- Interview with the Academic G and T Coordinator and the Deputy Head (Academic) or the Director of Teaching and Learning

Art and Design (Faulkner's and Sixth Form entry)

- Interview and discussion around pupils' own work and private portfolio
- Drawing assessment

Sport (Faulkner's Entry)

- Applicants asked to send in application and reference from Head of PE / Director of Sport submitted by end of November preceding first assessment day on the last Saturday of the Michaelmas Term (February). All candidates attend this first assessment where they perform in their two primary sports.
- Those candidates who are genuine contenders for an award are then invited back to a second assessment day in February. Within this they are observed again in their two main sports as well as in an S & C session, a more general motor skills assessment and via an interview.

Sport (Sixth Form Entry – external application)

- Applicants are asked to send in an application and reference from Head of PE / Director of Sport submitted preceding assessment day in November.
- Attend a one-day Sport Scholarship appraisal day (November) in which they are observed in their one or two primary sports, alongside having an interview and participating in an S & C session.

Sport (Sixth Form Entry – internal application)

- Director of Sport asks Heads of Sports at College for potential internal candidates for assessment.
- Candidates asked to write a letter of application outlining suitability for award. Reference also sought from a coach / teacher / Head of Sport who knows them well.
- Candidates interviewed at start of Year 12 by Director of Sport and Head of Sports Performance.

Drama (Faulkner's & Sixth Form entry)

- Applicants are asked to supply a reference from an advocate with knowledge of their musical ability (Director of Music or Head)
- Audition and interview with Head of Drama and Second in Department.
- Candidates are assessed on performance and ability to discuss their work and wider subject interest
- No portfolio of work is required

It may be that the College's monitoring and tracking systems identify pupils throughout the course of the academic year whose effort, attainment and interest in learning is exceptional and warrants an offer to join the Scholarship (Gifted and Talented) programme. Staff responsible for each area of the Scholarship programme will make a formal recommendation for the Headmaster to consider.

Music (Faulkner's & Sixth Form entry)

- Pre- application opportunity to perform and have feedback on application
- Applicants are asked to supply a reference from an advocate with knowledge of their musical ability (Director of Music or Head)
- Audition and interview with Director of Music and Head of Academic Music takes place in Lent Term
- Candidates are assessed in performance, aural skills, and basic theory knowledge

It may be that the College's monitoring and tracking systems identify pupils throughout the course of the academic year whose effort, attainment and interest in learning is exceptional and warrants an offer to join the Scholarship (Gifted and Talented) programme. Staff responsible for each area of the Scholarship programme will make a formal recommendation for the Headmaster to consider. This recommendation will reflect on-going assessment, aptitude data and equally less-objective evidence and behavioural traits.

Provision

Academic

- All teaching staff are aware of the names of the Academic Scholars and have those in their classes listed in their mark books along with each pupil's MidYIS/ALIS score and baseline grade. This information is used to inform differentiation in lesson planning, assessment and target-setting.
- Furthermore, Academic Scholars will:
- be assigned an academic mentor within the teaching staff
- keep an academic common-place book (journal) where they will keep notes on areas of extra-curricular study or on-going discussion with their mentor
- be expected to deliver assemblies to the College
- attend trips and visits with a specific academic theme
- be provided with a budget with which they may purchase academic literature or subscribe to an academic journal or magazine of their choice, or
- be expected to attend a number of events within the College's Minerva Programme (academic enrichment lecture series)

Art Scholars will:

- receive specialist lessons when available
- be mentored formally by the Director of Art and Design
- have access to free materials
- work with other Art Scholars in the College
- take an active lead in the pupil Art forum, helping to shape the way the subject is taught

Sport Scholars will:

- receive weekly specialist strength and conditioning assessment and training programmes
- have access to pool and gym for Shell, Fifth and Sixth Form on a Tuesday, Thursday and Friday evening 9-10pm. This enables them to do personal rehab and recovery sessions
- have individual/small group technical sessions are in place in activities which are not major sports of that term.
- receive a lecture every half term in which we will educate pupils via seminars/discussions on arrange of sport, nutrition, psychology
- have liaison with external providers to try and develop opportunities for our scholars to experience/view training provision at the elite level.

Music scholars will have:

- 60 hours of music tuition across up to 3 instruments
- access to an accompanist when required
- theory lessons if required
- an expectation to participate in at least 2 College ensembles
- practice sessions monitored by staff
- performance opportunities
- music progress tracking via Director of Music
- access to music enrichment events such as internal and external concerts

Drama scholars will have:

- Fortnightly meetings with other Drama Scholars and Scholar mentor
- LAMDA tuition
- Yoga sessions
- Scholars only trips and workshops
- An expectation that they audition, and participate if successful, in all appropriate CC Drama production
- An expectation that they act as subject ambassadors

Monitor and Tracking

Academic

The College's Director of Teaching and Learning (DTL) tracks the effort and attainment of all pupils but, within that, the performance of Academic Scholars more specifically. Attainment is benchmarked against results from standardised testing (MidYIS and ALIS). Equally, the Gifted and Talented Coordinator will note each academic scholar's engagement with enrichment opportunities – Maths Challenge, National Poetry Competition, Medical Essay Prize, Diploma Research project, EPQ, etc.

Art

The Director of Art monitors the contribution and progress of scholars. Along with other pupils they are included in the department tracking documents which are updated regularly. Each scholar has an additional yearly progress review and report. The review takes into account their progress in their academic studies as well as their contribution in any additional whole college or external areas.

Sport

- The Director of Sport and Head of Sport Performance track the sporting profile of each scholar and their contribution on a termly basis. Progress is assessed via feedback related to their attitude and commitment to sport, and to the wider scholars' programme. All scholars undergo regular Strength & Conditioning (S & C) testing and have bespoke training programmes that they follow. Within these they train in supervised sessions once or twice a week depending on their overall schedule. These are monitored and checked on an on-going basis. Each pupil has an assigned mentor who meets with them a minimum of once a term. Within this meeting, the pupils' progress is discussed, and their sporting goals are reviewed accordingly. A summary of this conversation is included in the pupil's end of term report on ISAMS.

Music

The Director of Music monitors the contribution of scholars to the music programme. Each scholar has a yearly progress review and report. The review takes into account their contribution to the wider musical life of the college, any exam results, their solo performances and contribution to concerts as a soloist, and feedback from visiting music teachers. Visiting music teacher reports are monitored on a termly basis.

Drama

Drama Scholars are monitored in their participation in drama activities throughout the year. All Drama Scholars are given an end of year review by the Head of Drama and/or Drama Scholarship Mentor.

Review

During the academic year all scholars will be formally reviewed.

Scholarship mentors/tutors will report termly on a scholar's progress and engagement, and these will be communicated through Interim Grade reports.

An annual review towards the end of the academic year will take the form of a meeting between the scholar, mentor/tutor, and senior member of staff in each specific area of scholarship. The review will focus on a scholar's progress within the mainstream curriculum and co-curriculum but equally and importantly hear about how the pupil has taken full advantage of the range of alternative opportunities available. Alongside progress, all scholars are expected to be ambassadors in their specific area. A letter will be sent to the scholar's parents and housemaster/mistress that summarises the discussion and makes recommendations going forward.

ELW/RJW