



Wallingford School
Oxfordshire

EVERYONE
has their own
path to follow
and children who are
GIFTED
have a slightly
DIFFERENT PATH
than their peers

introduction



Those of us working at Wallingford are well-aware we are lucky to do so. Part of this good fortune is the privilege of working with some very academically gifted children. They often challenge us but love learning and so enhance the joy of our vocation. At times, though, it is easy to take

for granted the interests of youngsters who progress relatively easily without drawing attention. This strikes us as wrong and we are keen to avoid it at Wallingford.

You will see the programme has had time, money and expertise directed towards it. The aim is for it to be significant, long-standing and comprehensive. Over time it will become a tangible and central element in a gifted student's experience of Wallingford. A large part of the programme is designed to ensure students enjoy their education, feel challenged and learn to value their gifts. There is also an intention to ensure that when they sit down for an interview in their final year at school they come across as intelligent, confident, interesting and knowledgeable. For this to be the case their time at Wallingford should be tailored to suit their needs and potential.

An initiative such as this will always prove contentious, most usually with those who do not qualify. We do not seek to cause upset but feel that, now we have we begun to look at it, not to offer this support would be wrong. Our hope is that the most gifted young people in this part of the world will feel just as lucky that they are at Wallingford as we do.

Y13 pupil Miriam discusses
reading material with Helena, Y8



mentoring

OLDER GIFTED
students
MENTOR
younger pupils
help open their eyes
to what their
INTELLECT
could help
them achieve
BEING CLEVER
can be fun

mentoring

School, with its academic and social pressures, is a challenging part of growing up. Being gifted might make school appear easy but it isn't always straightforward. Although gifted pupils often find learning relatively easy, they also understand greater amounts and think more deeply.

This difference, and being aware of it, can be testing. Our mentoring programme ensures that each of our gifted pupils is placed alongside someone in school to show them how much fun being clever can be and open their eyes to what their intellect could help them achieve.

Older gifted students mentor younger pupils and so are able to share their experiences of being gifted and being part of the programme. Students in KS4 and KS5 are looked after by senior members of teaching staff and, in some cases, academic mentors from industry and higher education.

Y12 pupils explore the synchrotron at Diamond Light Source during the 'Engineering Your Future' event



Lucy Shanly, Y9, spies
Alice in Wonderland characters
in the stained glass at
Christ Church College, Oxford



enrichment visits

DELIVERING EXPERIENCES
that will stretch
and inspire
young minds
LISTENING
to academic
and industry
EXPERTS
helping define
their intellectual profile and
SHAPE THEIR FUTURE

enrichment visits

Part of our gifted programme is about delivering experiences that will stretch and inspire young minds. Sometimes this will mean taking pupils out of school so they are able to experience and engage with education in its widest sense.

We will arrange for pupils to listen to experts, visit fascinating sites and participate in masterclass workshops. The purpose is to generate enthusiasm and provoke discussion, which can be pursued further in other parts of the gifted programme.

In their early years at Wallingford, gifted pupils will find these visits are about breadth of experience. As students move through school, they will select visits that complement their own areas of study and specialisms.

When pupils reflect on their time with us at Wallingford, they will see these visits as a coherent sequence that has helped them define their intellectual profile and shape their future.

Camilla Jewitt, Elsa McCrea
and Ella Hemery, Y11, tackle
mathematical problems during
the Y11 A* revision residential



residential

LEARNING
together
in new environments
OVERNIGHT STAYS TO
weekends to longer
RESIDENTIAL TRIPS
immerse themselves
IN CULTURE, HISTORY
and architecture
focus on securing
SUCCESS
in external examinations

residential

An invaluable experience, residential will allow our gifted pupils to be together in a new environment for an extended period with a focus on a learning activity. From overnight stays to weekends to longer residential trips, gifted pupils will have the chance to immerse themselves in the culture, history and architecture of a different setting.

At key points during their time at Wallingford, the focus will be on academic achievement and securing success in external examinations. These residential will be what pupils look forward to at the start of each year and then regard most fondly when looking back on their time at the school.



Sarah Hirst, Y11, 2011 winner
of the Merchant Taylors'
Photography Competition

competitions

PRESTIGIOUS
national academic
competitions
be rewarded for
their learning
consolidate thinking and
DEVELOP CONFIDENCE
internalise knowledge
and understanding
group presentations
AND DEBATES

competitions

Competitions will be an important way for pupils on the gifted programme to apply, and be rewarded for, their learning. The internal and external competitions will consolidate thinking and develop confidence in crafting and presenting ideas and arguments in a variety of settings and formats. Some will involve making speeches, some presentations and others formal academic essays.

These competitions will give pupils the chance to internalise the knowledge and understanding they have been exposed to and present it in an engaging and convincing manner. In the earlier years this will take the form of group presentations and debates.

Older students will be encouraged and supported through prestigious national academic competitions. The fun and enjoyment to be gained from participating in these competitions are the principal aim. They are, however, also designed to help our pupils prepare for the challenges they will face when competing for the highest honours later in life.

Megan Powell and Phoebe Higgs, Y10,
learn about what life is like as an undergraduate
at St Catherine's College, Oxford



the future

if pupils have the
POTENTIAL
they should be afforded
THE BROADEST
options possible
providing knowledge
skills, understanding
AND QUALIFICATIONS
necessary to make these
POSSIBILITIES
become a reality
EXPLORE THEIR HOPES
and plans for the
FUTURE

the future

Gifted pupils shouldn't feel they have to aim for Oxford or Cambridge. They also shouldn't feel duty bound to study medicine or law. The gifted programme is based upon the belief that if pupils have the potential then they should be afforded the broadest options possible when they leave school.

It would be a disservice to these pupils if we didn't provide them with the knowledge, skills and understanding, as well as the qualifications, necessary to make these possibilities become a reality.

For these reasons, at appropriate points in their school career, we will meet with gifted pupils to review their progress and explore their hopes and plans. The gifted programme will then be tailored to ensure they receive the support they need.



Jordan Dalzell, Y8, uses a quadrant to work out the height of the Sheldonian Theatre

key stage info



key stage information

Below is an overview of the aims of the programme at each key stage and a sample of some of the specific activities pupils have either experienced so far or will do so in the near future.

ks2

- Introducing pupils to Wallingford School
- Fostering friendships with existing gifted pupils
- Developing excitement and ambition

Code Breaking • Historical Murder Mystery • Science & Technology Day

ks3

- Sparking interest
- Sustaining enthusiasm
- Providing breadth of experience
- Developing confidence and belief

Oxford University Christmas Lectures • Introduction to Political Philosophy with the Debate Chamber • Aerospace Engineering at Rutherford Appleton Laboratory
Talking Science Lectures at Rutherford Appleton Laboratory • Code Breaking
Edinburgh Residential • City Trail

ks4

- Promoting detailed enquiry
- Begin to refine interests and give serious consideration to future options
- Gaining relevant knowledge and experience
- Improving presentation and interview skills

Talking Science Lectures at Rutherford Appleton Laboratory • University of Cambridge Aspiration Day • Tour of St Catherine's College • Oxford and Q&A with current undergraduates • A* Revision Residential • Guest Lectures

ks5

- Polishing presentation and interview skills
- Applying for prestigious bursaries and competitions
- Attending undergraduate level lectures and masterclasses
- Exploring options beyond university

Nuffield Bursaries • RAL Lectures • Physics Masterclasses • Guest Lectures
Revision Residential • Oxford University Masterclasses • Eton Summer School
Crest Awards • Academy Excellence Competitions • Engineering Your Future at Diamond Light Source • Cambridge University Residential at Peterhouse College





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