

Gifted Policy

“.. in which the strong will have ideals to inspire them and the weak may not be frightened away by excessive demands.” (RSB 64:19)

AIMS

1. Identify gifted pupils in each area of the School.
2. To continue awarding scholarships to pupils of outstanding ability and promise, and to ensure that Scholars are ambassadors within the school.
3. Provide enrichment opportunities, which will extend and accelerate their development.
4. Prepare pupils for the further development beyond Downside.

KEY AREAS OF SCHOOL LIFE IN WHICH PUPILS MAY BE IDENTIFIED AS GIFTED

- Academic
- Art
- Product Design
- Music
- Sport

GIFTED PROGRAMMES

Academic

1. The Gifted Register will be maintained by the Head of Learning Support and pupils will be entered by subject.
2. Pupils will automatically be entered into the Gifted Register for all subjects they study if they fulfil any of the following criteria:
 - MidYIS score >130 Yellis >80 ALIS score >120 Achieve all A*/A grades in end of year examinations First to Fourth Forms, or in their GCSEs.
3. Major Academic Scholars will automatically be entered into the Gifted Register for all subjects they study.
Pupils apply for Academic Scholarship awards at 11+, 13+ and 16+, or may be recommended by the Director of Studies in certain cases of exceptional performance.
4. Minor Academic Scholars will automatically be entered into the Gifted Register for the subject(s), for which they have been presented with their award.
A Minor Academic Scholarship award may be offered to a pupil, who has unsuccessfully applied for an Academic Scholarship award, but we feel that their performance within one or more subjects is worthy of recognition.
5. Expectations of all Academic Scholars:

- a. To achieve highly in all of their subjects.
 - b. To develop into independent learners, who will determine their own learning outcomes and continually seek to enrich their subject knowledge.
 - c. To join an Academic Society.
 - d. Enter the Benedictine Prize Essay competition, or another reputable prize essay competition.
 - e. Complete the EPQ (Extended Project Qualification), which is research-based work completed by the student independently under the tutelage of a supervisor.
6. Pupils can be registered for individual subjects if they satisfy the subject criteria for 'Gifted' in that particular subject (see Appendix 1). In consultation with either the Head of Department or other staff, the Head of Faculty will be responsible for ensuring that pupils are identified and the Head of Learning Support is notified so that they can be added to the Gifted Register. The Head of Faculty can also remove pupils from the Gifted Register should they fail to meet the subject criteria.
7. Each Head of Faculty will implement the Gifted Policy to meet the needs of Gifted pupils within the subjects in their faculty.
- a. For each subject, there will be gifted criteria, which will determine whether or not a pupil is nominated for the Gifted Register. Within each subject, the gifted criteria can vary between year groups.
 - b. It is the responsibility of each Head of Faculty to ensure that pupils are identified and nominated for the Gifted Register.
 - c. It is the responsibility of each Head of Faculty to ensure that pupils listed in the Gifted Register for a subject within their respective faculty are provided with suitable enrichment opportunities, as per the Academic Enrichment Programme.
 - d. The enrichment opportunities need to be listed and updated as necessary. It is also important that each opportunity is monitored and evaluated so that each subject is providing a programme, which is able to extend and accelerate the learning of the pupils involved.
 - e. The Head of Faculty will be responsible for ensuring that appropriate curriculum enrichment opportunities are provided so that pupils are able to develop subject-specific skills. This will include the support and guidance programmes for pupils considering applications to Oxford or Cambridge, and/or for Medicine or Veterinary Medicine (see Appendices 2-4).
 - f. The Head of Faculty will be responsible for monitoring the progress of each pupil identified as Gifted for a subject within their faculty.
 - g. The Director of Studies, in liaison with respective Heads of Faculty, will be responsible for ensuring that appropriate academic enrichment opportunities are provided for Academic Scholars, Academic Exhibition award holders and pupils listed as Gifted for all subjects they study.
 - h. The Director of Studies will be responsible for monitoring the progress of Academic Scholars, Academic Exhibition award holders and pupils listed as Gifted for all subjects they study.

Art (also refer to Appendix I)

1. Pupils will apply, and be assessed for, an Art Scholarship. The assessment will include presentation of a portfolio of work.
2. Art Scholars will automatically be entered into the Gifted Register for Art.
3. The Head of Art will implement the Gifted Policy to meet the needs of Gifted pupils within Art, and ensure that a rich and varied Academic Enrichment Programme is in place (please refer to item number 7 in the Academic section above).
4. Expectations of Art Scholars:
 - a. To study GCSE and A Level Art.
 - b. To be self-motivated and enthusiastic about Art.
 - c. To be an independent learner, who undertakes work outside of the curriculum.
 - d. To produce work, which inspires other pupils studying Art.
 - e. To actively seek opportunities to enhance their experience and understanding of Art by attending exhibitions.
 - f. To maintain an active interest in the contextual aspect of Art.
 - g. To assist the Art Department on Open days.
 - h. To assist with junior activities.

Product Design (also refer to Appendix I)

1. Pupils will apply, and be assessed for, a Product Design Scholarship. The assessment will include presentation of a portfolio of work.
2. Product Design Scholars will automatically be entered into the Gifted Register for Design Technology.
3. The Head of Design Technology will implement the Gifted Policy to meet the needs of Gifted pupils within Design Technology, and ensure that a rich and varied Academic Enrichment Programme is in place (please refer to item number 7 in the Academic section above).
4. Expectations of Product Design Scholars:
 - a. To study GCSE and A Level Design Technology.
 - b. To be self-motivated and enthusiastic about Design Technology.
 - c. To be an independent learner, who undertakes work outside of the curriculum.
 - d. To produce work, which inspires other pupils.
 - e. To take a lead in setting and maintaining high academic standards.
 - f. To actively seek opportunities to broaden their minds by attending exhibitions, for example, and engaging in wider reading.
 - g. To assist the Design Department on Open days.

Music (also refer to Appendix I)

1. Pupils will apply, and be assessed for, a Music or Choral Scholarship. The assessment will include a performance. A Music or Choral Exhibition award may be offered to a pupil, who has unsuccessfully applied for a Music or Choral Scholarship award, but we feel that their performance is worthy of recognition.
2. Music Scholars will automatically be entered into the Gifted Register for Music.
3. The Director of Music will implement the Gifted Policy to meet the needs of Gifted pupils within Art, and ensure that a rich and varied Academic Enrichment Programme is in place (please refer to item number 7 in the Academic section above).
4. University Scholarships: the Director of Music, in conjunction with the UCAS and HE Coordinator, will oversee and support any applications for Music scholarship awards at university. For example, pupils applying for Choral or Organ Scholarships at Oxford or Cambridge will be advised on the suitability of their application and supported in

making an application; the Director of Music will liaise with the UCAs and He Coordinator and respective subject teachers (as per Appendices 1-3) as necessary.

5. Expectations of Music Scholars:
 - a. To study GCSE Music.
 - b. To practise their instruments (and singing) regularly, to attend music lessons punctually and reliably, to be well prepared for them, and to achieve high marks in Associated Board or similar examinations.
 - c. To support all school ensembles (orchestra, Schola, bands, chamber groups) by giving an active, enthusiastic and professional lead.
 - d. To assist in the smooth running of the Music Department by taking on a specific 'responsibility' (Prefect for the Performing Arts, Schola Principal, Orchestra Leader, Orchestral Manager, Choir Librarian, House Representative).
 - e. To support and help at informal and formal concerts taking place in the school.
 - f. To provide an active lead in school music by setting and maintaining high standards of conduct and musical performance.
 - g. To achieve at least one Grade 8 pass (or equivalent) before leaving the school.
 - h. To help promote a healthy attitude towards school music.

Sport (also refer to Appendix 5)

- I. The High Performance Programme centres on our provision for the individual needs of our Sports Scholars and the most able and aspirational sportsmen and women at Downside School. This programme plans to incorporate an exciting new initiative, the Downside Sport Academy.

All of our sports coaches work tirelessly to provide support for pupils across the school within the programmes of our major sports, but also to help develop and encourage those who have the ability to really achieve within their chosen sphere, regardless of its status at Downside School. Sport has played a huge role in developing the Downside spirit for many years and hopefully we can utilise this history and strength as a platform to help maximise potential whilst instilling a willingness to see and achieve something better.

The High Performance Programme and the Downside Sport Academy were established to help achieve this goal and provide support and guidance for the talented sports performers who are fortunate enough to attend Downside School. We are very conscious of the commitment and energy that is required to achieve sporting potential and fulfil a leadership role in school life; this concept will hopefully act to support our pupils as they progress through school.

Downside School's Physical Education and Sport mission is to discover and develop the potential within the whole of each pupil. To this end, we have developed a four-themed strategy that will deliver our aims and position Downside School at the forefront of high quality physical education and outstanding high performance sport, not just in the South West, but Nationally.

The four themes are:

1. Physical Education and Sport for All
Engage and challenge all pupils through breadth and depth of high quality physical activities and outstanding high performance sport opportunities.
2. High Performance Programmes
Develop and/or recruit individuals aspiring to excellence in identified sports and physical activities.
3. Academic Integration

Embrace sport and physical activities into, not appended to, the fabric of Downside School life and academic excellence.

4. Community

Engage Downside School in its surrounding community through sport and physical activities.

2. Sports Mentors

The Sports Mentor programme aims to highlight the top sporting performers at Downside School, including those with outstanding potential and provide them with additional support to achieve their potential.

These pupils will each be assigned a Sports Mentor from within the existing staff of the school, who has a particular sporting expertise or who knows the individual athlete well.

The role of the mentor will be to provide an extra layer of support for the pupil with a specific remit for sport. The idea is that the mentor will help to plan out busy diaries and liaise with the relevant parties, both within school and at a representative level, with a view to preventing overload or even conflict. Talented young performers can be pulled in many directions, and need help to organise and manage their time, and to communicate with relevant departments. The mentor will also hopefully provide a sounding board, advisor and link between the pupil's sporting and academic life at Downside School.

Benefits of this programme include:

- Pupils encouraged to produce a 3 month (termly) plan to include training, sporting and academic commitments.
- Pupils required to maintain a diary, which is emailed to their mentor on a weekly basis.
- Termly group meetings – discussions, lectures, external visits, training sessions.
- Pupils receive extra training support, nutritional guidance, lifestyle management and training plans.
- Mentor liaises with Director of Sport.
- In turn, the Director of Sport liaises with Housemaster/Housemistress, coaches, parents, high performance Academies, for example.

3. Definition of an 'Able and Aspirational' performer, who could be invited to join Downside Sport Academy:

He/She:

- Substantially exceeds that of their peers in relation to national expectations.
- Substantially exceeds that of their peers in relation to their age group.
- Demonstrates the potential to achieve either or both of the above.

Methods by which 'Able and Aspirational' sports performers could be identified.

- National selection in chosen sport or activity
- District, County or Divisional selection in chosen sport or activity
- Recipients of Sports scholarship at Downside
- Teacher assessment
- Information from club or coach
- Performance in Sports classes, representative teams
- Parents
- Fitness test results

- Recognition of potential ability from clubs/lessons

Criteria by which 'Able & Aspirational' sports performers could be identified.

- Exceptional performances in at least one sport
- Excellent spatial awareness
- Skilful body management
- Learn, understand and adopt technical aspects of a sport very quickly
- Can make correct decisions in pressure situations and can adapt their technique accordingly
- Able to work independently and with initiative

It is recognised that not all talented children will fulfil all of the above criteria, but they should be competent in at least 4 areas.

Policy reviewed 7th September 2018 and confirmed as the current Policy.

Daniel Gibbons

Appendix I: Gifted Register: Subject Criteria 2018-2019

Thresholds for being regarded as ‘Gifted’ within a particular faculty/subject area

ART AND DESIGN

‘Pupils can only reveal their knowledge, understanding and skills if they are given the necessary experiences and opportunities. It is more appropriate to concentrate on providing the types of teaching and learning that challenge (actual and potential) gifted and talented pupils than to focus solely on identifying criteria for defining abilities.’

DfES and Ofsted define gifted pupils as those with academic ability which ‘places them significantly above the average for their year group’. Talented pupils are defined as those whose abilities in art, music, dance or sport are ‘significantly above average’.

The definition of ‘talent’ is therefore an important criteria in defining who should be included in our Gifted and Talented Programme for Art. It may mean that the pupil has a high intellectual ability; practical ability; the ability to visualise or a high ability to be creative.

Criteria:

- A Talented student may think and express themselves in creative, original ways. Their work may be highly individual, responding well to the challenge of the task given, going beyond the brief given by the teacher.
- A Talented student may Initiate ideas and define problems: often working independently and discovering sources on their own from which to inspire and develop their own ideas
- A Talented student may have a strong desire to create in a visual form, driven by their own imagination and inspired by their own experience or issues concerning other. They will show
- Dedication and determination towards their work.
- A Talented student may critically evaluate his or her visual work, as well as the work of other artists. They may make unusual connections between their own and others’ work and apply their ideas in innovative ways.
- A Talented student may use materials, tools and techniques skilfully, learn new approaches easily and be keen to learn new skills. They will tend to practise and experiment with new media with little encouragement. They may exploit the characteristics of materials and processes in inventive ways, look for alternative forms of expression and respond to new possibilities.
- A Talented student may push the boundaries of normal processes; testing and solving problems relating to concepts and issues. They may take risks and change ideas if necessary. They may explore how to depict ideas, in traditional and contemporary media; including emotions, feelings and meanings.
- A Talented student will show a passionate interest in the world of art, craft and design; an excitement about extra-curricular art trips and looking at artworks produced by

other cultures. They should understand that ideas and meanings in their own and others' work can be interpreted in different ways and that by exploring others' work will extend their own thinking. They may well communicate original ideas, insights and views.

ENGLISH

- **Identification**

Identification of gifted students can take place at any point during the school year and at all key stages. Teachers should use the normal range of AfL strategies in the course of their classroom practice in order to make an informal assessment alongside the strategy outlined below.

- **Written Work**

A piece of written work, generated in the English classroom as part of the relevant curriculum plan, will be assessed by at least two English Department members. This should be a marked essay produced in the normal course of school work, and should not have been rewritten after marking. Preferably it should be an analytical discussion of a topic or topics in the field of English Literature. The teachers will take into account the circumstances under which the work was written (for example, the time allowed for the exercise, the level of the exercise, and the resources made available to candidates) and will assess it using the following criteria:

- Literary sensibility
- Sensitivity to the creative use of language
- Evidence of careful and critical reading (KS4 & 5)
- An analytical approach
- Coherence of argument and articulacy of expression
- Precision, in the handling of concepts and in the evidence presented to support points
- Relevance to the question
- Originality

- **Timed Assessment**

An age differentiated test under timed condition in which candidates write an essay comparing either two or three unseen passages of literature. This is designed to assess the pupil's ability in the skill of close reading and, with this, the ability to shape and articulate an informed response to unfamiliar literary material.

- **Informal Interview (when appropriate)**

The format for this is at the teacher's discretion but pupils could be encouraged to engage with their written work and with wider reading interests. Assessment could be based on the following criteria:

- Love of literature
- Capacity to exchange and build on ideas
- Capacity to read widely and with discrimination
- Clarity of thought and expression
- Analytical ability
- Flexibility
- Enthusiasm and commitment

HUMANITIES

- **Business Studies and Economics**
 - perform at advanced literacy levels for their age
 - show a strong ability to evaluate data
 - analyse case studies and come to an evaluation based on facts and opinion
 - use subject-specific vocabulary confidently
 - build on their knowledge and be able to offer solution based answers to unseen case studies both in economics and business studies
 - demonstrate extensive general knowledge, including a significant amount of current affairs knowledge and well read on the key theorists
 - have strong mathematical skills
 - have a strong interest in the world around them and in problem solving, resource allocation being an example
 - have the ability to link the subjects to the wider world
 - show connections in their written work
 - have a desire to study the subject at undergraduate level

- **Geography**
 - An ability to bring their own knowledge into the subject and to make connections between the various elements of Geography and other relevant subject areas.
 - An interest and participation in general knowledge, world events and geographic issues
 - A student should have focus on detail and processes combined with strong factual recall.
 - The ability to synthesis and priorities different strands of data and information from a variety of numerical and literary sources.
 - A sound ability to express themselves clearly and to be able to put together coherent, logical and authoritative arguments.

- **History**
 - perform at advanced literacy levels for their age
 - show particular skill at inference and deduction
 - synthesise information well and draw inferences and conclusions from a range of sources of evidence
 - use subject-specific vocabulary confidently
 - establish, follow and contribute well to a line of enquiry both independently and in discussion making relevant contributions and substantiating points with evidence
 - understand complex source materials and challenge content with growing independence
 - demonstrate extensive general knowledge, including a significant amount of historical knowledge which they can easily recall
 - develop with ease a chronological framework (schema) for existing and new knowledge
 - derive a strong sense of period from study
 - be intrigued by the similarities and differences between different people's experiences of times and places and other features of the past

- thrive on controversy, mystery and unpicking evidence
- without prompting, refer to prior learning, spot irrelevance and anticipate future connections.

LANGUAGES

- Ability to manipulate sound combinations
- Ability to learn incrementally and heuristically
- Ability to analyse and synthesise grammar
- Ability to transpose structures from one topic area to another
- Interest in grammatical patterns (e.g. adjectival agreements)
- Willingness and ability to replicate structures and patterns in productive language
- Ability to identify “shared” grammatical concepts across languages, modern and classical
- Ability to extrapolate grammatical constructs from linguistic evidence
- Ability to consider English from a distance in terms of its grammatical structure
- Interest in cultural matters pertaining to language studied
- Desire to explore culture and language through travel.

MUSIC

At Downside, we expect Music Award holders:

- to support all school ensembles (orchestra, Schola, bands, chamber groups) **as required**, not just by turning up in good time, but by giving an active and enthusiastic lead;
- to assist in the smooth running of the Music Department by taking on a specific ‘responsibility’ (Prefect for the Performing Arts, Schola Principal, Orchestra Leader, Orchestral Manager, Choir Librarian, House Rep.)
- to support and help at informal and formal concerts taking place in the school;
- to give an active lead in school music making throughout their school career, by setting and maintaining high standards of performance, by practising regularly and by achieving high marks in Associated Board Exams;
- to achieve at least one Grade 8 pass (or equivalent) before leaving the school;
- to help promote a healthy attitude towards school music.

SCIENCE

- recognise subtle patterns and relationships in data
- can predict and hypothesise using detailed scientific concepts to underpin reasoning
- are aware of how the context influences the interpretation of science content
- recognise reliable, valid and accurate data: can explain why data is unreliable, invalid or inaccurate
- enjoy reasoning logically
- use subject specific vocabulary in the construction of abstract ideas
- think flexibly, generalise ideas and adapt problem-solving approaches
- able to evaluate findings and think critically

THEOLOGY

According to the Religious Education Curriculum Directory from the Bishops of England and Wales, the aims and attainment levels of religious education in Catholic schools would suggest that criteria for gifted pupils are as follows, all presented with a confidence:

- Provide a coherent and detailed analysis of faith, religion and belief
- Evaluate in depth the nature of religious and spiritual expression in contemporary society
- Provide a coherent philosophical and evaluative account of the relationship between belief systems and ways of life.
- Provide independent, well-informed and highly reasoned insights into their own and others' religious beliefs and world views.
- Provide an independent, informed and well-argued account of their own and others' views on questions of meaning, purpose and fulfilment with reference to religious and moral traditions and standpoints.

With regard to the Catholic nature of education, this will include analysis of the relationship between faith and life and faith and culture, cross-curricular links (eg religion and science) and highly developed critical faculty in relating faith to daily life, both morally and socially, with a deepening theological understanding.

Based on national QCA criteria, pupils who are gifted in Theology and Philosophy are also likely to:

- Show high levels of insight into, and discernment beyond, the obvious and ordinary;
- Make sense of, and draw meaning from, religious symbols, metaphors, texts and practices;
- Be sensitive to, or aware of, the numinous or the mystery of life, and have a feeling for how these are explored and expressed;
- Understand, apply and transfer ideas and concepts across topics and into other religious and cultural contexts.

In more general terms, they may also;

- Have highly-developed skills of comprehension, analysis and research;
- Show quickness of understanding and depth of thought.

Appendix 2: Support and Guidance Programme for Oxbridge

Activities

- Weekly meeting with a subject mentor to enable each pupil to engage in an intellectual conversation about topical issues, as well as providing pertinent advice about the application process.
- Support sessions for the respective admissions tests.
- Support sessions for pupils who are required to submit marked work instead of an admissions test.
- Mock admissions tests
- Mock interviews

Timescale

- From September:
 - Begin meetings with subject mentor – it is important that pupils select a course as soon as possible.
 - Meeting with Head of Careers to discuss work experience (if necessary).
 - Meeting with UCAS and HE Coordinator to begin researching courses, colleges and admissions statistics.
 - Register for Open Days (usually held in June and July).
- By 26th June, pupils should have completed the following:
 - Final draft of personal statement.
 - Relevant sections of UCAS application, as far as possible.
 - If necessary, some work experience and have planned further work experience.
 - Two mock interviews.
 - One mock admissions test.
- By 30th September, pupils should have completed the following:
 - Personal statement and relevant sections of UCAS application.
 - Selection of five university choices, including Oxbridge college.
 - A second admissions test mock.
 - Two mock interviews
 - Registered for Oxbridge Applications courses (optional)
- Saturday 15th October – final Oxford, Cambridge and Medicine applications to be submitted by the school to the UCAS Apply website.
- November-December:
 - Admissions test, if applicable.
 - Submission of work if applicable.
 - Further mock interviews

External expertise

- Oxbridge Applications:
<http://www.oxbridgeapplications.com/courses/>

Appendix 3: Support and Guidance Programme for Medicine

Pupils applying to Oxford or Cambridge to study Medicine will follow this programme.

Activities

- Weekly meeting with a subject mentor to enable each pupil to engage in an intellectual conversation about topical issues, as well as providing pertinent advice about the application process.
- Support sessions for the UKCAT and BMAT admissions tests.
- Mock admissions tests
- Mock interviews
- Work experience

Timescale

- From September:
 - Begin meetings with subject mentor.
 - Meeting with Head of Careers to discuss work experience.
 - Meeting with UCAS and HE Coordinator to begin researching medical schools.
 - Register for Open Days (usually held in June and July).
- By 26th June, pupils should have completed the following:
 - Final draft of personal statement.
 - Relevant sections of UCAS application, as far as possible.
 - Registration for UKCAT test.
 - UKCAT training
 - Some work experience and have planned further work experience.
 - Two mock interviews.
 - One mock admissions test.
- By 30th September, pupils should have completed the following:
 - Personal statement and relevant sections of UCAS application.
 - Selection of four university choices.
 - UKCAT (UK Clinical Aptitudes Test)
 - Two BMAT (BioMedical Admissions Test) mocks
 - A second mock admissions test.
 - Two mock interviews
 - Registered for Oxbridge Applications courses (optional)
- Saturday 15th October – final Oxford, Cambridge and Medicine applications to be submitted by the school to the UCAS Apply website.
- November-December:
 - BMAT
 - Mock MMI (multiple mini-interview)
 - Further mock interviews

External expertise

- Oxbridge Applications:
<http://www.oxbridgeapplications.com/courses/>

Appendix 4: Support and Guidance Programme for Veterinary Medicine

Pupils applying to Cambridge to study Veterinary Medicine will follow this programme.

Activities

- Weekly meeting with a subject mentor to enable each pupil to engage in an intellectual conversation about topical issues, as well as providing pertinent advice about the application process.
- Support sessions for the UKCAT (UK Clinical Aptitudes Test) and BMAT (BioMedical Admissions Test) admissions tests.
- Mock admissions tests
- Mock interviews
- Work experience

Timescale

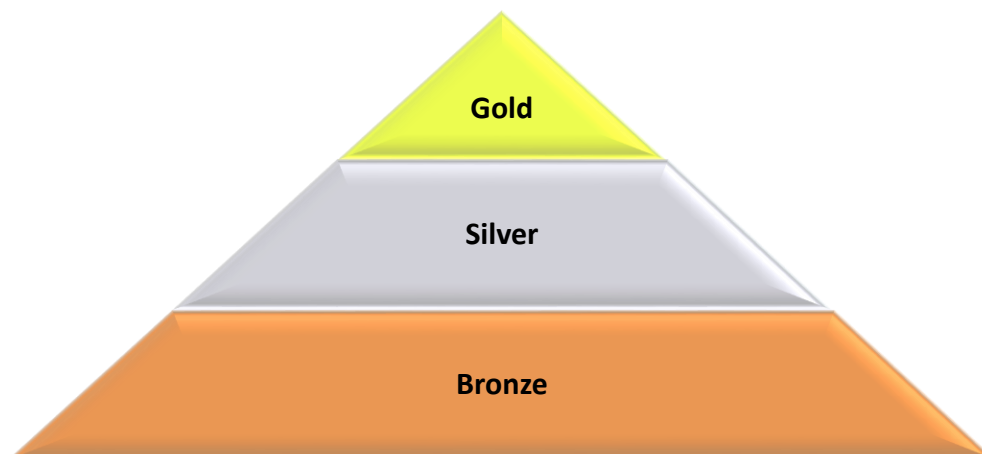
- From February:
 - Begin meetings with subject mentor.
 - Meeting with Head of Careers to discuss work experience.
 - Meeting with UCAS and HE Coordinator to begin researching courses.
 - Register for Open Days
- By 26th June, pupils should have completed the following:
 - Final draft of personal statement.
 - Relevant sections of UCAS application, as far as possible.
 - Registration for UKCAT test.
 - UKCAT training
 - Some work experience and have planned further work experience.
 - Two mock interviews.
 - One mock admissions test
- By 30th September, pupils should have completed the following:
 - Personal statement and relevant sections of UCAS application.
 - Selection of four university choices.
 - UKCAT
 - Two BMAT mocks
 - Two mock interviews
 - Registered for Oxbridge Applications courses (optional)
- Saturday 15th October – final Oxford, Cambridge and Medicine applications to be submitted by the school to the UCAS Apply website.
- November-December:
 - BMAT
 - Mock MMI (multiple mini-interview)
 - Further mock interviews

External expertise

- Oxbridge Applications:
<http://www.oxbridgeapplications.com/courses/>

Appendix 5: High Performance Programme and Downside Sport Academy

Pathway



- **Gold Group**
Individuals who are already included in a National selection development pathway, elite academy or representative sports programme (County or Divisional)
 - **Silver Group**
Individuals who are high performers within Downside School representative teams and have potential to achieve District, County, Divisional or National selection in the near future. Their attainment substantially exceeds that of their peers in relation to national expectations.
 - **Bronze Group**
Individuals who are regular representative performers for Downside School 'A' teams in one or possibly more sports. Their performance substantially exceeds that of their peers in relation to their age group.
- 4. Code of Conduct requirements for members**
'With reward comes responsibility'
- The following codes of conduct are guidelines that we feel are important for members of the High Performance Programme and Downside Sports Academy:
1. Work hard in all aspects of Downside life. A dedicated pupil will achieve great things.
 2. Maintain an organised routine – this will help you to maximise your potential across a variety of activities at Downside – starting and ending with your academic study!
 3. Maintain high standards of dress, both on and off the sports field - at all times!
 4. Punctuality. If something starts at 14:00hrs, be there at 13:50hrs. Set an example to both your peers and younger pupils. Encourage others and keep them informed. Be a leader and make sure that they are there on time too.

5. Help younger pupils and peers in their particular sports; pass on the knowledge you have learnt over to them.
6. Sportsmanship – it is vital that you play hard but also play in the spirit of sport and uphold the reputation of Downside School; *'Win with Humility, Lose with Dignity'*.
7. Communicate effectively with your teachers, coaches and mentor.
8. If you are injured, communicate effectively with the Medical Centre/Physiotherapist/Doctor as well as with your coach and your mentor.
9. Actively begin a rehabilitation programme as soon as possible.
10. If you are seen as the best, act like it.
11. Your behaviour should inspire every other pupil who has an interest in sport and therefore bring out the best in pupils throughout the whole School.
12. Ambition – be hungry to be the best at what you do.
13. Extras – Are you the first to arrive and the last to leave? Do you offer your help to those that might need it?