



Ringwood School

Academically More Able Policy

Policy Details:

- Aims and rationale.
- Definitions
- Leadership
- Identification
- Curriculum, teaching and learning
- Tracking and assessment
- Enrichment
- Personal, social and emotional issues
- Exceptionally able students
- Partnership with parents/carers
- Continuing professional development
- Policy review and development

Policy Name	Academically More Able Policy
Policy Number and Version	V1
Author	Hannah Belben
Created on	3 rd March 2021
Authorised By	
Review Frequency	Yearly
Review Date	March 2023
Rationale for Policy	Locally Determined

Aims and rationale

At Ringwood, our intent is to create opportunities both within and beyond the classroom where all our students can flourish and develop a passion for learning. Additionally, from each year group we identify a group of students as being Academically More Able (AMA) – these are students that we recognise and provide additional challenge and support to. Our aim is for them to fulfil their potential and to aspire to success.

Throughout their time with us we aim to create opportunities for students to promote intellectual curiosity, raise aspirations and reward the desire to be scholarly.

Although this policy relates to AMA provision as far as possible we aim to be equitable, providing the activities and opportunities outlined to as many students as possible regardless of AMA designation.

Definitions

We use the following definitions:

AMA – Academically More Able, these are students that are identified as having high academic potential

AMA PP – these are students that are both identified as AMA and Pupil Premium

X – these are 6th form students that were identified as AMA up to yr11 but then did not meet the 6th form identification to be AMA, based on their average GCSE points score. They are identified to support them in meeting their potential in their Level 3 courses.

Leadership

AMA co-ordinator

- plan and implement the strategies to ensure the success of AMA students.
- liaise with data team to identify AMA, AMA PP and X students
- liaise with data team, HoY and Leadership to identify potential AMA students for RAP

- work with 6th form team on supporting 6th form transition to Russell Group/Oxbridge universities (Assistant Head of 6th form)
- provide opportunities for students with high career aspirations (ie medicine, Law) and liaise with careers and aspiration team
- work with transition KS2-3 team on activities for most able from our feeder schools (transition team)
- liaise with HoY to identify students who would benefit from opportunities such as the Brilliant Club
 - responsible for the organisation and implementation of extra-curricular academic enrichment
- liaise with outside agency and individuals as relevant to the AMA work
- raise the profile of AMA students with the whole staff
- work with the Teaching and Learning group on building more challenge into the classroom and curriculum.

Designated member of leadership team that line manages the AMA co-ordinator and feeds back to and takes direction from the Head. (Assistant Head and Head)

Governors – AMA co-ordinator, Designated Leadership team member and, or Head to feedback as requested.

Identification

AMA, AMA PP and X students are all identified on SIMS marksheets, and on the front 'Student Teacher View Panel'. Students are also identified on E-praise as GT, and on SISRA as AMA.

We use a combination of prior attainment rather than teacher judgement so as not to overlook students through unconscious bias with a high ability but low motivation.

The methodology we use aims to include approx. 5-10% of each cohort but recognising a specific % of the cohort is not in itself a criteria so the % varies from cohort to cohort.

To recognise and mitigate against the disadvantage that PP students may have already experienced by the time of arrival at secondary school, we adjust the

criteria for these students, accepting that a lower threshold compensates for prior underachievement.

Year 7- 11 (please see 2020/1 and 2021/2 note below)

AMA Non-PP Criteria

Yr7-11 mean CAT 120+ and average KS2 113+

AMA PP Criteria

Yr7-11 mean CAT 110+ and combined KS2 106+

AMA Non-PP Criteria

Yr 12-13 Top two ALPS categories, which is currently an average GCSE pt score 7+

AMA PP Criteria

Yr 12-13 An average GCSE pt score 6+

Note on 2020/1 Year 7 cohort

Due to the disruption to education caused by COVID-19 we have amended the criteria for this cohort.

AMA Non-PP Criteria yr 8 (intake 2020/1)

Yr7 mean CAT 120+ and/or average KS2 113+, or match to the flightpath profile of other AMA identified students.

AMA PP Criteria yr 8(intake 2020/1)

Yr7 mean CAT 110+ and/or combined KS2 106+

AMA Non-PP Criteria yr 7 (intake 2021/2)

Yr7 mean CAT 120+ and/or average KS2 110+ and reading age 4 ½ years above chronological age, or match to the flightpath profile of other AMA identified students.

AMA PP Criteria yr 7 (intake 2021/2)

Yr7 mean CAT 110+ and/or average KS2 106+ and reading age 2 ½ years above chronological age, or match to the flightpath profile of other AMA identified students.

Identification is not shared with students or parents as we do not wish to 'label' students, or for those not identified, to feel that we have capped their potential. Although we identify and track AMA students our aim is that the opportunities we provide support as many students in our school community as possible.

Curriculum, teaching and learning

Ringwood School Curriculum Intent

Fulfil our moral obligation to build a more equal society and develop students who positively contribute

.....by empowering young people through the acquisition of knowledge and the encouragement of their own social and moral responsibility and engagement.

.....by ensuring that the curriculum takes every advantage of the School's local context and community and teaches about the sustainability of the environment.

Prepares our students to get fully involved and to be successful in their futures

.....by engendering open, respectful, diverse, curious and critical thinkers who can deploy their knowledge and skillset proficiently and make links across their learning (both in and beyond the classroom)

.....by introducing and embracing challenge positively and developing lifelong resilience.

Creates opportunities both in and beyond the classroom for students to develop a passion and flourish

.....by promoting excellence alongside instilling and rewarding a desire to be scholarly.

Our curriculum is broad and ambitious for all, including AMA students, balancing the needs of all learners for future learning, personal development, and employment.

The subjects of the EBacc form a strong academic foundation for the KS4 curriculum. AMA students are flagged for when making KS4 and 5 courses choices to help advise them about future HE and career options.

At GCSE student all have the option to study triple science and can choose to study two languages. Every student studies English language and Literature GCSEs. At KS5 we offer a comprehensive list of academic subjects including Further Maths, and the EPQ is offered to all students.

All our students are challenged to think hard, and this of course includes our AMA students. Our teachers are encouraged to teach to the point of difficulty as written in our Teacher Charter (-the pedagogy that as a school we commit to ensure quality first teaching). We ensure challenge through our planning and within the delivery of our lessons for all our students using excellent subject and pedagogical knowledge. In our lessons students have to think hard, deepen learning and communicate effectively. This might be delivered using rich questions for example.

We create opportunities for students to extend their curiosity and expand their knowledge in our subjects promoting the development of the super-curricular activities outside of the classroom and our use of questioning, and challenge within the classroom.

To help students and parents curriculum maps have been written that contain challenge questions and suggested activities to broaden and deepen students' understanding beyond the classroom (super curricular). At 6th form all subjects have access to a bank of Academic Enrichment ideas and resources to aid the development of academic curiosity in our 6th form students

The Scholar award and house points system recognise and promote scholarly behaviours and attitudes to learning. The Scholar award is awarded by teachers in all subjects to any student who shows academic curiosity in that subject, who is willing to participate and be challenged, and who actively pursues a better understanding of the subject.

Different subjects group students in different ways, but the driving force behind these decisions is always to maximise pupil progress.

Tracking and assessment

Once identified as AMA this is visible to all staff on SIMS, SISRA and e-praise. Having AMA as a specific group on SISRA allows colleagues to filter and consider the progress of that group as well as individuals ie DAP. Having AMA coded on e-praise allows teachers to easily consider the position of AMA students in their classroom seating plans.

Teachers are specially asked to consider how AMA and AMA PP students are performing in relation to target/ flightpaths as part of the DAP process in their classes (KS3/4) in order to highlight underachievement that may be masked by relatively high attainment.

Head of 6th form reviews and presents data focused on the achievement of groups including AMA, which is presented to leadership and subject leaders, which is then cascaded down to relevant subject teachers.

Heads of subject are specifically asked to review and consider how AMA students are performing in relation to target/flightpath as a subgroup of the whole cohort in their subject.

AMA co-ordinator reviews data at each progress check and suggests AMA students for RAP lists. Students on the RAP list become a focus group for interventions led by core subject leaders, head of year, SENCO, Assistant Head teacher in charge of data and Head teacher.

Feeder schools are asked to identify students that they consider to be AMA on transition, this is for our reference but does not form part of our criteria in itself.

Enrichment

In addition to support within lessons and activities organised by departments we provide whole school opportunities for the most able throughout their time with us. These are opportunities to raise their aspirations, stretch their minds and help them reach their goals. **Some of these activities are listed below although currently some have been impacted by the pandemic.**

- To support the transition of our most able we organise a cross curricular day for able Year 5s from our different feeder schools.
- In year 7 we offer Curious Minds an afterschool club for able students designed to nurture academic curiosity and independent thinking.

- We have had a series of inspirational school talks organised through 'Speakers for Schools'.
- The Scholars Programme (a widen participation project) organised by the Brilliant Club, for selected students in yr9-10.
- Students in Years 10-13 who are interested in studying medicine and health related careers meet with a local retired surgeon and member of Sheffield University Medical School Admission panel.
- We host an annual Oxbridge Roadshow for any interested students in yr10-13, sessions are run by staff and students from our link Oxford and Cambridge colleges.
- Annual visits to Oxford colleges for yr 10 and 12 students.
- Our Year 12 students are offered the opportunity to apply to take part in HE+ (a widening participation project run by Cambridge University).

Personal, social and emotional issues

- In school provision for mental health includes ELSA, trained on call team, designated mental health lead and VESPA program.
- Career advice and provision from designated career and aspiration lead, but also available from 6th form leadership team and subject teams. (Meet the GATSBY benchmarks for career guidance)
- Use of Unifrog platform with upper school and 6th form.
- Mock interviews are arranged and conducted with any Yr13 that requests it – these are especially recommended to students applying to Medicine, Veterinary, and Oxbridge courses.

Exceptionally able students

We currently do not assign the designation of Exceptionally able however we do recognise that within the AMA cohort there will be a small number of pupils whose abilities and needs are beyond those students already deemed to require opportunities for enrichment and extension in the normal curriculum. These are children that will have their own educational needs, and social and emotionally challenges.

Partnership with parents/carers

Although we do not notify parents of students AMA designation, we do have several points of contact for all parents.

- Talk at 6th form open evening about selective universities and what they are looking for
- ‘Aiming High’ Stand at open evening to outline our AMA provision
- Designated space on the school website

We also notify parents of AMA students when pertinent events/opportunities have been offered to their child.

Continuing professional development

CPD on issues relating to AMA students (challenge in the classroom for example) is provided each year via the Teaching and Learning Group and/or the Closing the Gap group. This is usually developed and delivered by the AMA co-ordinator. This work is in alignment with the school’s development plan.

We are members of NACE and utilise their resources in the delivery of in school CPD. Training provided by NACE is attended when possible.

Resources, research, and information is flagged to staff via briefing, the daily, and e-mail of specific working groups.

Policy review and development

This policy will be reviewed and evaluated annually to check all information is up to date and in alignment with school improvement plans.