



# Ringwood School

## Academically More Able Policy

<b>Policy Name</b>	Academically More Able Policy
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<b>Author</b>	Assistant Headteacher / AMA Lead
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<b>Authorised By</b>	
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### Policy Details:

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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 to whom we provide additional challenge and support. 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 6<sup>th</sup> form students that were identified as AMA up to yr11 but then did not meet the 6<sup>th</sup> 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 6<sup>th</sup> form team on supporting 6<sup>th</sup> form transition to Russell Group/Oxbridge universities (Assistant Head of 6<sup>th</sup> form)
- provide opportunities for students with high career aspirations (ie medicine, Law) and liaise with careers and aspiration 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

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 Arbor marksheets, and on the front 'Student Teacher View Panel'. Students are also identified on Arbor seating plans as G, 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 against those 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.

The exact criteria has evolved to allow for lack of data during COVID years, new data sets coming on line, matching students with similar flightpaths to AMA cohort who weren't identified at Year 7, and moving 6<sup>th</sup> form thresholds to capture the top strata of students.

### **Current Yr 7 & 8 – Any two criteria**

- Mean CAT 120+ (PP 109+)
- KS2 mean test score 113+ (PP 106+)
- Scaled reading scores 120 -approx top 10% nationally (PP 115 - approx top 15% nationally)

### **Year 9**

- Mean Yr7 CAT 120+ (PP 110+) OR
- KS2 average score 110+ (PP 106+) \* generated scores

And

- Reading age 4.5 yrs above chronological age (PP 2.5 yrs above chronological age)

Or

- Matched to flight path of other AMA students

### **Year 10 – any one of:**

- Mean Yr 7 CAT 120+ (PP110+)
- KS2 average score \* generated scores 113+ (PP 106+)
- Matched to flight path of other AMA students

### **Year 11 - both**

- Mean Yr 7 CAT 120+ (PP 110+)

KS2 average score 113+ (PP 106+)

### **Current 12 – Top ALPS category**

- Average GCSE grade 7.5+ (PP Average GCSE 6+)

### **Current 13 – Top ALPS category**

- Average GCSE grade 7.5+ (PP average GCSE 6.5+)

X – these are 6<sup>th</sup> form students that were identified as AMA up to yr11 but then did not meet the 6<sup>th</sup> form identification to be AMA, based on their average GCSE points score.

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**

Fulfils 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 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.

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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 Arbor. Having AMA as a specific group on SISRA allows colleagues to filter and consider the progress of that group as well as individuals ie RAP and DAP. Having AMA coded on Arbor 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 6<sup>th</sup> 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.

- 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 attend 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, including a residential visit for yr12.
- Our Year 12 students are offered the opportunity to apply to take part in HE+ (a widening participation project run by Cambridge University).
- Super curricular masterclasses for Year 10

### **Personal, social and emotional issues**

- In school provision for mental health includes ELSA, trained on call team, designated mental health ambassadors
- Career advice and provision from designated career and aspiration lead, but also available from 6<sup>th</sup> form leadership team and subject teams. (Meet the GATSBY benchmarks for career guidance)
- Use of Unifrog and UCAS platform with upper school and 6<sup>th</sup> form.
- Mock interviews are arranged and conducted with any Yr13 who 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 to students 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 potentially 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 6<sup>th</sup> 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**

This is usually developed and delivered by the AMA co-ordinator. This work is in alignment with the school’s development plan.

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.