



Academically More Able Pupils

Last Update: January 2019
Version: 1.0

Changes History

Version	Date	Amended by	Recipients	Purpose
1.0	January 2019	Amelia Harding HT	All school staff	Review of all policies

Approvals

This policy requires the following approvals:

Governors	HT	Date Approved	Version	Date for Review
✓			1.0	January 2021

National/Local Policy

This policy is local to Our Lady of the Angels Catholic Primary School.

Position with the Unions

Does the policy require consultation with the National Unions under the recognition agreement? Yes/No

Distribution

This document has been distributed to:

Position	Date	Version
All OLOTA employees		

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Introduction

This policy outlines the school's practice and procedures relating to Academically More Able Pupils (AMA).

The school recognises that "Academically More Able" pupils either achieve, or have the ability to achieve, at the highest levels for their year group.

The main purpose of identifying AMA pupils is to ensure that this group of pupils continue to make good progress throughout the school.

Identification

1.1 The Headteacher is responsible for identifying and marking children that are AMA on the school's online tracking system.

1.2 In line with other schools in the Academy Trust, AMA pupils would usually be achieving a score of 110 or above in standardised tests for Reading and Mathematics. However the register of AMA pupils should not only be driven by data outcomes but should be derived from an evaluation pupil potential. A pupil can therefore be deemed AMA even if they are not presently reaching their full potential.

1.3 It is not our policy to inform parents that their child has been identified as AMA as it is not deemed beneficial to label children of primary age.

Organisation

2.1 We believe in the education of the 'whole' pupil with a focus on both their academic and social development including their intellectual and emotional intelligences. All AMA pupils are taught in the normal class for their chronological age.

Inclusion

3.1 School curriculum policies refer to the needs of pupils of different abilities and all teachers are expected to appropriately differentiate for all pupils in their class.

3.2 The school aims to create a culture in which all pupils are encouraged to reach high standards and in which it is acceptable to work hard and be successful.

3.3 Teachers are encouraged to set extension activities that involve higher order thinking and questioning techniques and these should be used to challenge children working alongside less able children on a similar task.

3.4 The equal opportunities policy describes the expectation that all pupils, including those that are identified as AMA, are provided with a full, balanced and inclusive curriculum experience which responds to any requirement for personalised learning when needed. AMA pupils will not be encouraged to 'specialise' in academic work to the detriment of other experiences or subjects e.g. group performance or sporting activities.

3.5 All homework tasks are matched to the ability of the pupil and set according to the school homework policy.

3.6 Class learning both in and outside the classroom includes a number of opportunities for pupils to work in small and large groups, which will help develop their personal and social skills. We recognise that pupils develop good learning behaviours when they work in teams, solving problems and supporting each other to discuss ideas. Some AMA pupils find working in teams enjoyable with some showing excellent social and leadership skills, however others find "team work" more difficult. We aim to develop all the abilities of all pupils, including their social and personal skills, especially if these are not strengths.

3.7 We aim to create a climate in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted.

Monitoring

4.1 The Senior Leadership Team monitor the progress of AMA pupils to ensure they make appropriate progress.

4.2 The headteacher will monitor the implementation and effectiveness of the Academically More Able Pupil Policy.