



# Recognising Academic Excellence Policy and Providing Opportunities to Stretch More Able

<b>Policy number</b>	US021 / ISI 02a
<b>Applies to</b>	Upper School
<b>Endorsed by</b>	Head Master
<b>Responsibility</b>	Head Master
<b>Date reviewed</b>	September 2023
<b>Next review</b>	September 2024

## Academic Stripes

In order to recognise Academic Excellence in all junior year groups, Academic Stripes are awarded to selected boys in Remove, Fifth and Lower Sixth Forms at the start of each Academic Year.

Boys are normally selected for receipt of Stripes according to the following criteria:

1. Coming in the top 10% of their year group in terms of their average scores in End of Year exams or, for the incoming Lower Sixth, in GCSE exams.
2. As a result of personal recommendation from members of the Teaching Staff as a result of consistently excellent academic endeavour and excellent levels of achievement over the course of the previous academic year.

Additional Stripes may be awarded in response to other major internal assessments in Remove and above (for example, the major set of assessments in Remove which take place at the start of the Summer term, or the GCSE trial assessments that take place at the start of the Spring term in Fifth Form).

A boy in the Remove Form is eligible for one stripe; boys in the Fifth Form are eligible for either one stripe or two; boys in the Lower Sixth are eligible for one, two or three stripes. Stripes can be accumulative over the course of three years, so a boy awarded stripes in each of the 4<sup>th</sup>, Remove and 5<sup>th</sup> Form could be awarded three stripes.

## Academic Colours

Academic Colours are awarded to Upper Sixth boys to acknowledge academic excellence. They are awarded at the start of the Autumn Term.

Colours are normally awarded according to the following criteria:

1. Achieving outstanding results in end of year internal Lower Sixth A Level or IB1 exams, placing them in the top 10% of their respective cohort.
2. As a result of personal recommendation from HoDs and senior teachers as a result of consistently excellent academic endeavour and excellent levels of achievement over the course of an academic year.

Additional Stripes may be awarded in the Spring Term, following Upper Sixth trials.

## More Able Boys:

Boys in **4th, Remove and 5th Forms** will be identified as being academically more able according to the following criteria:

1. Having an overall MidYIS profile of 120 + (according to Independent Schools Standardisation)
2. Receiving Academic Stripes following internal examinations
3. Being a Bedford School Academic Scholar
4. As a result of personal recommendation from members of the Teaching Staff

Boys in the **Sixth Form** will be formally identified as being academically more able according to the following criteria:

1. Having an overall ALIS profile of 130 + (according to Independent Schools Standardisation) (in addition to those recognised previously for a MidYIS score of 120+)
2. Receiving Academic Stripes following GCSE results
3. Being a Bedford School Academic Scholar
4. As a result of personal recommendation from members of the Teaching Staff
5. For boys in the Upper Sixth, receiving Academic Colours

Class lists which clearly identify which boys meet these criteria are issued each academic year to teaching staff, shortly after the school receives the MidYis, YELLIS and ALIS test results of new joiners. Lists are for internal use only; these lists will not be published to parents. Staff are expected to be mindful of these boys' needs in their planning. Staff training time is protected to support teachers to understand the data and consider how it might inform their planning. This includes ensuring that all staff understand the limitations of any one single piece of data in identifying more able pupils.

The school recognises that we are academically selective and that many more of our boys would be identified as the amongst the most able pupils in their cohort if they attended a typical comprehensive school in England. We encourage staff to be mindful of this and consider employing pedagogical strategies designed to cater for more able boys to a much broader range of pupils than those formally identified by the school.

The school's internal professional development programme for its teachers is designed with the needs of its academically able cohort in mind. The school has developed its own data tracking system to make it easy for teachers and leaders to evaluate and track the performance of more able pupils, and the school's systems for lesson observation encourage staff to particularly consider the progress of more able pupils identified in lessons. A member of the school's senior academic leadership team, the Faculty Committee, has strategic oversight of more able provision and reports to academic leaders and the school's Education Committee, working closely with other colleagues as appropriate (for example, those involved in leading support for boys applying to the most competitive universities, including clinical applications and Oxbridge).