



**ALEC REED ACADEMY**  
PROUD TO LEARN

## More Able Policy

### Monitoring arrangements

This More Able policy will be reviewed annually by the Principal and link governor.  
At each review, the policy will be approved by the Principal.

<b>Approved by:</b>	[Name]	<b>Date:</b> [Date]
<b>Last reviewed on:</b>	[Date]	
<b>Next review due by:</b>	[Date]	

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## 1. Overview

The Department for Education (DfE) defines More Able students as – “Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).<sup>1</sup>” There is no norm for a More Able (MABLE) student and at Alec Reed Academy we do not see it as merely a mark of innate ability or an indication of ‘potential’ which limits the possible learning of all. Instead, we recognise that high levels of development are as much a matter of intellect as it is of determination and self-discipline.

We also recognise that there are some students who demonstrate the ability or potential for high performance in a range of subjects (MABLE) and those who demonstrate subject-specific ability or potential for high performance (SABLE).

## 2. How do we identify MABLE and SABLE students?

Students are identified as MABLE when:

- they have a MIDYIS score of 120 and above
- they have a KS2 Scaled Score of 110 in Reading **and** Maths
- they are recognised as having significantly greater potential or performing at significantly higher levels than their peers<sup>2</sup>
- they exhibit traits associated with MABLE students including, but not limited to: inquisitiveness, high self-motivation, analytical and abstract thinking, good observational skills, concentration over long periods, creative and impressive linguistic skills.<sup>3</sup>

Once students are identified they are placed on the MABLE register. Particular focus is given to MABLE Disadvantaged students. If students are underachieving, they are not removed from the register; instead, appropriate intervention is implemented.

SABLE students are not always also MABLE. A SABLE student is Subject Able and will produce work that shows that they have the ability to excel in characteristics specific to a particular subject. Individual departments and teachers will identify students in their subject areas as SABLE, based on characteristics specific to their department.

## 3. What opportunities do MABLE and SABLE students have?

There are a number of existing and future opportunities for MABLE students at Alec Reed Academy. The most current timetable of MABLE and SABLE opportunities are published on the Alec Reed Academy website, which parents and students are encouraged to use in order to ensure that these students take part in a wide range of activities. These could include:

- **University Visits** | Students visit universities such as Jesus College, Cambridge and UCL.
- **Maths Challenge** | Key Stage 3 students have the opportunity to take part in a challenge that encourages mathematical reasoning, precision of thought and fluency in using basic mathematical techniques to solve interesting problems.
- **Speak Out Challenge** | Year 10 students have the opportunity to take part in a public speaking competition, both in school and locally.
- **Debate Mate** | Students are mentored by university students and tackle challenging topics.
- **School Council & Mental Health Ambassadors** | MABLE students are encouraged to become a part of the school council and to become mental health ambassadors.

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<sup>1</sup> Department for education (2008). Identifying gifted and talented learners – getting started. UK: Crown.

<sup>2</sup> These could be generated by staff nominations, teacher observation and assessment, data drops, etc.

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- **Peer Mentors** | MABLE students are offered peer mentoring from older MABLE students, and are also encouraged to become mentors for younger students.
- **School-wide enrichment** | MABLE students are encouraged to actively take part in the wide variety of school-wide enrichment.
- **Speakers for Schools** | MABLE students are invited to attend events with guest speakers, such as Alexander Charles Beard (CBE), the deputy director of the Tate from 2002 to 2013.
- **Subject-specific scholarships** | Individual departments put MABLE and SABLE students forward for courses and opportunities run by external organisations.
- **Ealing Youth Parliament** | MABLE students are encouraged and supported in applying to join the Ealing Youth Parliament.
- **The 'Super-Curricular'** | Termly 'Super-Curricular Activity Ideas' are published by a member of the MABLE team that will provide MABLE students with opportunities to explore topics they are interested in with even greater depth.
- **Careers Events** | MABLE students are encouraged to take part in the variety of careers events scheduled throughout the year.
- **Oxford Inspire** | Thirteen pre-GCSE students are selected for a programme organised by St John's College (Cambridge) which run from September 2019 until July 2022.
- **Subject Enrichment** | SABLE students are encouraged to participate in subject-specific enrichment.

#### 4. What are the roles and responsibilities of stakeholders?

##### MABLE and SABLE Students

- Understand that high levels of progress are as much a matter of intellect as it is of determination and self-discipline.
- Actively take part in a variety of enrichment opportunities.
- Take ownership of their own progress by engaging with extension activities as part of their curricular study.
- Take ownership of their own progress by engaging with super-curricular activities.

##### Assistant Principal: Inclusion

- At each assessment cycle data drop the relevant member of the SLT will use the data to monitor the MABLE cohort's progress and achievement for trends and where necessary, liaise with the AP (Teaching and Learning) to implement interventions, whether for individual students or departments.

##### Assistant Principal: Teaching and Learning

- Ensure that pedagogy across the school allows all students to achieve to the best of their ability.
- Ensure that all staff are fully trained and equipped to provide top quality outcomes for MABLE and SABLE students.

##### Heads of Year and Key Stage Assistant Principals

- Ensure that students are aware of who has been termed MABLE and SABLE in their respective year and tutor groups, and in which subject areas.
- Ensure that all MABLE students are actively involved in school life and are strongly encouraged towards the various enrichment opportunities on offer
- Raise with the AP (Inclusion) any concerns over the progress or attitude of the More Able students in their year group.

##### Heads of Department and Key Stage TLR Holders

- Establish a teacher who will champion the More Able students within their subject area.
- Maintain within their departments the level of knowledge, skills and understanding at an appropriate level of expertise and scholarship to teach MABLE and SABLE students.

- At KS3, monitor progress, ensuring that the MABLE students are working at mastery level.
- At KS4, monitor GCSE courses, ensuring that the most able are achieving grades 7 to 9.
- At KS5, monitor GCE sources, ensuring that the most able are achieving A-A\* grades.
- Ensuring that teaching strategies for MABLE and SABLE students are incorporated into every scheme of learning and lesson plan and that a portfolio of high ability, subject-specific resources are available. These should include, but are not limited to: extension and enrichment tasks; opportunities to develop student independence and organisation; students evaluate their own work and set their own targets.
- Work with their department sharing the good work undertaken by their team and considering how ideas used in other areas could be developed.
- Work with their department in developing a portfolio of high ability work to demonstrate to new and/or inexperienced staff and external observers what is deemed high quality work.
- Collate a portfolio of aspirational examples of high ability student work and sharing with departmental colleagues and students as appropriate.
- Record what 'high ability' is, both quantitatively and qualitatively, in their subject at different age groups.
- Supporting the AP (Inclusion) in identifying high ability underachievers in their subject area and putting in place suitable interventions that result in their students improving their motivation and results.

#### Link Governor

- Make visits to the academy with a clear focus which has been agreed with the Assistant Principal (Inclusion).
- Provide support and encouragement to the Assistant Principal (Inclusion) and other More Able TLR holders.
- Attend any relevant meetings or events relating to More Able.
- Talk to More Able students about their experience and opinions in regard to the link area.
- Carry out learning walks agree with the Assistant Principal (Teaching and Learning) which may be general or focused on a particular aspect relating to More Able.
- Report back, following visit, making recommendations as appropriate either via committees or full governing body meetings.
- Be involved with monitoring and evaluating the More Able policy.
- Consider ways to encourage parental involvement to enable More Able pupils to thrive.
- Consider how information about the link area is communicated to parents, in particular on the school website.