

Parent/Carer Meeting: 10th December 2020

MABLE



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).**”*

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**).*

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How do we identify MABLE 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 (reading only)
- they are recognised as having significantly greater potential or performing at significantly higher levels than their peers
- they exhibit traits associated with MABLE pupils including, but not limited to: inquisitives, high self-motivation, analytical and abstract thinking, good observational skills, concentration over long periods, creative and impressive linguistic skills.

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Key Staff

- Erika Theron | Assistant Principal: Teaching and Learning | Staff training: Teaching and Learning of MABLE
- Kirsten Windsor | Assistant Principal: Inclusion | Data Analysis of MABLE and MABLE enrichment



Common barriers to MABLE under achievement

- Ineffective transfer from Primary to Secondary;
- Non-challenging teaching groups;
- Lack of motivation and self-belief;
- Low expectations: family; the pupils themselves; peers; teacher;
- Worry about financial burden of university.



Common characteristics of MABLE success

- High expectations: teachers, families and pupils (especially first generation university applicants and pupils from families who are on a low income);
- Guidance for pupils and families re: university from Year 7 upwards;
- Regular communication with parents about achievement and raising expectations;
- All staff aware of who the MABLE pupils are in their classroom;
- Continued professional development for teachers
- Effective transition from Primary – high school staff need to know what the pupils already know;
- Outstanding teaching, regular assessment, feedback and homework;
- Flexibility in curriculum: challenge and extension;
- Enrichment opportunities (home and school);
- Early careers guidance (supported by home);
- 6th form MABLE mentors;
- Actions in place to close the gender gap.



What do we expect from MABLE pupils?

- Exceptional behaviour and conduct at all times;
- To come to school with the equipment and resources needed at all times;
- To complete all homework tasks on time, to the highest standards;
- To seek out opportunities outside of the Academy e.g. volunteering, holiday schemes, clubs, lessons; independent study (when COVID restrictions allow);
- To maintain positive relationships with pupils and all staff and to be willing to learn how if this is difficult;
- Understand that other pupils look up to them and that they are a role model;
- To take part in a range of Enrichment activities consistently throughout their time at the Academy (when COVID restrictions allow);
- To take part in the MABLE enrichment programme (when COVID restrictions allow);
- To think carefully about their future plans and to take steps to realise them.

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What can parents/carers do?

- Facilitate discussions with your child about their schoolwork and progress, identifying strengths and weaknesses giving your child lots of praise and encouragement;
- Encourage extra-curricular learning and involvement of external groups; scouts, cadets etc (when COVID restrictions lift);
- Encourage your child to plan a family day out (including logistics) at a museum, art gallery, zoo etc (when COVID restrictions lift);
- Encouraging wider reading and discussion of books they have read;
- Discuss and debate current affairs affecting the UK and the international communities;
- Compare and critique news articles from different newspapers and news websites;
- Ask them and listen carefully to how they are feeling about school.

Useful Websites:

- <http://www.potentialplusuk.org>
- <http://www.mensa.org.uk/gifted-talented>
- <http://www.independent.co.uk/arts-entertainment/books/features/the-40-best-books-to-read-before-you-die-a6909206.html>



Enrichment Opportunities 2020-21

All Year Groups

- University visit or exposure to information about university
 - Half termly virtual projects
- Connexions (careers) group seminar (dependent on Covid restrictions)
 - Half termly peer meeting: reflection on current grades
 - Speakers for Schools (online events)
- Individual bespoke mentoring for those significantly below target
 - MABLE specific careers event
 - Debate Mate (Year 7 and 8 only)
 - Jack Petchey Speak Out Challenge (Year 10 only)
 - Oxford INSPIRE (selected Year 10 cohort only)



Additional Enrichment Opportunities when COVID restrictions lift

- School Council
- Peer Mentoring: Post-16 MABLE students mentor MABLE Year 11s
 - Subject specific scholarships
 - Subject specific enrichment
 - University visits
 - Speakers for Schools (in-school)
 - Trips and visits

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Investigation into the history of face masks **With Ms. Dee (Curriculum Leader: Humanities)**

Since the COVID pandemic, face masks have become familiar to all of us. In this investigation, students will learn how face masks have been used throughout history, all over the world, for all sorts of weird and wonderful reasons.

We will meet here at 3:45pm on Tuesday, December 15th so I can present the investigation to all students. Hope to see you there!

You will then independently research one mask each, then share your findings in the MABLE Team. This can then be turned into a display on the history of masks.