



# REDDEN COURT SCHOOL

*Committed to Success for All*



## Policy for 'MAble' Education

### Introduction

It is our responsibility as educators to enable the potential of each child to be fulfilled. This is inclusive of MAble students. Effective practice for 'MAble' learners is invariably good practice for all.

These principles are supported by the strong emphasis that Ofsted places on the achievement and personal development of each student. The Ofsted Framework challenges schools to ensure that teaching and learning meet the needs of the **full range of learners**, that the curriculum meets the needs, aspirations and capabilities of **all learners** and that the school seeks and acts on the views of **all groups of its students**. A school cannot be inclusive and effective if it does not provide appropriately for its 'MAble' learners.

We endorse the Havering policy which is designed to support schools to develop effective provision for 'MAble' students. This policy is supplemented by a range of practical guidance covering such areas as the identification of special ability, teaching and learning strategies, and the different leadership roles associated with 'MAble' provision.

Our school will employ a variety of teaching and learning strategies and continue to review schemes of work to ensure that they are sufficiently challenging for the more able student. We will utilise systems to track students' progress to take account of social and pastoral concerns as well as academic progress.

### 1. Definition of 'MAble' students

'At Redden Court School 'MAble' is a term used to describe a student or group of students who are more able than the general population of his/her year group.

***"The term 'MAble' is reserved for those students who achieve, or have the ability to achieve, significantly above average across the National Curriculum subjects at school"***.

### 2. Rationale for 'MAble' provision.

The DfES requires all schools to identify and cater for students who are defined as 'higher ability' or 'MAble'.

- Improved learning: A school focus on 'MAble' students invariably leads to improved teaching and learning both in and outside the classroom through more challenging and engaging activities.
- Raised achievement: Overall standards rise because all students benefit from these improvements to teaching and learning.  
'A rising tide lifts all ships.' (Joseph Renzulli, 1998)
- Equality: Every student has an entitlement to have his/her needs met by the school, no matter



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what his/her ability. 'Every Child Matters' provides both the legal and moral framework for this entitlement.

- Investment in the future: It is crucial to devise an effective identification policy that caters for both high achievers and potential high achievers.  
'Today's 'MAble' students are tomorrow's social, intellectual, economic and cultural leaders.'  
(Deborah Eyre 2005)

### 3. Aims of the 'MAble' Policy

- a. To create a robust strategy that effectively identifies approximately 10% of students as 'MAble' and which reflects the cultural and ethnic diversity of our community.
- b. To provide all learners with an education matched to their individual learning needs.
- c. To encourage in our school an ethos that ensures that we focus on effective teaching and learning.
- d. To develop depth and breadth of opportunity which recognises the specific social and emotional needs of 'MAble' students.

### 4. Identification and assessment

The 'MAble' are a diverse group and their range of attainment will be varied. Some do well in statutory national curriculum tests, world-class tests or national qualifications. However, being 'MAble' covers much more than the ability to succeed in tests and examinations. For example, 'MAble' learners may demonstrate:

- leadership qualities
- high-level practical skills
- a capacity for creative thought.

We use a range of strategies for identification. Together these allow meaningful identification of an appropriate cohort:

- Quantitative test data: this can include CATS, SATS, etc
- Qualitative information: this includes:-
  - o Teacher recognition: data from conversations, marking and monitoring, classroom observation
  - o Parental or peer nomination
  - o Information from feeder schools and outside agencies, predicted progress between key stages, analysis of progress.



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External factors such as the nature of support from parents/carers and the experiences at home have a major impact on the development of a student's abilities, as do the opportunities that are afforded to the student at school.



## 5. Difficulties In Identification

It is important to recognise that not all 'Mable' learners are obvious achievers. Many actually underachieve -- their potential is masked by factors such as frustration, low self-esteem, lack of challenge, or low teacher/parent expectations. Students from homes where English is an additional language may struggle to express themselves in school. Others underachieve because they have learning disabilities that obscure or eclipse their gifts or talents. This is known as dual exceptionality. To enable these students to fulfil their potential, it is vital to give everyone the opportunity to excel.

## 6. Teaching and learning

At the heart of the provision for 'Mable' students will be what happens in the classroom, in every lesson, on every day. **This is the direct responsibility of every class teacher.** Classrooms should be places where learners are inspired, encouraged and challenged to question, speculate and hypothesise. Our teachers will acknowledge students' different learning styles by aiming to include visual, auditory and kinaesthetic activities in every lesson. The challenge for teachers is to make every lesson motivating and engaging, and to ensure that every child is stretched.

When planning and delivering lessons teachers will consider how the needs of 'Mable' students might be met through:

- Open ended activities and investigation
- Ambitious expectation
- Enrichment
- Extension
- Student mentoring

Schemes of work and departmental planning should provide learning programmes and resources to cater for the needs of 'Mable' students. Our school will provide a curriculum and learning experience that is broad and available to all learners and, in addition to formal lessons, this will include:

- A range of extra-curricular activities that enable all learners to develop.



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- Access to centrally provided activities e.g. IGGY
- Managing whole school resources e.g. library, ICT, art to allow learners to follow and develop particular interests.

Furthermore, each subject area is responsible for the identification and the provision of SAble students within the teaching area. SAble is 'Subject Able':

***"The term 'SAble' is reserved for those students who achieve, or have the ability to achieve, significantly above that of the majority of others in a specific subject as identified by the subject specialist/s.***

## 7. Roles and Responsibilities

### Role of the Local Authority [LA]

Havering LA works in partnership with parents, schools, the community and other agencies to provide opportunities for individual learners to demonstrate their full potential and develop individual aptitudes, abilities and talents. It acknowledges that learning is ongoing and takes place both within and beyond schools. The LA supports schools through:

- facilitating courses, conferences and professional development activities to raise awareness;
- facilitating initiatives for students e.g. Out of Hours learning opportunities, Children's University;
- providing opportunities for sharing successful practice across the LA and more widely;
- monitoring the quality of provision for student access.

### Role of the School

It is our responsibility to identify 'MAble' learners in consultation with parents/carers, students and other agencies, to maintain a register of these students and to establish an ethos and provision through which exceptional ability in all its forms is recognised, valued and celebrated. We will ensure that higher level targets are set at each stage [including exceptional performance targets] to ensure that the needs of 'MAble' students are met.

### Role of the Governors

Our governors, in their role as 'critical friends', have a special responsibility for ensuring that the needs of all students are met. They set the strategy within which our policy is shaped and ensure that its implementation is monitored and evaluated. We help them to do this by providing data on the progress of 'MAble' learners and involving them fully in policy-making and review. The governing body has appointed a named governor, for 'MAble' who works closely with our coordinator to develop and monitor provision.



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## Role of the Headteacher and Senior Leaders

Headteachers and senior leaders are responsible for ensuring that:

- the curriculum meets the needs of individual learners, including those who are 'MAble';
- sufficient resources, support, training and status are provided to the 'MAble' coordinator;
- there is a whole school commitment to, and support for, 'MAble' learners;
- there is a school policy for 'MAbles' that provides a clear framework for subject policies or guidelines;
- that the register of 'MAble' students is updated termly in line with the requirements of the Pupil Level Annual School Census (PLASC) form.

## Role of the 'MAble' Coordinator

The role of our co-ordinator is to support and challenge his/her colleagues to meet these needs within particular classes and subjects and to promote good practice within the school. Our co-ordinator is well supported by the school's senior leaders, has the authority to move things forward throughout the school and is given time for their work as 'MAble' coordinator. A priority moving forward is for our school to act as a Hub and to share good practice with other local schools.

## Role of Curriculum/Year Leaders

Our subject and year leaders ensure that good provision is made for 'MAble' students through their support and monitoring of teachers' planning, schemes of work and the performance of students.

## Role of the class/subject teacher

The teacher in the classroom is at the heart of our school's provision for 'MAble' students. Our teachers cultivate effective learning environments by:

- providing suitably challenging activities and questions to extend the core learning tasks;
- encouraging students to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning;
- consulting with 'MAble' students on their preferred learning styles and planning for these;
- providing rigorous and constructive feedback to students on their work;
- looking for opportunities to widen the scope of learning activities beyond the school and the classroom.

## Role of the Student

Our students are involved in articulating what helps them to be effective learners. They are given opportunities to:

- develop the language to discuss the process of their learning;



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- raise their awareness of their own preferred learning styles;
- participate in setting targets for learning including how they will evaluate the outcomes.

These approaches enable students to develop strategies for working successfully within a range of contexts so that they become more diverse and effective learners.

## Lialson with Parents/Carers

Our parents and carers are notified that their child has been identified as A 'MAble'. They are advised about the provision made for their child's educational needs.

We also actively encourage parents to inform the school of their child's specific accomplishments and skills achieved outside school, so that we can recognise and build on these strengths within the curriculum.

It may arise that a child is identified in the top 5–10% in a school but, on transfer to a different school, no longer falls into that band of ability and is, therefore, no longer on the school's 'MAble' register. However, differentiated classroom experiences are part of every-day teaching and extra-curricular activities are rarely restricted to members of a 'MAble' register.

## 8. Monitoring and evaluation

Our school policy for 'MAbles' is reviewed annually to ensure that our students are realising their capabilities. Essential components of our monitoring include:

- The use being made of assessment data to provide appropriate learning for 'MAble' students
- Regular review of the progress of the 'MAble' cohort.
- The effectiveness of student tracking and interviews.

## 9. Summary: further support and guidance

The Local Authority supports schools through:

- Facilitating courses, conferences and professional development activities to raise awareness.
- Facilitating initiatives for students, e.g. out-of-hours learning opportunities, Children's University.
- Providing opportunities for sharing successful practice across the LA and more widely.
- Monitoring the quality of provision for student access.
- Local training events



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## The role of the 'MABLE' lead teacher

## ANNEX 1

With full support of the Senior Leadership Team and Governors, the lead teacher should seek to:-

- Act as the 'Champion' of 'MABLE' students by creating and sustaining positive attitudes towards them, establishing a shared understanding of their academic, social and emotional needs and ensuring that all able students receive the right blend of challenge and support.
- Lead the development, implementation, monitoring and evaluation of the school's policy for 'MABLE' students, linking it with existing policies including that of the LA.
- Ensure that identification procedures are in place and are understood and implemented consistently by all staff throughout the school. In our school students are identified in individual subjects.
- Ensure that registers of 'MABLE' students are completed, maintained and made available to staff as appropriate.
- Co-ordinate provision for 'MABLE' students within the school including the monitoring of planning and schemes of work in relation to 'MABLES'.
- Identify and promote teaching and learning opportunities within and across the curriculum and support colleagues in devising explicit activities including enrichment activities.
- Research and identify appropriate resources for 'MABLE' students and advise and/or offer staff appropriate in-service opportunities regarding their use.
- Identify and analyse the ways in which study support and enrichment activities build upon and interweave with mainstream school provision. Be prepared to share identified good practice across the school and Learning Communities.
- Work with Learning Mentors, or other appropriate school personnel, to address the needs of underachieving and/or disadvantaged students who have been referred.
- Ensure that records are kept up to date and are passed on to receiving (new) schools.
- Monitor and evaluate the performance of the 'MABLE' cohort, including analysis of data, and devise strategies to address issues identified.
- Maintain and develop staff awareness of 'MABLE' issues, identify development needs and seek appropriate training opportunities.
- Maintain their own professional awareness and development of current issues relating to 'MABLE'



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education including attendance at national and local training for school co-coordinators.

- Keep all interested parties, including parents, staff and the Governing Body informed of relevant activities and initiatives.
- Meet and work with all other co-ordinators, within the Learning Community and the LEA, to develop and implement a support programme for all schools, reporting progress on a regular basis.
- Work with 'MABLE' lead teachers across all Learning Communities to promote complementary study programmes, including joint projects and out of hours extension and enrichment opportunities.

Date of this policy: 23rd January 2017

Review date: 23rd January 2018

Reviewed by: Anthony Henry, Assistant Head (Mables and Pastoral)

Signature of Head Teacher:.....

Date:.....20/2/17

Signature of Chair of Governors:.....

Date:.....13/3/17