'Progress beyond limits'

1. Vision and Aims

A vibrant learning community, nurturing happy, confident and accomplished students who, through a commitment to academic and personal excellence, *progress beyond limits*. We acknowledge, though, that within our cohort are those students who can be identified as more able and/or exceptionally able – those students whose characteristics and learning behaviours indicate:

- they are performing significantly above their peers OR
- have the potential to perform significantly above their peers.
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Jumeirah College acknowledges that these students will require additional targeted support to ensure their performance is maximised to:

- ensure that all MEA students are clearly identified and known to all staff
- ensure that the school caters for the needs of the full ability range both within and beyond the curriculum and that the performance of more able students is translated into high achievement and learning attributes that will ensure personal success and/or benefits to the wider community;
- raise aspirations of all students through a school ethos of high achievement, high performance learning behaviours and challenging learning opportunities;
- provide an inspiration to other students through appropriate student role models.

To achieve these aims, Jumeirah College will:

- assign one Senior Leader to ensure accountability
- assign the Head of Inclusion to leader on developing provision
- appoint at least one MEA Coordinator
- work with the departmental inclusion champions to disseminate information and training
- apply a variety of methods to ensure MEA students are identified
- continue to develop a whole school enrichment programme which will provide opportunities for students to maximise their potential
- promote and develop higher order thinking skills and personalised and differentiated learning across the curriculum in line with the High-Performance Learning (HPL) advanced cognitive characteristics and values attitudes and attributes
- provide a programme of CPD for staff
- implement a cycle of monitoring to review the effectiveness of the schools' provision

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- offer parental engagement opportunities during the academic year.

Supporting UAE Vision (The UAE National Agenda)

The United Arab Emirates Vision 2021 has education as its foundation, both explicitly and implicitly.

Vision 2021 includes aspirations for citizenship, a spirit of entrepreneurship, enhanced educational attainment, and a knowledge-based economy driven by innovation, research, science and technology.

The realisation of these aspirations requires a world-class education system, responsive to national needs and aligned to international standards.

Jumeirah College believes that our students achieve beyond limits and our MEA provision supports enhanced educational attainment as part of the UAE Vision 2021.

2. Definitions

Within Jumeirah College we use the terms *More Able* and *Exceptionally Able* Students.

'**More Able'** defines those students who have demonstrated uncommonly high **potential** knowledge and/or skills in one academic or non-academic area of experience.

'**Exceptionally Able'** are students who possess exceptional ability in **most or many areas** of experience.

3. Identification of 'more able' and 'exceptionally able' students

More and Exceptionally Able (MEA) students will present with different learning behaviours and attributes, they are likely to have their own particular area(s) of more or exceptional ability. Therefore, multiple criteria must be used in the identification of MEA students, and data should be gathered from a range of sources. A student should be evidenced as meeting three or more of the following criteria.

The MEA provision at Jumeirah College encompasses the range of attributes and behaviours that pupils might display at Jumeirah College. The MEA pathway sets clear criteria for

identification of pupils in writing, reading, mathematics, science, Arabic, Islamic, P.E., art, music, drama, DT Modern Foreign Languages and computing.

Jumeirah College's MEA provision states the requirements, identification, use of data and three waves of enhanced provision in each subject area.

- **Wave 1**: Quality First Teaching
- **Wave 2**: Additional, and different, in-school provision
- **Wave 3**: Wider opportunities

Identification Criteria

- School assessment data
- Standardised assessment scores (such as the GL Assessment series, NGRT, BSTS)
- PASS data (Pupil Attitudes to Self and School)
- CAT 4 assessment data
- Informal observation and heightened awareness of 'other behaviours of more able students
- Referral by teachers of students with potential.
- Observational checklists
- Anecdotal information, especially relating to arts, sports or out of school activities.
- External Assessment results
- Staff nomination
- Identification of more able sixth form students is also based on average point score at GCSE

English Language Learners:
It is important to be aware of ELL students (English Language Learners), who may not yet have a sufficient command of the English language, are not easily identifiable as a MEA learners.

Dual and Multiple Exceptionality (DME)
This term is used to describe those students who have one <u>or more </u>special educational needs and disabilities and are also MEA students.

4. **Provision**

Quality-First Teaching (Wave 1)
Wave 1 recognises that quality-first teaching, uses strategies such as:
- The use of groupings and roles within groups to support MEA students
- Adding breadth (for example, enrichment through broader range of tasks and resources)
- Increasing depth (for example, extension through complexity)

- The promotion of higher order thinking skills through tasks through the implementation of the HPL advanced cognitive performance characteristics (ACPs)
- Opportunities to transfer skills across curriculum areas and within real life contexts through the implementation of the HPL values, attributes and attitudes (VAAs)
- Differentiation and questioning within subject areas to ensure the stretch and challenge of all students

Additional, and different, in-school provision (Wave 2)
- Extra-curricular activities for all students
- Development of student leadership skills
- Where appropriate, the school will support students and parents by inviting outside agencies to provide additional provisions
- The GEMS network of schools will develop intra-school links to provide additional opportunities for students to interact with students who share the same interests/ have similar subject strengths
- Opportunities to develop enhanced higher levels of entrepreneurialism and social responsibility.

Wider Opportunities (Wave 3)
- Links to UAE Vision 2021
- Wider community impact and intention
- Broad range of opportunities to work with external organisations such as World Scholars' Cup, MUN, UK Maths Challenge, Trinity College London, COBIS and BSME
- The GEMS network of schools will develop inter-school links
- Opportunities to work beyond the GEMS organisation on quality competitions and wider community and charitable opportunities
- External accreditation *(such as HPL, Wellbeing and the International Inclusion accreditation)*

5. Reviewing the Register

The register is continuously updated throughout the academic year to ensure that it remains current and reflective of the needs of students. All staff have the responsibility to recognise and communicate a student's potential to the student, subject leader and MEA Co-ordinator.

6. Responsibility

The management and evaluation of this policy is the responsibility of MEA co-ordinators and Head of Inclusion. This role will involve:

- collating the register
- reviewing termly the progress of students
- reviewing the curriculum offer to ensure it is meeting the needs of the students

- reviewing the in-school enrichment programme
- ensuring that the school's CPD programme includes relevant aspects of provision
- ensuring that all staff are aware of the MEA cohort and their target levels

7. Training and Resources

Training sessions are facilitated to ensure that all staff are aware of the learning needs of MEA students and are able to support them fully. Training is delivered, via staff CPD, publications and a number of whole school training sessions. During induction new staff will be informed of the MEA policy, provision and practice within Jumeirah College.

8. Jumeirah College's MEA Evaluation and Development

The MEA Team, at Jumeirah College will meet termly to share and further develop good practice, and to keep up to date with local and national incentives and opportunities which will add to the Schools' MEA provision.

9. Storing and Managing Information

Inclusion information is stored on the school management system and complies with the GEMS Data Protection Policy.

10. Reviewing the Policy

The MEA Policy will be reviewed annually by the SLT member in charge of Inclusion, Head of Inclusion and Coordinator to ensure that the guidance provided is up to date with best international practice.

Review Date: October 2019

Completed: Head of Inclusion, SLT

Next review: June 2020