



**Policy Name: More and Exceptionally Able (MEA) Policy
2022-23**

Policy revised by: Sumayya Kazi, Assistant Principal

Date revised: June 2022

Date of next review: June 2023

More and Exceptionally Able (MEA) Policy 2022-2023

'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.
- Jumeirah College acknowledges that these students will require additional targeted support to ensure their performance is maximised in order to:
- ensure that staff know their students well and are knowledgeable of those who would benefit from stretch and challenge
- 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 inspiration to other students through appropriate student role models.

To achieve these aims, Jumeirah College will:

- incorporate stretch and challenge into all lessons
- apply a variety of methods to ensure students are challenged
- continue to develop our pedagogy through staff PD
- Provide opportunities to enrich student experiences to develop learning beyond the classroom for students to maximise their potential
- provide opportunities for staff to share good practice
- implement a cycle of monitoring to review the effectiveness of the schools' provision
- 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 can achieve beyond limits and that our MEA provision supports the enhanced educational attainment as outlined in 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 gifts or talents in (uncommonly high potential) in one area.

‘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 may present with different learning behaviours and attributes, they are likely to have their own particular area(s) of gifts and/or talents. 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.

Jumeirah College’s MEA policy states that there are three waves of enhanced provision in each subject area as outlined in the KHDA school Inspection Framework.

- **Wave 1:** Quality First Teaching: Differentiation, pace, assessment, groupings, level of work.
- **Wave 2:** Additional, and different, in-school provision: Enrichment ECAs, leadership roles, student council, peer mentoring, societies, competitions)
- **Wave 3:** Wider opportunities: Enrichment (Trips, IA, work experience, competitions)

Identification Criteria

- Informal and formal teacher observations
- Interviews with parents (PTC’s, phone calls and face to face meetings)
- Student interest survey (PASS - *pupil attitudes to self and school*)
- Standardised assessment scores (such as the GL Assessment series, NGRT, BSTS)
- CAT 4 assessment data of 126 or above in any category
- School assessment data from the four data sweep points across the school year
- Behaviour for learning and quality of work report scores
- External activities and/or assessments resulting in uncommonly high achievement in areas such as but not limited to sports, music and the arts
- Any external activity on a National or International platform
- Identification of more able sixth form students is also based on average point score at GCSE and UMS at AS Level

Students may be identified as gifted but may be underachieving due to but not limited to the following reasons:

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 MEA learners.

Dual and Multiple Exceptionality (DME): This term is used to describe those students who have one or more 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:

- **Groupings:** flexible ability groupings and roles within groups to extend MEA students
- **Level of work:** The promotion of higher order thinking skills through task complexity and critical thinking. Increasing depth and breadth (for example, enrichment through broader range of tasks and resources)

- **Enrichment:** Opportunities to transfer skills across curriculum areas and within real life contexts.
- **Differentiation:** Providing appropriate differentiation and questioning within subject areas to ensure the stretch and challenge of all students
- **Pace:** Recognise that students may learn faster than their peers. Teachers to provide appropriate challenge to stretch them further maximizing their gains, sustain the students' attention and desire to learn.
- **Instruction:** Implementation of Rosenshine's principles of instruction
- **Assessment:** Frequent analysis of baseline data to ascertain students' level of knowledge in order to provide a more challenging programme to stretch the students. e.g. formative and summative assessments throughout the year.

Additional, and different, in-school provision (Wave 2)

- Extra-curricular activities, societies (and competitions) for all students
- Development of student leadership skills through leadership roles, student council, peer mentoring
- Where appropriate, the school will support students and parents by inviting outside agencies to provide additional provisions e.g. Sailing, PADI, climbing club, first aid.
- Opportunities to develop enhanced higher levels of entrepreneurialism and social responsibility e.g. MUN, world scholar's cup, business enterprise, F1 in schools.

Wider Opportunities (Wave 3)

- Wider community impact and intention e.g. charity committee
- Broad range of opportunities to work with external organisations such as World Scholars' Cup, MUN, IA, UK Maths Challenge, Trinity College London, LAMDA, COBIS, BSME, UAE squads/youth squads, high level umpiring courses, ABRSM, ChoirFest Middle East etc.
- Opportunities to work beyond the GEMS organisation on quality competitions e.g. debating, and sports

5. 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 and/or publications. During induction, new staff will be informed of the need to ensure stretch and challenge is incorporated into all lessons within Jumeirah College.

6. Storing and Managing Information

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

7. Reviewing the Policy

The MEA Policy will be reviewed annually by the Senior Leadership Team and Head of Inclusion to ensure that the guidance provided is up to date with best international practice.