



ممس ولينغتون - شارع الخيل
GEMS Wellington Ac:
AL KHAIL

More and Exceptionally Able Policy

2024-25

Date last reviewed | March 2024

Review period | Annually

Lead Reviewer(s) | Primary & Secondary Principal



“Empowering today, for a limitless tomorrow.”



**Limitless
Learning**



**Limitless
Solutions**



**Limitless
Possibilities**

Policy statement

At GEMS Wellington Academy Al Khail, we are committed to providing a positive and engaging learning environment with a curriculum that meets our children's needs, aspirations and abilities. We acknowledge, though, that within our cohort there 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

Aims

- To ensure that all More and Exceptionally Able students are clearly identified from Y3 onwards and known to all staff.
- To ensure that the school caters for the needs of the full ability range both within and beyond the curriculum and that potential is translated into performance that will ensure personal success, realisation of talent, and/or benefits to the wider community.
- To raise aspirations of all students through a school ethos of high achievement, creative expression, innovation and challenging learning opportunities
- To provide inspiration to other students through appropriate student role models.
- To work in partnership with parents/carers to help them maximise their children's learning and development



- To make links with the wider community to enhance and enrich students' learning opportunities

Definitions

Able	A student who is working above age/stage-appropriate level in one or more academic areas.
Talented	A student who has an exceptional ability in a creative area such as sports, art or drama.
Dual Exceptionally Able	A student who has an exceptional ability and is identified as a Student of Determination

Criteria for Identification

'More and Exceptionally Able' students are formally identified from Y3 onwards. Younger students may be identified, in exceptional cases, in agreement with the MEA Coordinator. Parents of MEA students will be informed and involved from Y5 onwards.

Criteria summary	MEA Academic	MEA Creative
CAT 4 mean score 127 or above. <i>(*Previously this was 120 in 2023/24 and students who qualified will remain on register)</i>	Y	
CAT 4 single battery score in one battery of 130 <i>(*Previously this was 127 in 2023/24 and students who qualified will remain on register)</i>	Y	
Teacher judgment, evidenced by data and work samples in ' Creative & Active ' subjects. In any or a combination of areas including, but not limited to: Islamic Studies, Sports, Performing Arts,		Y



Visual Arts, Film and Media, Music, Design and Technology.		
Teacher judgment, evidenced by data and work samples in ' Academic ' subjects. In any or a combination of areas including, but not limited to: English, Mathematics, Sciences, Humanities and Languages.	Y	
' Dual Exceptionality ' are students who meet the criteria for High Academic Potential as well as being a Student of Determination.	Personal to each unique case	

Levels of Identification

Sport

Level 3	Performs at semi or professional level
Level 2	Competes outside of school on a regional level
Level 1	Shows consistently exceptional performance within school and external teams

More and Exceptionally Able – Graduated Response Model

More and Exceptionally Able (MEA) students will present with different learning behaviours and attributes; they are likely to have their own style of more or exceptional ability. Therefore, multiple criteria can 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 the academy encompasses the range of attributes and behaviours that pupils might display. The MEA pathway sets clear criteria for identification of students in English, Mathematics, Science, Arabic, Islamic, PE, Art, Music, Drama, DT Modern Foreign Languages and Computing.

GEMS Wellington Academy Al Khail MEA provision states the requirements, identification, use of data and enhanced provision in each subject area.



- Quality First Teaching
- Additional, and different, in-academy provision
- Wider opportunities and events

Referrals

If you suspect that you have a child in your class that is MEA:

- Consider the criteria for MEA as outlined in 'criteria' in this policy.
- Collate the child's data and observations and present this to your Head of Department (HoD) or Head of Phase (HoP).
- If in agreement, refer to the MEA Coordinator. Liaise with the HoP/HoD and MEA Coordinator to discuss some suitable stretch and challenges for the student and monitor for a period of 6 weeks
- Organise a meeting with the parents (if Y5 or above), class teacher or tutor to discuss provision (and that their child will not be educated separately).
- Discuss and outline the actions that will be taken which include the responsibilities as outlined in this policy. Work with the student and parents to draw up an Exceptional Education Plan (EEP) to provide a framework for the extended provision.
- Log the parent conversation on PULSE, contact and inform all staff that work with the child (HoD,/HoP, specialist teaching staff, tutor etc.).
- Provide termly reviews with the student, class teacher or tutor and the parents to discuss progress and next steps.

Provision

Quality First Teaching and Outstanding Practice ensures that all teachers will:

- Provide opportunities for problem-solving, hypothesising and developing thinking skills
- Use a range of teaching and learning strategies
- Have high expectations of all students
- Provide rigorous and constructive feedback to children on their work
- Encourage children to show increasing independence in evaluating their own work
- Increasing depth (for example, extension through complexity)
- Use appropriate resources to stretch and challenge identified learners
- Encourage children to take risks, to play with ideas and to regard all answers as productive opportunities for learning

- Varied and flexible grouping when necessary, e.g. ability, mixed ability, individual, acceleration
- Encourage children to become independent learners and take responsibility for their own learning.
- Personalised More and Exceptionally Able pupil profile where a student is MEA in two or more areas.

It is essential that all teachers:

- Know how to challenge and motivate identified learners through bespoke CPD sessions
- Understand the dynamics of MEA students who are not high achievers, and know how to access strategies and resources to effect change
- Monitor the progress of identified learners to identify underachievement, lack of engagement, ELL or dual exceptionality issues at key stages of assessment and reporting.
- Are informed of the practices that are a catalyst for talent development

Ongoing Professional Development

Training sessions are facilitated to ensure that all staff are aware of the learning needs of MEA students and can support them fully. Training is delivered via staff CPD, publications and a number of whole academy training sessions. During induction new staff will be informed of the MEA policy, provision and practice within GEMS Wellington Academy Al Khail.

Responsibility

MEA Coordinator's responsibility 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-academy enrichment programme
- ensuring that the academy's CPD programme includes relevant aspects of provision
- ensuring that all staff are aware of the MEA cohort and their target levels
- Conducting termly learning walks, inc. joint learning walks with HoD/HoP, and book looks
- Meetings with teachers to discuss opportunities and support and referencing PASS and other wellbeing data to inform the individual pupil profile and next steps
- Where appropriate/needed, liaising with the school counselling team via class teachers to ensure that MEA students are supported emotionally.



- Meetings/interviews with MEA students to create a student profile (where identified in more than one area) and encourage student voice and ownership
- Liaising with the network including The GEMS Head of Gifted and Talented, including awareness of competitions and other opportunities, including parent engagement and staff training

Events and/or Opportunities

Extra-curricular activities for all students may include but are not limited to:

Curriculum Area	Examples of Provision
Maths	Dubai Maths Super League - DMSL
English	Emirates Literature Festival
Science	Formula Ethara First Lego League Safa Community annual STEM competition
Debating	World Scholars Cup Debate Dubai
Sport	DASSA
Music	Young Musicians of the Gulf competition (Bahrain) Music department informing parents of opportunities for individual music tuition and certification via linked agencies
Drama	LAMDA

In addition to the above extra-curricular activities the Academy will:

- Encourage the development of student leadership skills
- Where appropriate, support students and parents by inviting outside agencies to provide additional provisions
- Encourage the development of GEMS networking to develop intra-academy links which will provide additional opportunities for students to interact with students who share the same interests/ have similar subject strengths
- Give opportunities to develop enhanced higher levels of entrepreneurialism and social responsibility.
- Offer ECAs to support the development of the whole child, e.g. where social skills barriers may affect learning potential.

Monitoring/Review



An annual review of the MEA action plan, as part of the whole school Inclusion action plan, and the impact and effectiveness of the school's provision for identified students will take place to ensure that practice is relevant, continually improved and is successful in achieving whole school, cohort and individual targets of learners. The MEA Coordinator will analyse feedback from relevant school systems to establish the impact of teaching and learning methodologies for MEA learners, taking into account value added and assessment data.

Reviewing the Policy

The MEA Policy will be reviewed annually by the MEA Coordinators in both Primary and Secondary.

Last review date: October 2024

Next review: October 2025