



مدرسة ديرة الدولية  
DEIRA INTERNATIONAL SCHOOL  
FESTIVAL CITY

 Al-Futtaim Education Foundation

# More & Exceptionally Able Policy

<b>Date</b>	01 October 2020
<b>Review Date</b>	01 June 2022
<b>Owner</b>	Director
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<b>Version</b>	Version 1
<b>Policy Type</b>	Board
<b>Circulation</b>	External
<b>Date Authorised</b>	01 October 2020
<b>Authorised By</b>	Board of Governors

## 1. RATIONALE

*'A rising tide lifts all ships.'* (Joseph Renzulli, 1998)

DIS values all students equally and endeavors to ensure that each student should have the opportunity to realise his/her potential in a challenging and supportive environment. DIS will have, at any time, talented or gifted students, some of whom may be exceptionally able and this may be in one or more areas of learning. We believe that we can make a difference in enabling these students to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Research has shown that by making provision for the gifted, talented, the standards of achievement are raised for all students. Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. We recognise that a student may possess this potential but, they themselves, may be unaware of it and it's not actively demonstrated by their performance.

## 2. VISION AND AIMS

### **Vision:**

To create an outstanding, multi-cultural learning community which empowers students to achieve their potential, become life-long learners and responsible global citizens:

they are performing significantly above their peers

OR

have the potential to perform significantly above their peers.

### **Aims:**

This policy is aligned with the school's core values and aims:

- Addressing the individual needs of all students, including special needs, Gifted, Talented, More and Exceptionally Able
- Responding to individual circumstances

Deira International School acknowledges that these students will require additional targeted support to maximise performance, the main aims are to:

1. ensure that all G&T/MEA students are clearly identified and known to all staff
2. 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
3. raise aspirations of all students through a school ethos of high achievement, high performance learning behaviours and challenging learning opportunities
4. provide an inspiration to other students through appropriate student role models

To achieve these aims, Deira International School will:

1. assign one Senior Leader to ensure accountability
2. assign the Head of Inclusion to lead on developing provision
3. work with the departmental Inclusion Champions to disseminate information and training
4. apply a variety of methods to ensure G&T/MEA students are identified

5. continue to develop a whole school enrichment programme which will provide opportunities for students to maximise their potential
6. 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
7. provide a programme of CPD for staff
8. implement a cycle of monitoring to review the effectiveness of the schools' provision
9. 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. Deira International School believes that our students achieve beyond limits and our MEA provision supports enhanced educational attainment as part of the UAE Vision 2021.

### **3. DEFINITIONS**

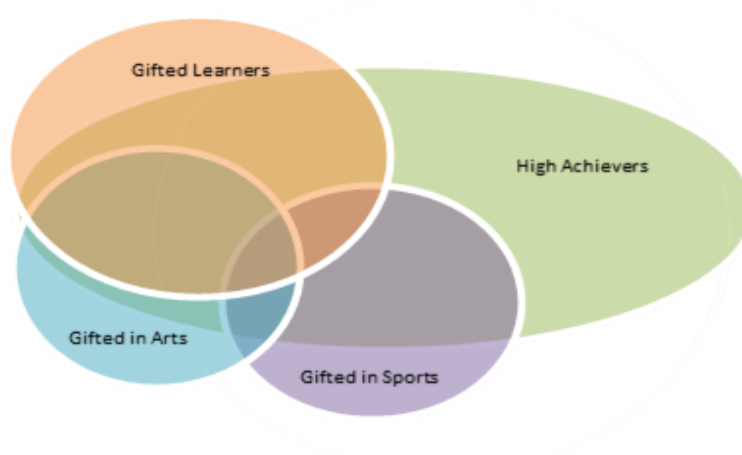
Within Deira International School we use the dual language of *Gifted, Talented, More Able* and *Exceptionally Able* Students.

**'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.

**Gifted:** We use the term 'gifted' to mean those students who are capable of excelling academically in one or more subjects. Giftedness is the presence of high levels of natural abilities across cognitive, creative, socio-affective and sensory-motor domains and is commonly characterised by an advanced pace of learning, quality of thinking or capability for remarkably high standards of performance compared to students of the same age.

**Talented:** 'Talented' refers to those students who may excel in practical skills such as sport, leadership, artistic performance, or in an area of vocational skill. In comparison with their peers, when engaged in their area of expertise.



#### 4. **IDENTIFICATION**

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. The MEA provision at Deira International School encompasses the range of attributes and behaviours that pupils might display in school. The MEA pathway sets clear criteria for identification of pupils in writing, reading, Mathematics, Science, Arabic, Islamic, PE, Art, Music, Drama, DT, Modern Foreign Languages and Computing. Students will be identified by a range of staff, Heads of Inclusion are responsible for the creation and update register. A student should be evidenced as meeting three or more of the identification criteria.

##### **Identification Criteria:**

- School assessment data - working at a level which 2 years or more above their year group
- Standardised assessment scores (such as the GL Assessment series, NGRT, BSTS)
- PASS data (Pupil Attitudes to Self and School)
- CAT 4 assessment data
  - They have a score of 127+ in CAT 4, GLPT English, Math, Science (Primary).
  - They have a score of 125+ on average in GL or CEMs (Secondary)
- 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

##### **Levels of Provision:**

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

Level 1: Quality First Teaching

Level 2: Additional, and different, in-school provision

Level 3: Wider opportunities

##### **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 or more special educational needs and disabilities and are also MEA students.

#### 5. **Provision**

##### **Level 1: Quality First Teaching**

Level 1 recognises that quality-first teaching, uses strategies such as:

1. The use of groupings and roles within groups to support MEA students
2. Adding breadth (for example, enrichment through broader range of tasks and resources)
3. Increasing depth (for example, extension through complexity)
4. The promotion of higher order thinking skills through tasks through the implementation of the IB Learner Profiles (IBLP)
5. Opportunities to transfer skills across curriculum areas and within real life contexts through the implementation of the DIS 10 Toolkit for Excellence
6. Differentiation and questioning within subject areas to ensure the stretch and challenge of all students

### **Level 2: Additional, and different, in-school provision**

1. Extra-curricular activities for all students
2. Development of student leadership skills
3. Where appropriate, the school will support students and parents by inviting outside agencies to provide additional provisions
4. The BSME 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
5. Opportunities to develop enhanced higher levels of entrepreneurialism and social responsibility.

### **Level 3: Wider opportunities**

1. Links to UAE Vision 2021
2. Wider community impact and intention
3. Broad range of opportunities to work with external organisations such as World Scholars' Cup, MUN, UK Math Challenge, Trinity College London, COBIS and BSME
4. Develop inter-school links with the Al Futtaim sister school, UAS
5. Opportunities to work beyond the Al Futtaim organisation on quality competitions and wider community and charitable opportunities
6. 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 the Primary and Secondary Heads of Inclusion. This role will involve:

1. collating the register
2. reviewing termly the progress of students
3. reviewing the curriculum offer to ensure it is meeting the needs of the students
4. reviewing the in-school enrichment programme
5. 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 can support them fully. Training is delivered, via staff CPD, publications and whole

school training sessions. During induction new staff will be informed of the MEA policy, provision and practice within Deira International School.

#### **8. Deira International School's MEA Evaluation and Development**

The MEA Team at Deira International School 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 (iSAMS) and complies with the school 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.