



**Policy Name: More and Exceptionally Able (MEA) Policy  
2024-25**

Policy revised by: Nichola Ford, Assistant Principal

Date revised: June 2024

Date of next review: June 2025

# More and Exceptionally Able (MEA) Policy

## '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 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 inspiration to other students through appropriate student role models.

### To achieve these aims, Jumeirah College will:

- assign one Senior Leader as MEA coordinator
- assign the Head of Inclusion to work collaboratively on developing provision
- ensure stretch and challenge is expected for every student across JCD no matter what their ability, and the responsibility of every subject teacher.
- work with the subject inclusion leads 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
- provide a programme of CPD for staff, designed by the MEA PLG
- 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.

**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.

## 3. 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.
- 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 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, UKMT, Trinity College London, LAMDA, COBIS, BSME, UAE squads/youth squads, high level umpiring courses, ABRSM, ChoirFest Middle East, YMOG etc.
- The GEMS network of schools will develop inter-school links
- Opportunities to work beyond the GEMS organisation on quality competitions e.g. debating, and sports
- External accreditation

### **5. Reviewing the Register**

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

### **6. Responsibility**

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

- collating and updating the register based on departments feedback
- reviewing the curriculum on offer to ensure it is meeting the needs of the students e.g. Oxbridge assessment support sessions, enriched mathematics
- 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 will meet to share and further develop good practice. The team will 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 Senior Leadership Team, Head of Inclusion and MEA Coordinator to ensure that the guidance provided is up to date with best international practice.

Policy review date: June 2024

Date of next review: June 2025

## **11. Names of departmental MEA coordinators**

Arabic - Marwa Abdallah

Art -

Business & Economics -

DT -

Drama -

English - Bethany Lynch

Geography -

History - Alex Hubbard

ICT & Computer Science -

Mathematics - Shoaib Khan

MFL - Fiona Temple-Smith

Music -

PE - Amber Withers

Psychology - Julia Thompson

Science -