



Exceptionally More able Policy 2020/21

Policy Revised	October 2019
Next Review	October 2020

1. Introduction Jebel Ali School (JAS) is committed to the identification and provision for students who are more able and exceptionally able (EMA). An EMA student at JAS is nurtured and encouraged to fulfill their cognitive, academic, social and emotional potential throughout all phases of their education. We acknowledge that students who are EMA need diversity in learning opportunities, flexibility and support, differentiation and access to alternative pathways in order to achieve and maintain a positive continuum of development.

JAS Aims to:

- Identify students who are EMA at the earliest possible stage in their educational journey
- Plan a cohesive learning path for students who are EMA
- Enable students who are EMA to utilise their innate cognitive abilities and talents through challenging and meaningful learning opportunities
- Enhance the unique learning style of those who are EMA to maximise constructive learning opportunities
- Track and monitor students who are EMA to ensure continued accelerated attainment and achievement across all subject areas
- Work with students and parents to foster independence and responsibility towards self-development and learning
- Support and mentor staff in curricular adaptations and provision planning for students who are EMA

2. Definition

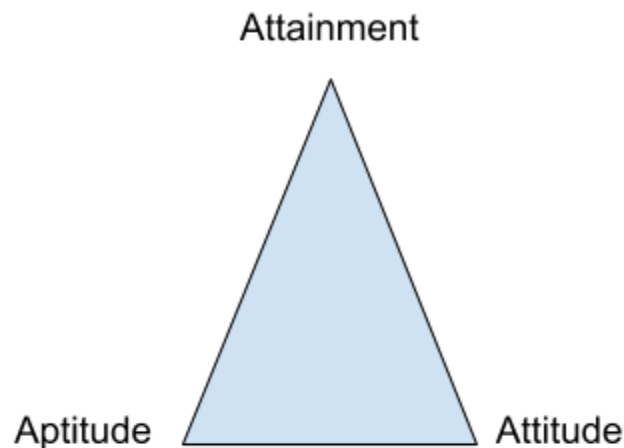
Within JAS we use the term More able and Exceptionally able Students.

Exceptionally More Able defines those students who have demonstrated uncommonly high knowledge and/or skills in one or more academic or non-academic area.

3. Identification

Identification of students who are EMA at JAS happens with the support of all staff and parents through a range of ways with the triangulation of evidence and this may include:

- School assessment data (SAT scores, internal assessment scores)
- Early Years Development Screener- Brigance
- Standardised assessment scores (GL assessment series)
- PASS data (Pupil Attitudes to Self and School)
- CAT4 assessment data
- Teacher observation, checklists and feedback
- Inclusion Team informal observations
- Interviews with parents
- Anecdotal information, especially relating to sports, arts or out of school activities
- Staff nomination
- EMA and subject specific checklists
- External assessment results
- Student interest surveys, self-reports and student interviews



Triangulation of data (evidence) to form a holistic profile of the student.

*standardised assessments of cognitive development and ability that can only be administered by psychologists. Parents of children who are highlighted for consideration within EMA may be asked to seek an Educational Assessment to verify cognitive potential if necessary.

*In the absence of educational psychology data and CAT4 data in FS and Years 1-3, categorisation of EMA is cautionary. CAT4 data and Educational Psychology data will be viewed as a one off snapshot in time with many extenuating variables, for example - performance on the day, margin of error and validity of test, impact of testing conditions and procedures.

Identification of EMA in Specialist Subject Areas follow a personalised EMA definition and checklist criteria particular to their subject area within Jebel Ali School.

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

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

4. Provision for Students who are EMA At JAS the following key aspects are considered when personalising education programmes for EMA students:

- Differentiation - An effectively differentiated curriculum meets the needs of students with a range of learning styles and ability levels. A differentiated curriculum is essential for EMA students whose potential is unlikely to develop without special educational provisions.
- Pace - It is likely that EMA students will learn at a faster pace. They may understand new concepts more easily and with fewer repetitions. Consequently teachers provide appropriate challenge to sustain the students' attention and desire to learn.
- Assessment - Assessment is an important, ongoing diagnostic tool for matching curriculum delivery to students' needs. Pre-assessment allows teachers to determine what students already know, so that a more challenging learning programme can be provided.
- Groupings - Students with special gifts and talents benefit from flexible grouping within the classroom where they can work individually or with other gifted students.
- Level of work - EMA students generally understand concepts and ideas at a level which is above usual age-related expectations. Therefore the curriculum is concept based and designed to include complex, abstract ideas so that interests and abilities are challenged and extended.
- Enrichment - EMA students are taught in mainstream classes as part of a differentiated curriculum. Provisions for EMA students need to include opportunities for enrichment, extension and acceleration within and beyond the classroom.
- Enhancement Beyond the Classroom - At Jebel Ali School extension beyond the

classroom takes the form of personalised extra-curricular activities devised to strengthen and enhance the students natural abilities. It also involves where appropriate inclusion in student groups, selected to represent Jebel Ali School at the highest level on the domestic and international academic, sporting and cultural stage.

5. Monitoring and Evaluation The identification and provision for students who are EMA is the responsibility of all teaching staff at all times. The identification process will be directed by the Inclusion Team in conjunction with class and specialist teachers, Heads of Departments, Year Group Leaders, Curricular Leaders, the Primary and Secondary Leadership Team and the Core Leadership Team.

EMA Register and provision map will be maintained by the Inclusion Team and reviewed and updated throughout the academic year to ensure it remains current and reflective of the needs of the students. .

Assessment and tracking of students who are EMA is the responsibility of Class Teachers, Year Group Leaders, Heads of Department, Curriculum Leaders and Head of Assessment and will be supported by the Inclusion Team. Curriculum adaptation, design and planning for students who are EMA is the responsibility of all teaching staff in all phases.

Teaching staff along with the Inclusion Team will work with parents to foster and enhance positive learning experiences and social opportunities for students who are EMA.

Students who are EMA will be included in an age appropriate way in development of personalised learning opportunities to enhance their engagement with the curriculum in a meaningful and constructive way.

6. Training and Resources

Training is delivered via staff CPD, publications and a number of whole school training sessions. New staff will be informed of the EMA policy, provision and practice within Jebel Ali School.

7. Storing and Managing information

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

Review date: October 2020

Completed: Inclusion Lead, SLT and CLT

Next review: October 2021