



Nurture  
Lifelong  
Learning

# Exceptional Learners Policy

## School Vision - Nurture Lifelong Learning

We aspire to be an inclusive, world-class school of choice for parents in Dubai, where every student is happy, positive and thriving academically, socially and emotionally.

## Associated Mission Statements

- Ensure every student achieves his or her academic potential
- Provide unique and inclusive learning opportunities and pathways for all students

## Rationale

Arcadia School is committed to promoting high achievement and encouraging all children to strive for excellence, developing their talents and abilities to the full. Our approach is inclusive, recognising each child’s right to a broad and balanced curriculum. We believe that the role of the school is to provide a wide range of challenging learning opportunities that will enable each individual, including those with exceptional abilities, to realise their potential. Through clearly defining, identifying and acting upon exceptional learners, we aim to achieve the following:

- To provide pathways for exceptional learners to reach at their full potential.
- To accurately identify and monitor exceptional learners.

## Definition, Identification and Action

At Arcadia, exceptional learners can fall into one or more of two categories:

1. Exceptional Learners - High Flyers
2. Performance Pathways - Rising Stars

## Exceptional Learners - High Flyers

| <i>Exceptional learners are those who have an SAS (via GL/CAT4) that puts them above average when compared nationally and those who are working significantly above ARE following teacher assessment.</i> |  |  |
|---|--|--|
| Subject Area  | Identification   | Action   |
| CAT4 and/or GL Progress Test  | <p><b>Based on GL and CAT4 outcomes:</b></p> <p>2+ CAT4 SAS: &gt;118<br/>and/or<br/>1+ CAT4 SAS: &gt;126<br/>and/or<br/>2+ PT SAS: &gt;116<br/>and/or<br/>1+ PT SAS: &gt;126</p> | <p>Once identified, exceptional learners are catered for using the following actions:</p> <p>→ Strength and strategy profile is created for each student identified. This utilises CAT4 profile information to understand how best the student learns.</p> |





|                                      |   |   |
|--------------------------------------|---|---|
| <p><b>English</b></p>                | <p><b>External Data:</b></p> <ul style="list-style-type: none"> <li>- CAT4 (Verbal)</li> <li>- GL PTE</li> <li>- Renaissance Reading Age</li> </ul> <p><b>Internal:</b></p> <ul style="list-style-type: none"> <li>- Based on internal data trackers, students are identified as significantly above.</li> </ul>  | <p>→ Using Bloom's Taxonomy, Lesson planning addresses exceptional learners through providing opportunities for thinking at increasing complexities.</p> <p>→ Where applicable, students are invited to partake in experiences which target areas of strength.</p>  |
| <p><b>Mathematics</b></p>            | <p><b>External Data:</b></p> <ul style="list-style-type: none"> <li>- CAT4 (Quantitative/ Spatial)</li> <li>- GL PTM</li> </ul> <p><b>Internal:</b></p> <ul style="list-style-type: none"> <li>- Based on internal data trackers, students are identified as significantly above.</li> </ul>  |   |
| <p><b>Science</b></p>                | <p><b>External Data:</b></p> <ul style="list-style-type: none"> <li>- CAT4 (Year 2 Upwards)</li> <li>- GL PTS (KS2)</li> </ul> <p><b>Internal:</b></p> <ul style="list-style-type: none"> <li>- Based on internal data trackers, students are identified as significantly above.</li> </ul>   |   |
| <p><b>Arabic A</b></p>               | <p><b>Data Outcomes:</b></p> <ul style="list-style-type: none"> <li>- External assessment outcomes CAT4/IBT</li> <li>- Internal assessments</li> </ul>  | <p>→ Form wider links to allow students to excel, for instance...</p>   |
| <p><b>Arabic B and Languages</b></p> | <p><b>Data Outcomes:</b></p> <ul style="list-style-type: none"> <li>- External assessment outcomes CAT4/IBT</li> <li>- Internal assessments</li> </ul> <p>Acquire the new language faster than the rest of the students in This level of study</p> <p>The indicators: Measurements</p> <ul style="list-style-type: none"> <li>● Have a strong desire to put language together themselves.</li> <li>● Achieving a higher level than the year of study.<br/><a href="#">Arabic objectives frame of work for year groups</a></li> <li>● Internal and external data outcome</li> <li>● Excelling in certain language skills</li> <li>● Show creativity and imagination when using language.</li> <li>● Acquire the new language faster than the rest of the students in This level of study.</li> <li>● Pick up new language and structures quickly.</li> <li>● Make connections and classify words and structures to help them learn more effectively.</li> <li>● Seek solutions and ask further questions.</li> <li>● Show an intense interest in the cultural features of the language being studied.</li> </ul> | <p>→ Lesson planning addresses strength through providing opportunities for extension and further exploration.</p> <p>→ Provide additional opportunities for students to practise and excel, for instance, students who excel in poetry or writing stories are enrolled in national competitions</p> <p>→ sets higher goals and assesses progress toward goals.</p> <p>→ Provide extra curricular activities with providing feedback on the activity's success,</p> |
| <p><b>Islamic Studies</b></p>        | <p>Data Outcomes:</p> <ul style="list-style-type: none"> <li>-Criterion: Quran Recitation / Memorization</li> <li>-Tracking record (Qur'an tree)<br/><a href="#">CriterionQuranRecitation.docx</a></li> <li>-Internal assessment</li> <li>-Classroom activities (using bloom taxonomy skills)</li> <li>- Projects (Little author project and Reading Reflection Pronze)</li> </ul>  | <p>→ Form wider links to allow students to recite the specific surah with Tajweed.</p> <p>→ Lesson planning addresses strength through providing opportunities for extension and further exploration.</p> <p>→ Provide additional opportunities for students to</p>   |





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|  |  | practise and excel, for instance... read stories of the Prophets' Books, |
|--|--|--|

### Exceptional Learners - High Flyers Register

The Exceptional Learner Register captures the data from both external and internal assessments including:

**Essential Criteria:**

- CAT4
  - Requirements: 2+ CAT4 SAS: >118 and/or 1+ CAT4 SAS: >126
- GL Progress Tests
  - Requirements: 2+ PT SAS: >116 and/or 1+ PT SAS: >126

**Supporting Data:**

- Renaissance STAR Reading Assessment
  - Requirements: Above by at least 1 year
- Internal Data Outcomes
  - Requirements: Above curriculum standards in relevant subject strange

Following identification, teachers specify which subject area the student would be considered a 'high flyer'. Following from this, teachers populate the strength and strategy profile.

### Performance Pathways - Rising Stars

| <b>Demonstration of distinct talent in alternative pathways such as sport, music and art.</b> |   |   |  |
|---|---|---|--|
| Subject Area  | Definition  | Identification  | Action   |
| <b>Performing Arts</b>  | Students who are showing particular musical abilities in Singing/Playing instruments, Performing, Composing/Improvising, and Listening/Apprising. | <p><i>Based on:</i><br/>           * <i>CAT4 Assessment</i></p> <ul style="list-style-type: none"> <li>- <i>CAT4 Spatial SAS: &gt;126</i></li> <li>- <i>External Exams</i></li> </ul> <p><i>**Teacher's formative and summative assessment.</i></p> <p><u>Singing/playing instruments:</u><br/>           * External exams: Trinity, ABRSM.<br/>           ** The student is making extraordinarily fast progress on an instrument than others of a similar age or experience;<br/>           ** The student shows evidence of an exceptional musical memory or aural awareness;<br/>           ** The student has a unique voice and involves himself in every possible opportunity (open stage class activity, school events);</p> <p><u>Composing/Improvising:</u></p> | <ul style="list-style-type: none"> <li>→ Highly focused lesson design with sharp objectives</li> <li>→ High demands of pupil involvement and engagement with their learning</li> <li>→ High levels of interaction for all pupils</li> <li>→ Appropriate use of teacher questioning, modeling, and explaining</li> <li>→ An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups</li> </ul> |



|                                  |   |  |  |
|----------------------------------|---|--|--|
|                                  |   | <p>** The student invents new music (using voice, instruments of technology);</p> <p><u>Performance:</u><br/>         ** The student is showing evidence of a particular aptitude for performance to an audience (confidence, self-expression ) (external/internal events, lessons);<br/>         **The student picks up and retains information about music and can reproduce it through singing or playing, speaking about it, or movement.</p> <p><u>Listening/Apprising:</u><br/>         ** The student shows a remarkable aptitude for age in pitch discrimination or rhythmic awareness (based on skills progression map)<br/>         ** The student displays increased concentration times when engaged with music as opposed to other activities;<br/>         **The student shows extraordinary musicality and imagination during the listening activity.</p> | <p>→ An expectation that pupils will expect responsibility for their own learning and work independently</p> <p>→ Regular use of encouragement and authentic praise to engage and motivate pupils</p> <p>→ Apply music scholarship whereby students are funded/invited by the school to attend instrumental lessons</p>                  |
| <p><b>Physical Education</b></p> | <p><b>Physical Literacy:</b></p> <ul style="list-style-type: none"> <li>- The ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.</li> </ul> <p><b>Sport:</b></p> <ul style="list-style-type: none"> <li>- an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment.</li> </ul> | <p>Physical Literacy</p> <ul style="list-style-type: none"> <li>- Identification of elite flightpath through use of <a href="#">sport assessment grid</a>.</li> </ul> <p>Sport</p> <ul style="list-style-type: none"> <li>- Game play situations (e.g. house events, inter-year competitions etc)</li> <li>- Sports afternoons</li> </ul>  | <p>Physical Literacy</p> <p>→ Lesson planning addresses strength through providing opportunities for extension and further exploration</p> <p>Sport</p> <p>→ Community links with elite sports coaches/teams/providers</p> <p>→ Early Intervention</p> <p>→ Fast track to school sports squads</p>                                       |
| <p><b>Art and Design</b></p>     | <p>Students showing a high ability of art and design using a range of techniques with different media, also able to self evaluate their work and artists work to enhance their artworks.</p>  | <p>Data Outcomes:</p> <ul style="list-style-type: none"> <li>- CAT4 Spatial SAS: &gt;126</li> <li>- Teacher assessment:</li> </ul> <p>Performance:</p> <ul style="list-style-type: none"> <li>-</li> </ul>   | <p>→ Form wider links to allow students to excel, for instance, enter BSME art competitions.</p> <p>→ Lesson planning addresses strength through providing opportunities for extension and further exploration.</p> <p>→ Fast track to relevant ELP sessions to provide additional opportunities for students to practise and excel.</p> |
| <p><b>Computing</b></p>          | <p>Digital Literacy: Students showing exceptional learning in this area will be extremely creative and be able to use a range of software to create digital projects to a very high standard.</p> <p>Computer Science: Students showing exceptional learning in this area will have an in-depth understanding of coding concepts</p>  | <p>Digital Literacy</p> <ul style="list-style-type: none"> <li>- Data Outcomes: CAT 4 Spatial &gt;126</li> <li>- Teacher assessment</li> <li>- Use a skills checklist to see if they are performing above their year group.</li> </ul> <p>Coding &amp; Programming:</p> <ul style="list-style-type: none"> <li>- Data Outcomes: CAT 4 Quantitative &gt;126</li> <li>- Teacher assessment</li> <li>- Use a skills checklist to see if they are</li> </ul>   | <p>→ Form wider links to allow students to excel, for instance becoming a 'digital leader' or take part in an inter school robotics contest.</p> <p>→ Lesson planning addresses strength through providing opportunities for extension and further exploration.</p> <p>→ Fast track to relevant ELP sessions to</p>                      |





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|  | for their age group. Being able to problem solve and apply this across different settings. | performing above their year group. | provide additional opportunities for students to practise and excel. |
|--|--|------------------------------------|--|

## Performance Pathways - High Flyers Register

The performance pathways register is designed with the unique characteristics of each subject area in mind. The register is broken down into:

1. Category of Excellence (taken from the identification table above)  
→ This specifies which aspect of the subject area a child excels within.
2. Identification  
→ Each of the subject areas have different methods of identifying excellence in performance. This could comprise assessment data or external performance exams.

Following identification, teachers specify which subject area the student would be considered a 'Rising Star'. Following from this, teachers populate the strength and strategy profile.

## Strength and Strategy Profile - Exceptional Learners & Performance Pathways

At the beginning of the Academic Year, upon identifying 'High Flyer's' or 'Rising Stars', teachers are required to then populate the 'Strength and Strategy Profile'. This profile provides a basis on which teachers can plan specifically to the characteristics of the individual child. Using Bloom's taxonomy, teachers stipulate a 'baseline step' and a 'target step'. Blooms Taxonomy is a framework on which thinking skills can be developed and increased in complexity. It comprises six progressive thinking steps:

- Knowledge (remembering)
- Comprehension (understanding)
- Application
- Analysis
- Synthesis (create)
- Evaluate





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Exceptional learners are supported and extended using bloom's taxonomy as the medium through which to ask questions, pitch learning objectives and plan learning activities. Teachers are encouraged to actively discuss with students the language of bloom's. In younger year groups, teachers introduce child-friendly methods of understanding the terminology such as 'Bloom's heroes', characters the student's can get to know and refer back to.

The baseline and target steps are complemented by the identified students 'learning preferences'. Following identification, the relevant class teacher is required to access the student's CAT4 report and access their 'cognitive characteristics'. These characteristics are included in the 'Strength and Strategy Profile' and teachers are expected to plan activities which complement these. Cognitive characteristics could comprise the following:

- *Self-motivated and independent*
- *Fast pace of instruction*
- *Responds well to independent study skills tasks*
- *Activities which require Neev to form hypotheses, make predictions and test outcomes.*
- *Questioning should encourage Neev to justify opinions.*
- *Verbal strategies including talking about learning, ideas and opinions, gathering information through reading and through factual/creative writing tasks.*

Finally, subject leaders have a responsibility to provide additional curriculum opportunities to extend and nurture the talents of our exceptional learners. As a result, the 'Strength and Strategy Profile' comprises 'Additional Opportunities' where teachers and leaders can specify where the students have had the chance to apply their exceptional skills. Examples of these include:

- The Arcadia Spelling Bee
- Science, Mathematics and English Week Participation and Involvement
- Competitions with locality schools
- Application and entry into school Olympiads
- School Sports Squads
- Music Performances and showcases
- Art competitions

## Monitoring and Assessment of High Flyers

At the end of each term, teachers engage in a data discussion with their year leader (see Data & Assessment Policy). During this discussion, teachers discuss with their Year Leader the progress and outcomes for the identified students in the specific areas shown on the register. Teachers must explain how they are supporting these children and if they are not making better and expected progress, additional support must be implemented to ensure that this is the future target.





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The rubric used for lesson observations complements the Exceptional Learners policy. For example:

*1c: Clear and visible learning objectives have been set which reflect high level value and adaptation.*

*2a: The teacher promotes learning that is challenging and provides multiple opportunities for deeper thinking.*

*2b: Learning is adapted by the teacher to meet the changing needs of the students when appropriate.*

*3b - Visible evidence of feedback is available, differentiated and allows students to reflect, respond and move at their own pace.*

The above statements encourage both the teacher and observer to provide strong consideration to the planning and execution of teaching and learning so as to ensure all learners are supported and challenged. Where this evidence is pertinent or detrimental to Exceptional Learners, 'Potential Areas for Development' will specify next steps and expectations.

## Appendices

### Exceptional Learners Register



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## Strength and Strategy Profile

| Reading                          |                               |                               |   |                                   |           |           |
|----------------------------------|-------------------------------|-------------------------------|---|-----------------------------------|-----------|-----------|
| Teaching and Learning Strategies |                               |                               |   | Pathways/Additional Opportunities |           |           |
| Class                            | Current Blooms Step           | Target Blooms Step            | Learning Preferences  | Pathway 1                         | Pathway 2 | Pathway 3 |
| Y103                             | Comprehension (Understanding) | Application                   | <ul style="list-style-type: none"> <li>- Fluent reader</li> <li>- Independent</li> <li>- Can form opinions and make predictions</li> <li>- Can make simple inferences</li> </ul>  |                                   |           |           |
| Teaching and Learning Strategies |                               |                               |   | Pathways/Additional Opportunities |           |           |
| Class                            | Current Blooms Step           | Target Blooms Step            | Cognitive Characteristics   | Pathway 1                         | Pathway 2 | Pathway 3 |
| Y201                             | Application                   | Comprehension (Understanding) | <ul style="list-style-type: none"> <li>- Self-motivated and independent</li> <li>- Fast pace of instruction</li> <li>- Responds well to independent study skills tasks</li> <li>- Activities which require Neev to form hypotheses, make predictions and test outcomes.</li> <li>- Questioning should encourage Neev to justify opinions.</li> <li>- Verbal strategies including talking about learning, ideas and opinions, gathering information through reading and through factual/creative writing tasks.</li> </ul> | Spelling Bee                      |           |           |
| Y201                             | Analysis                      | Synthesis (Create)            |   | Spelling Bee                      |           |           |
| Y201                             | Analysis                      | Evaluate                      | <ul style="list-style-type: none"> <li>- Self-motivated and independent.</li> <li>- Preference for engaging with written material over active learning methods.</li> <li>- Fast pace of instruction</li> <li>- Tends to learn very quickly</li> <li>- Responds well to tasks that develop his independent study skills.</li> </ul>  | Spelling Bee                      |           |           |
| Y202                             | Analysis                      | Synthesis (Create)            | <ul style="list-style-type: none"> <li>- Self-motivated and independent.</li> <li>- Benefits from fast paced instruction</li> <li>- Needs extension activities with forming hypotheses, making predictions and testing outcomes</li> <li>- Q and A sessions</li> <li>- Opportunity to coach others</li> </ul>   | Spelling Bee                      |           |           |

Version 1:

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Board Approval/Review:

