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**Stretch and Challenge Policy**

**Introduction**

CF School is committed to creating a culture that enables and encourages all pupils to maximise and fulfil their potential, and one that celebrates ‘bright’ children.

We believe that all pupils are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social, finding appropriate stretch and challenge in the classroom, in co-curricular activities and with opportunities to further their particular talents outside school at a local and national level.

We aim to provide opportunities to identify and nurture all children, including our brightest, and recognise that many of pupils perform well above the national average in terms of academic achievement.

All children have individual needs and very able pupils should be given the opportunity to study and acquire skills at a greater depth and breadth. Our aim is to provide opportunities to develop those specific skills and talents. We believe that stretch is important for all of our pupils.

To this end we aim to provide an academically rigorous curriculum which allows each child to reach for their highest level of personal attainment. We aim to maintain an ethos which recognises and celebrates achievement and excellence, encourages all children to become independent learners and ensures that the more able are sufficiently challenged in all subjects. We aim to ensure that every child achieves as highly as they can, by creating a culture of high expectations and aspirations, where talent and ability are valued.

**Aims and objectives**

Through this policy and our stretch and challenge provision we aim to:

• generate a culture of intellectual excitement and curiosity.

• respond to the individual needs and interests of our pupils in order for them to reach their full potential.

• ensure that we challenge and extend children through the work that we set them.

• encourage children to think and work independently.

**Identification of Able, Gifted and Talented Pupils**

**Definitions**

More able pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group.

'More able pupils' are those who have the capacity for, or demonstrate conspicuously high levels of performance within an academic area, in comparison to their cohort, or are those with a specific ability in a non-academic area such as:

* Physical talent
* Visual or performing abilities
* Mechanical ingenuity
* Outstanding leadership and social awareness
* Creativity

**Identification of More Able Pupils**

We use a range of strategies to identify more able children.

The identification process is ongoing and begins when a child joins our school and sits a CAT4 test.

When identifying such children there is a particular need to identify ability rather than achievement so that underachievers are identified. Typical characteristics of underachievers may include low self-esteem, academic avoidance behaviour, poor study skills, poor peer acceptance and lack of concentration. It is recognised that pupils who are more able do not always demonstrate their ability, so we aim to identify any pupils who appear to be underperforming or underachieving in this regard. It is also important that teachers remember the actual age of the pupil, whatever their intellectual level may be.

A more able pupil may:

• be a good all-rounder or be a high achiever in one specific area of his/her learning

• be an excellent/advanced reader who shows an understanding beyond his/her chronological age

• be articulate or verbally fluent

• give quick intelligent verbal responses

• possess an extensive general knowledge

• retain/recall information with ease, which enables him/her to show rapid learning

• show a mature interest in topics outside of the curriculum

• communicate on an adult level – perhaps avoiding their own peer group

• have a range of interests, some of which border on obsession

• show unusual and original responses to problem-solving activities

• possess a high ability but have poor writing skills

• prefer verbal to written activities

• be logical

• show greater independence in developing areas of interest

• be artistic, musical or excellent at sport

• have strongly considered views and opinions

• have a lively and original imagination / sense of humour

• be very sensitive and show a greater awareness of others

• have high ability but with low motivation

• focus on their own interests rather than on what is being taught

• be socially adept

• appear arrogant or socially inept

• be more able with limited interpersonal skills

• be more able with a short attention span

• be easily bored by what they perceive as routine tasks

• show a strong sense of leadership

• not necessarily be well-behaved or well-liked by others

• have SEND

**Teaching and Learning**

Teachers in CF School plan carefully to meet the learning needs of all our pupils.

We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children’s learning by providing:

• a common activity that allows the children to respond at their own level.

• an enrichment activity that broadens a child’s learning in a particular skill or knowledge area.

• an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment.

• the opportunity for children to progress through their work at their own rate of learning

All CF School teachers should expect and insist upon high standards of work as follows:

• Teachers should address setting and grouping arrangements as appropriate.

• Teachers should stretch and challenge the more able through extension, open ended tasks, cross-curricular enrichment, and acceleration.

• Provide opportunities for independent learning and use a range of learning styles.

• Provide problem solving opportunities and application of knowledge and skills to real life situations.

• Enrich the learning experience by making links across the curriculum.

• Provide purposeful, engaging and stimulating lessons where teaching is personalised, inspirational, motivating and fun.

• Teachers need to use high–level questioning skills effectively to extend the thinking of more able pupils, teach pupils to articulate their answers and explain how/why and encourage greater risk taking. If thinking and problem-solving skills are consciously taught throughout the curriculum then the attainment levels of all pupils, including those of our able, gifted and talented, will flourish.

• Teachers discuss children’s progress with parents at parents’ evenings and provide written reports twice a year on each child’s progress.

• Regular celebration of all pupils’ achievements over a period of time, in assembly, concerts, performances, in displays, via the School’s social media platforms or newsletters enable more able pupils to see a purpose in exerting themselves to achieve the highest standards and provides a variety of ways in which pupils can all raise their expectations.

**Monitoring and Evaluation**

The Deputy Head (Teaching and Learning) is responsible for overseeing the stretch and challenge opportunities within the school.

The Deputy Head must:

• Maintain and review the achievements and progress of all pupils in consultation with teaching staff

• Monitor the provision for pupils identified as being more able/AGT;

• Ensure that the professional development programme includes provision for all pupils, including those pupils who might be considered more able

• Monitor the progress of all pupils, ensuring they are being stretched, challenged and fulfilling their potential

• Work with teachers to ensure that lessons stretch and support the most able pupils and provide advice and support to staff on teaching and learning strategies for more able and very able children

• Identify extension opportunities both locally and further afield

• Discuss AGT pupils’ progress and any academic or pastoral concerns with parents and guardians

• Encourage teachers to have the highest expectations, ensuring opportunities for extension and enrichment are built into all curriculum schemes of work and designed to take account of the different levels of existing knowledge, skills and understanding.

• Ensure teachers offer extension opportunities / open-ended tasks to stimulate and further enrich learning whenever possible and encourage pupils’ independent learning and evaluation of their work to support them in becoming self-critical whenever possible in class and/or through homework activities.

• Provide professional development for staff that addresses the need to ensure there is appropriate provision for more able pupils and through the development of teaching and learning styles that take account of differentiation, enrichment and extension

• Organise effective assessment of pupils' potential and performance

• Monitor and report on individual pupil performance regularly

• Encourage pupils to enter local and national events and competitions •

Provide discreet pastoral care (where required) on an individual basis

• Provide mentoring, where appropriate

• Organise opportunities for more able pupils to work together

• Recognise, celebrate and reward the achievement of all pupils

• Liaise closely with parents

**Inclusion**

CF School will, as far as possible, ensure that the identification of pupils reflects the school’s cohort as a whole, in terms of gender, ethnicity, SEND and EAL. Teachers must set high expectations for all pupils and use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

• More able pupils

• Pupils with SEND

• Pupils with English as an additional language (EAL)

All children, and especially the more able, are motivated by the acquisition of knowledge and a love of learning. CF School provides a supportive and intellectually stimulating environment for more able, gifted and talented pupils to develop and fulfil their potential.