



AMESBURY SCHOOL
HINDHEAD

STRETCH AND CHALLENGE POLICY

Last updated: JG/Feb 26
Next update: JG/Jan 27

Stretch and Challenge Policy

1. Introduction

We are committed to enabling all our children, including those in the EYFS, to become:

Successful learners who:

- Enjoy learning and are inspired to find out more
- Try their best/aim high and are proud of their achievements
- Make excellent progress and succeed
- Gain high levels of English, Maths and Science
- Develop thinking, creativity and innovation skills

We aim to do this in an inspiring environment to which children contribute and where curiosity is fostered.

At Amesbury we believe all children are of equal worth and should have the opportunity to realise their potential.

As such, and in line with national guidelines, this policy addresses the needs of pupils who are identified as highly able. It is an integral part of the school's work to develop an inclusive environment in which all pupils can succeed.

2. Policy Development and Review

This policy will be reviewed once every 3 years, or when requested by staff, governors or parents.

2.1 Aims

Specifically in relation to highly able children this policy aims to:

- Identify highly able children throughout the curriculum
- Value and support highly able children.
- Provide opportunities within and outside the curriculum for highly able children to realise their potential.
- Undertake staff development and allocate resources to ensure effective provision for highly able children.

2.2 Definitions

The term highly able is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

3. Stretch and Challenge Policy

Within the school we recognise that highly able pupils can also be high achievers in a range of areas. We also recognise that those pupils who are highly able do not always show their ability to their full potential. Such pupils are more able even though their abilities may be hidden or remain as potential.

Academics : Intellectual ability, showing an aptitude in one or more of: English, Mathematics, Science. Able to work significantly above the Year Group expectations.

(NOTE. The register also includes a list of the top 10% in other academic subjects too).

Performing Arts and Co-Curricular: Artistic, creative, practical or physical ability, showing an aptitude in one or more of: Art, Music, Drama, PE, Sports, Dance.

3.1 Identification

Highly able pupils are identified by subject teachers by making a judgement based on an analysis of various sources of information including:

- Teacher assessment and results from summative tests.
- Teacher nomination (based on classroom observation, professional judgement, discussions with pupils, parents, work scrutiny)
- * Standardised testing results from CAT 4, English and Maths NTS testing, PTE and PTM tests
- Expert nomination from sport coaches or teachers of music, art and the performing arts
- Representation in sports or music at county level or beyond.

This information is collated by the Deputy Head Academic.

The Stretch and Challenge record is reviewed termly and updated.

3.2 Gifted and Talented Record

The Deputy Head Academic will keep a whole school record, sub divided by age group.

Children may move onto or off the Stretch and Challenge Record as appropriate during the course of their school life. However, teachers should be mindful of highly able pupils who are underachieving or not showing their true potential, ensuring they track their progress and provide appropriate opportunities.

Where children have been identified as highly able, teachers will inform parents where there are opportunities (particularly beyond the classroom), to extend and practise their skills, eg Enrichment or scholarship groups. They will also discuss ways in which parents can support the school in meeting their child's needs.

4. Organisational and in-class approaches

Important strategies include:

- Careful consideration of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of highly able pupils in some groups there will be pupils who have gifts and talents in all groups.

- The provision of opportunities for highly able pupils to work with pupils of similar ability. This may mean that it is appropriate for pupils to work with older pupils occasionally.
- Appropriate scaffolding of teaching and learning activities in all areas for learning. Scaffolding should provide activities requiring higher order thinking skills.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.

5. Out of class activities

The following are offered on a regular basis and, although these benefit a range of pupils, they are particularly apt for ensuring that pupils who have potential or have skills in these areas are given opportunities to practice and extend their skills.

- Scholarship groups
- Enrichment groups

- School clubs
- Musical and sporting activities.

6. Scholarships and Scholarship Groups

Where enquiries about scholarship (academic, sport, dance etc), are made by parents with regard to senior school entry and preparation, the following protocol will be followed.

1. Advice about whether to apply for scholarships should be directed to the Head who will then seek advice from the appropriate teacher(s).
2. Advice for timings, organisation, etc is best received from the senior school and accessed by the parent. Normally their scholarship policy is posted on their website.
3. Parents make a decision to apply or not based on 1 and 2, and then inform Amesbury. This ensures that Amesbury is best placed to support the application appropriately.
4. Pupils will attend scholarship sessions (either as focus groups within class or in addition to lessons). These sessions will be timetabled.

7. Equal Opportunities Statement

Teaching and learning in our school ensures that all children have appropriate opportunities to develop their own ideas and work regardless of ability, social and cultural background, religion, sexual orientation, physical or emotional needs.

In relation to highly able pupils, we ensure they have access to all aspects of the curriculum and school life and they are encouraged to take a full part. We will encourage pupils to fulfil their potential in those subjects in which they are more able, without reducing the breadth of their curriculum and personal experience.

8. Responsibilities, Monitoring and Evaluation

Heads of Department, Deputy Head-Teaching and Learning and the Deputy Head Academic are responsible for ensuring that provision, support and challenge meet the needs of highly able pupils in their subjects. They will track the progress of all pupils, including that of highly able children, to ensure that provision is appropriate.

Heads of Department and subject teachers will use pupil tracking data, termly, to monitor the success of strategies implemented to support pupils in their learning and identify pupils who do not make expected progress.

The Deputy Head Academic will maintain a whole school record for stretch and challenge and monitor overall provision for highly able children within school and report to the Head, teachers and governors when appropriate.

Heads of Department, The Deputy Head-Teaching and Learning and the Deputy Head Academic will advise on resources, enrichment opportunities and provide guidance, leadership in teaching and support the work of colleagues.

Lesson observations, the scrutiny of pupil work, questionnaires and evaluations by staff, children and parents, and governor visits to monitor aspects of school life are all ways that provision for stretch and challenge can be monitored at Amesbury.

9. Staff Development

Opportunities for training to provide an appropriate level of support and challenge for highly able children will be sorted, according to needs identified in Departmental Development Plans.