

Dream Believe Achieve

CHALLENGE POLICY VERSION 2

DATE OF ORIGINAL RATIFICATION: April 2014

DATE OF MOST RECENT REVIEW: April 2020

SUMMARY OF CHANGES AT LAST REVIEW

The Grange School
CHALLENGE POLICY
(incorporating our Gifted and Talented Policy)

INTRODUCTION

This policy is a statement of the entitlement of all pupils in our school to be provided with challenging learning opportunities. However, this policy also outlines our school's Gifted and Talented Policy and so, will make specific reference to Gifted, Talented and Exceptionally Able (GTEA) pupils throughout. It has been developed from reading and research, and through consultation with pupils, staff and Governors.

This policy reflects the commitment of the school to support all pupils, but especially our more able pupils. The Governors are aware of these needs and are committed to providing a budget that allows for effective provision for all pupils; especially the GTEA pupils in the school.

DEFINITION

Pupils are defined as '**Gifted**' if they have a particular exceptional talent in one, or many, academic subjects.

Pupils are defined as '**Talented**' if they have a particular exceptional talent in any Creative Arts subject or Physical Education.

Pupils are defined as '**Exceptionally Able**' if they are working above the highest levels expected of their peers in any area of the curriculum.

OUR AIMS

- ❖ To ensure that all pupils, and especially GTEA pupils, attain the highest levels of achievement they are capable of
- ❖ To support the abilities, personal qualities and talents of all pupils, especially GTEA pupils
- ❖ To ensure that all children receive an education, and a curriculum, appropriate to their abilities
- ❖ To provide teaching which makes learning challenging and enjoyable, beyond the high levels of challenge provided for all pupils
- ❖ To ensure that staff employ higher order thinking and questioning skills
- ❖ To ensure the effective recognition of potential in all pupils
- ❖ To recognise any under-achievement and to seek to remove it
- ❖ To stimulate pupils through extra-curricular activities and through curriculum enrichment
- ❖ To ensure that the curriculum constantly evolves in order to meet the needs of all pupils in our school

RECOGNITION

In our school, pupil performance is rigorously assessed, monitored and tracked. Pupils are assessed using a variety of methods, as outlined in our Assessment Policy. These assessments will aid the recognition of pupils with exceptional ability, and those who may be underachieving. In addition the following methods will be used:

- ❖ teacher observation and assessment
- ❖ analysis of learning behaviours; especially those characteristics that are typical of GTEA pupils
- ❖ background knowledge
- ❖ the expertise of the co-ordinator and Senior Leadership team in supporting the judgement of the teacher
 - ❖ peer nomination
 - ❖ parent nomination
 - ❖ pupil voice

No one single method can be entirely accurate and so, a variety of identification methods will always be used.

ORGANISATION OF PROVISION

All pupils are entitled to a challenging curriculum and because of this, it should rarely be necessary to meet the needs of GTEA pupils outside of their normal classroom environment. Acceleration is not recommended as a matter of course, because there may be social difficulties through differences in levels of maturity. It should always be possible to address the needs of GTEA pupils within the appropriate year group and it is the responsibility of class teachers to ensure that this happens. However, there may be times when it will be appropriate for pupils to work with older children, through specific curriculum projects and through visits to secondary schools. Mentoring is a valid means of supporting GTEA pupils, and the school will provide mentoring for any GTEA pupils that it is deemed require it. The school will provide mentors from both adults and other GTEA pupils within the school. The school particularly values pupil voice and opportunities for GTEA, and under-achieving, pupils to talk about their experiences and feelings are ensured.

CLASSWORK

Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. Teachers do not always simply move pupils onto a higher concept/skill, but plan opportunities for pupils to investigate concepts in more depth. It is crucial that all pupils are given opportunities to apply learned skills at regular intervals. These opportunities are always shown on planning documents.

Although pupils work in mixed-ability groupings as a matter of course in our school, it is important that GTEA pupils are sometimes given the opportunity to work with others of like ability. However the pupils are organised within a classroom, teachers should provide open-ended activities; especially those requiring higher order thinking skills. All pupils need to be challenged; and this is especially true of GTEA pupils. The role of the teacher is vital in challenging the thinking of the all pupils; especially GTEA pupils. Teachers employ Bloom's Taxonomy to ensure that a wide-range of thinking skills is employed by pupils. Teacher questioning is vital in ensuring challenge and Bloom's Taxonomy Question Stems ensure that teachers ask high-quality questions, designed to challenge pupils.

EXTRA-CURRICULAR ACTIVITIES

These are highly valued for all pupils and include:

1. Club activities – curriculum subjects, plus a range of activities to support those children with exceptional ability
2. Activity days
3. Day and residential visits
4. The use of specialists e.g. teachers from secondary schools, visiting artists and authors

CO-ORDINATING AND MONITORING

The following people can support this through regular reviews:

1. Senior Leadership team
2. Inclusion Manager
3. Subject Leaders will support teachers in their specific curriculum areas
4. The PHSE Leader will help to support pastoral issues
5. Governor with responsibility for GTEA pupils

The Senior Leadership Team will rigorously monitor provision for challenge in the school for all pupils; with the GTEA Leader monitoring provision for GTEA pupils specifically; guiding Subject Leaders to monitor provision within their own subjects. Under-achieving pupils may be identified through these processes and programs will always be implemented to raise attainment in these pupils.

The GTEA Leader will also maintain a GTEA Register, and will monitor, track and analyse the attainment of GTEA pupils, alongside Class Teachers.

Subject Leaders will also be aware of pupils with exceptional abilities within their own subject area. The monitoring and analysis of attainment of all pupils is the responsibility of the Senior Leadership Team and Class Teachers. Under-achieving pupils may be identified through these processes and

programs will always be implemented to raise attainment in these pupils.

REVIEW AND DEVELOPMENT

Each year the school will draw up a list of GTEA children in each year group. The staff will keep this list under constant review.

In addition there will be a register of under-achieving children. Class teachers will be given advice and support. The progress of both groups of pupils will be closely monitored and compared.

PARTNERSHIP WITH PARENTS

Parents and teachers will work together for the needs of all pupils. The school provides regular, planned-for opportunities for parents and teachers to communicate, (most notably at Parents' Evenings and annual reports) but also operates an 'open door' policy, ensuring that lines of communication are always open. Expectations around the role of parents are outlined in the Home/School Agreement.

SECONDARY TRANSFER

The school will liaise with local secondary schools to provide information on all pupils. The school will always communicate where GTEA pupils have exceptional skills and will ensure that secondary schools are aware of the needs of individual children.