

A nurturing inclusive learning community that enables everyone to be their best



CALTON
PRIMARY SCHOOL



CALTON
PLAYGROUP

CALTON PRIMARY SCHOOL AND PLAYGROUP CHALLENGE

**Approved by Committee Name
(LMP/TLA/BSW) Committee**

Next renewal date: (LMP/TLA/BSW) Term 2 22/23

Calton Primary School – Challenge Policy – TLS – Spring 2020 – review Spring 2022

We endeavour to develop each child's full potential in all areas, whether academic, artistic, physical, social or spiritual. We celebrate every child and actively encourage achievement, while allowing each pupil to learn in an environment which encourages all to maximise their potential, and at a pace that is appropriate for them.

1. Introduction - 1.1 Purpose of the Policy

- To benefit pupils, staff, governors and parents.
- To outline our school's approaches to challenge.
- To ensure provision matches statutory requirements.
- To examine teaching and learning strategies.
- To assist staff in their planning for challenge.
- To enable the Subject Leader, Head Teacher and Governors to identify priorities or issues pertaining to the position of Challenge in the school.

1.2 Nature of Challenge in the Curriculum

To be regarded as a more able pupil is to demonstrate a significantly higher level of ability than most pupils of the same age in one or more curriculum areas. Children who are assessed as 'working at greater depth' in academic subjects such as; Numeracy, Literacy and Science, may be referred to as gifted. Children who are more able in other subjects such as; Art, Sports and Music etc may be regarded as talented.

2. What we want the children at Calton Primary School to achieve

2.1 Aims

- Help our pupils to develop areas in which they show a greater ability than expected for their age.
- Provide teaching which makes learning challenging and enjoyable and which enables pupils to realise their potential.
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.
- Create an ethos where it is 'Okay to be bright'.

- Provide CPD opportunities for staff.
- Provide parental support and guidance.
- Provide links with other agencies that may help to develop the needs of these particular pupils.

2.2 Our school aim

- To provide an enriched curriculum for all children.
- To promote an environment where children are happy and confident to learn to the best of their ability.
- To identify and encourage the development of all children who show a gift or a talent.

3. Identification

More able pupils will be identified through teacher assessment and judgement. This professional assessment will be carried through:

- Analysis of information from a range of assessments.
- Discussion of pupils with colleagues including Teachers and Learning Partners, other appropriate adults and peers.
- Discussions with the child.
- Consultation with parents/carers.
- Ongoing assessment using open, challenging and differentiated tasks or questioning.
- Careful record keeping.
- Collation of evidence (i.e. individual pupil's work).

3.1 Strategy

We aim to give opportunity for enrichment and extension, through creating an ethos where children feel good about achieving high standards. We encourage all of our children to become independent learners, with high expectations for themselves. Through careful monitoring we establish the level of knowledge; understanding and skills pupils have to avoid any unnecessary repetition of work.

These aims are embodied in the following strategies, which are employed where appropriate.

Whole School

- Varied and flexible pupil groups, sometimes allowing more able pupils to work together, sometimes allowing time to take particular roles in mixed ability groups.

- Recognising achievement (teacher praise, space team points, whole school celebrations etc).
- Identification of characteristics that might indicate more able abilities within subject areas.
- Cross curricular links to deepen understanding and develop children's interests.

Classroom level

- Differentiation by task where necessary.
- Differentiation by outcome.
- Ensuring children are provided with a wide range of opportunities and challenges.
- Encouraging all pupils to become 'independent learners'.
- Carrying out unaided tasks that stretch their capabilities.
- Making independent choices about their work and how they organise it.
- Developing the ability to evaluate their work and so become self-critical.
- Enrichment – use of interesting materials and resources in and out of school, increased technical/specialist vocabulary, visiting experts, investigative work – to ensure the enjoyment of learning.
- Extension – problem solving activities, investigative work to develop reasoning and thinking skills, higher order and open ended questioning – to deepen understanding.

Outside school

We have open communication to provide parents with information about progress and strategies adopted, and give advice about specialist clubs, societies and National Associations and Internet sites that may be of interest to our pupils. The school also makes use of:

- Special skills of members of staff
- Visiting experts
- Educational support/visits

3.2 Monitoring

Able pupils' names will be kept on a register held by the Challenge Leader. This information will also be passed on to the appropriate curriculum team. Subject Extensions and enrichment opportunities will be identified and offered within their subject teams. Records will be kept of such activities and planning will be monitored, to see how the more able pupils are being catered for, and internal assessment will be used to track progress of more able pupils.

3.3 Role of the 'Challenge' Leader

Responsibilities will include:

- Arrangements for identification within school for all subject areas.
- Ensuring all staff involved with identified children know of their particular needs and are encouraged to make provision for them.
- That planning includes specific details of activities / expectations for more able children.
- Updating colleagues on best practice and new initiatives as they arise.
- The development of extension and enrichment materials
- The recruitment of specialist help or expertise as required

3.4 Role of the Leadership Team

- Carry out pupil progress meetings with staff 6 x per year
- Collate and report on more able progress

Review

This policy will be reviewed every 3 years from the date stated below.

Spring 2020