



## Stonelow Challenge Policy

Date	Review	Responsible	Named Governor
October 2024	October 2026	Catherine Byard	David Howell

### Rationale

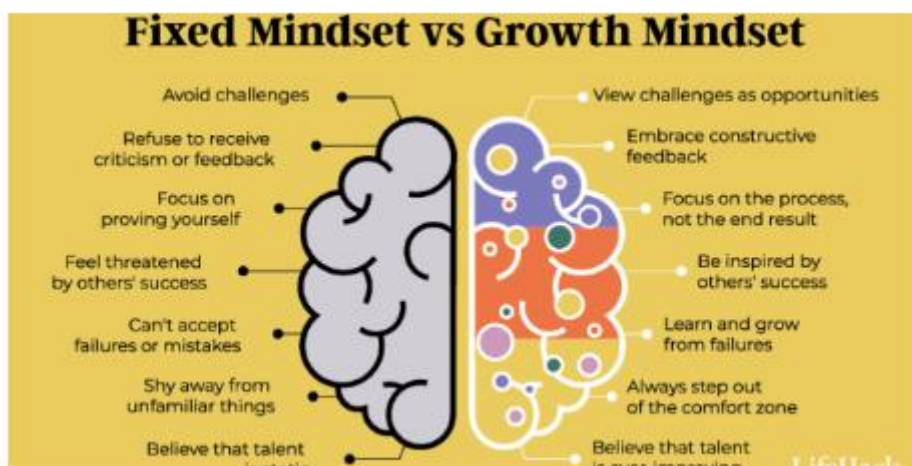
Stonelow Junior School believes that all children are special and unique. We are committed to ensuring that all children achieve their potential through their experience of a curriculum which is highly motivating and which provides opportunities for challenge and high levels of attainment.

We believe that a child's abilities are not fixed but can be developed through experience and challenge - "The Growth Mindset", (C. Dweck). Therefore, we support children in their engagement:

developing self-belief and a positive or Growth Mindset;

providing a personalised curriculum for developing knowledge, understanding and skills, and experience:

providing diverse and inspiring enrichment opportunities, thereby providing all children with challenge and access to higher levels of attainment.



## **Aims**

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of attainment for all pupils
- Greater enterprise, self-reliance and independence for all pupils
- Securing pupils' entitlement to a suitably personalised and challenging learning experience that engages with their needs and interests

## **Definitions**

In line with the concept of a Growth Mindset we do not define children as able, gifted or talented but refer instead to their current levels of attainment and abilities in different areas of the Curriculum.

Staff track children's attainment using on-going class-based assessments (formative) and regular more-formal testing (summative). Tracking is used to plan for supporting pupils in maintaining and improving their attainment throughout lessons, weeks and years.

By recognising each pupil as a unique individual whose current levels of attainment in any area are not fixed, a pupil's learning experience is personalised within our framework of provision. At Stonelaw we ensure that we do this within a subject as well as between subjects. For example, a pupil may excel in a certain area of maths such as shape, space and measures.

## **Provision**

All pupils experience appropriate levels of challenge and enrichment through "quality first teaching", personalised learning in the classroom and in extra-curricular activities.

Classroom practices promote a Growth Mindset, Engagement and Resilience of all pupils

Mixed attainment classes and use by staff of language of attainment, challenge and greater depth learning. Staff will also use the language of targets and up-levelling work

Flexible groupings: use of teacher and self-assessment e.g. using questions within lesson to identify whether a pupil is ready to work independently or needs support.

Embedding equal engagement of girls and boys by having a high level of awareness of questioning techniques.

Teaching and using language of Growth Mindset concepts

Sharing of Daily affirmations in the morning

Teaching "challenge awareness" e.g. awareness of "the learning pit"; promotion of resilient role-models. Challenge is included as a weekly focus each half-term.

Reframing of adult and pupil talk e.g. adding "yet" (e.g. I can't do it...yet, display don't say this...do say that...); building self-esteem and response to negative self-talk.

Valuing mistakes. Teaching the difference between errors and misconceptions. Modelling risk-taking and addressing fear of mistakes

Challenge weekly focus each half-term

Challenge cards changed weekly in each class

'Ten page targets' in books

'In the moment' challenges and targets through feedback and marking

## Planning

Planning provides a progressive curriculum to promote attainment from below to above age related expectations.

We ensure higher attaining pupils are planned for and receive feedback for challenge and progress. We use flexible lessons structures and varied questioning so that any pupil within the class can attain at the highest level.

Planned activities across the curriculum involve higher order thinking skills: analysing, evaluating, creating (Bloom's Taxonomy).

# Effective Learning

Bloom's Taxonomy: levels of understanding

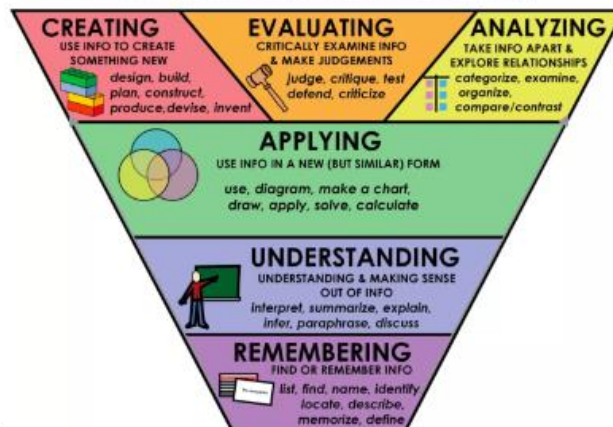


Illustration: Rawia Inaim

Posted by @addyosmani

We use cross-curricular activities to consolidate learning and motivate pupils e.g. maths skills in science/PE/Computing.

Termly behaviour of learning assessment highlights pupils who struggle with learning from mistakes, resilience and persistence etc and ensure that staff have an awareness of this and can plan strategies to develop these skills.

### **An inspiring and enriched Curriculum for all**

1) Regular, shared class-experiences provide knowledge, skills and understanding and enjoyment. All pupils require inspiring experiences to promote self-confidence and self-knowledge and to facilitate talk and writing. Planning includes: trips for local and regional experiences; visiting experts and range of materials and resources; visits/workshops from poets, writers, artists, actors, dancers; use of subject specialists (e.g. art, dance).

2) Enrichment includes links with outside agencies (e.g. music tuition, sports coaches); clubs at lunchtime or after school, covering academic as well as other activities - school musical; participation in special competitions; cluster activities with other schools.

### **Provision for Challenge will demonstrate the following:**

#### **Commitment to Equalities**

The school is committed to ensuring there is equality of opportunity for all pupils, including equality of access for all pupils to higher attainment (See Single Equality Policy).

We will monitor provision for higher attaining pupils by a variety of criteria (FSM; MEO [Minority Ethnic Origin]; EAL, gender). We will ensure that children with English as an Additional Language are not disadvantaged through their linguistic capability. We will ensure good liaison with parents to ensure their child's needs are fully understood

Named Lead and Named Governor The Challenge Lead for our school is Catherine Byard. A named governor will be appointed to support the co-ordinator and keep this a high-profile area.

#### **Continuing Professional Development**

There will be appropriate training for all staff; involvement in cluster co-ordinator meetings and training initiatives

#### **Process for Development and Review**

Our commitment to challenge all pupils to achieve as highly as possible is reflected in our School Improvement Plan with clearly identified monitoring and evaluation opportunities

The success of the school's provision will be reviewed annually. This policy will be reviewed every four years, or sooner as required.

### **What does challenge look like at Stonelaw?**

We want all our pupils to work independently. Think of new ideas, reason, question, research and apply their skills. In order to help them to do this we incorporate challenge into every lesson.

<b>Maths</b>	<b>English</b>	<b>Curriculum</b>
Planning reflects challenge built in throughout each lesson	Re-writing sentences to up-level / include more challenging vocabulary	Peer support - most able to support less able
Encouraging children to explain answers to develop deeper thinking	Providing 'limits' to challenge children [eg a sentence with a certain amount of words in a GAPS lesson] and encourage them to re-think and refine	Pupils to talk through their learning [eg explain their technique and what to improve in P.E.]
Planning in word problems for application of skills	Outcomes for different audiences / purposes	Target setting - setting and achieving personal goals
Having topic 'experts' to support and help other pupils	Maths challenge question stuck in books at beginning of lesson to work through throughout the lesson	Competition
Pink pen correction / thesaurus	Create own questions	Outcomes for different audiences / purposes
Vocabulary pyramid	Word problems / explaining	Pupils as the 'historian' 'scientist' etc
Editing	3 tiers of vocabulary	Home research in lesson / assembly - can you go home and find me the answer?
	Clear purpose	Open ended questions in science - creating own investigations
	Peer mentoring / partner talk [explaining how you know]	
Pupils explaining / clarifying Ethos of learning from mistakes Verbal challenge Live marking Subject specialists in class for different lessons [ extra 'teacher in the room' ] <b>Purpose and audience</b> English and maths desk challenges Daily challenge games Daily challenges and games <b>Effective target setting - 10 page target</b> <b>Blooms taxonomy shared and used</b> <b>Effective higher level questioning</b>		

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