



## Gartree High School

### Stretch and Challenge Policy

#### Rationale

At Gartree we want to raise the standards of all our students whilst realising that some may need inspiring, nurturing and encouraging in the process. We want to ensure that students have the opportunity to achieve their full potential in a challenging and supportive learning environment.

There should be a focus on preventing underachievement and ensuring that all students have access to activities and teaching that appropriately challenges them. Within this focus, more able learners who have demonstrated high achievement, and whose assessments indicate possible future high achievement should be identified by school and supported in their further development.

We therefore need to make sure that

- We provide enriching subject opportunities that may encourage further learning both in and out of the classroom.
- Lessons are differentiated with links to higher order thinking and learning skills for the more able students making them suitably challenging for all.
- Departments are monitoring the progress of students as individuals, as part of a group including the more able and vulnerable groups and as a wider teaching and learning within their departments.

#### Aims

Stretch and challenge at Gartree aims to

- Create an ethos in school that assures students are capable of realizing their personal expectations and aspirations.
- Ensure that all students achieve their full potential according to school predictive data.
- Stretch and challenge all our students, including students in vulnerable groups within subjects by the development and use of learning activities that provide an opportunity to work at a higher cognitive level.
- Ensure that the most able are being stretched and challenged through a wide and varied curriculum.
- Provide access to extra curricular opportunities that stimulate and promote further learning.

## **Identification**

The more able student is a learner whose current or previously measured levels of performance surpass those of their peers. We should also be aware that some students may possess this potential but may not be indicating this in their current performance.

The most able student at Gartree is likely to be achieving or has the potential to achieve in a number of subject areas and their identification as a cohort is by the following

- Predictive data (CAT SAS scores 116+ and FFT5 GCSE indicators)
- Teacher mastery assessment (Number of subjects in which students are accomplished)
- Standardised national tests (Previous High Attainment at KS2 Level 5+)
- Additional assessment scores e.g. end of year exam results

Identification and progress of all most able students is reviewed after each data collection point in the academic year and allows for entry to the cohort at any point by other students.

## **Provision**

Departmental focus on schemes of work ensure that stretch and challenge is embedded in lessons using a wide range of teaching strategies. Lesson observations should indicate that this is demonstrated across the school.

Departments should liaise with the Lead teacher for Stretch and Challenge to ensure extra-curricular opportunities for more able students are being offered.

Lead Teacher for Stretch and Challenge initiates opportunities for Gartree's most able students to inspire and challenge understanding and experiences.

## **Impact**

Impact is ultimately monitored by outcome in terms of individual progress made. Changes in student motivation, whilst not a measurable quantity, should be noted by staff and suitable intervention prescribed.

Individual student and most able cohort tracking should be on a multi level including subject teacher, Head of Department, Lead teacher for Stretch and Challenge and members of the Senior Team.

Regular feedback from students is essential to provide an enjoyable but challenging overall education at Gartree.

## **Appendix 1**

### **Selection of most able students for enrichment activities**

Most able pupils at Gartree High School are selected to receive an invitation for academic enrichment activities based on their initial selection from the end of the previous academic year as below.

**Previous high attainment at KS2**

**CAT score 116+**

**Number of accomplished subjects at the end of the academic year**

*And in addition to this ...*

**Current academic ability from the most recent teacher assessments.**

This is to ensure that those most able students, including those currently underperforming, are given the enrichment opportunity in addition to those currently working beyond teacher expectations.

This is a strict ruling with criteria to ensure that students within this group have equal opportunity to attend. If additional places are made available these will be offered in ability order from the most recent academic data or by teacher nomination that reflects current working attitude and ability. Poor behaviour across the school will result in students not being able to attend trips as it is important that the school is reflected in a positive way when we leave the site and enter the community.

It is never our intention as a school to exclude students from an activity. A selection criteria for this group of students is necessary to ensure that their academic and aspirational needs are met.