



ELIZABETH GARRETT ANDERSON SCHOOL

Stretch and Challenge Policy

Context

At Elizabeth Garrett Anderson School we aim to add value to the learning of students of all abilities. This is achieved in lessons that are good and outstanding and by assessment methods that are accurate, continuous and signpost early the need for effective intervention.

Aim

The aim of this policy is to provide guidance and support for teachers to ensure our higher achieving students are effectively challenged.

Higher Achieving Students

When identifying students who are of higher ability in specific subject areas it is important to consider all students and include those who:

- are bilingual learners where the acquisition of English Language impacts on current attainment
- have the potential to achieve very highly but for other reasons have not yet shown high levels of attainment

Across the school the higher achieving cohort is likely to represent the ethnic makeup of the school.

Research has shown nationally higher achieving students who are not being effectively challenged exhibit the following traits:

- become easily bored/distracted with repetitive tasks
- challenge rules/authority where the reason for the rule is unclear
- make creative contributions to discussions/debates
- think creatively and suggest ideas and thoughts spontaneously
- may appear to “daydream”

Identifying the higher achieving cohort

- Baseline data (K.S.2 results and cognitive ability test (CATs) results) and internal assessment data is circulated to all Heads of Faculty. There is discussion within faculties about higher achieving students
- Subject data collected according to the agreed assessment cycle

Meeting the needs of higher achieving students

Our higher achieving students make most progress when their experiences in lessons challenge them to learn / make progress and achieve highly and these experiences are combined with a variety of extra-curricular opportunities designed to engage their interest and develop their knowledge and skills.

As a school our curriculum is designed to support and stretch these students in the following ways:

- Flexible grouping in some subjects by achievement level
- The opportunity to take additional subjects after school, both in school and in partnership across Islington
- Starting GCSE options in Year 9, facilitating AS/Advanced courses for some students

- A flexible options system where individual student needs and interests drive the structure of the offer
- An options system that offers a wide range of subjects and accreditation routes
- Development of personal learning and thinking skills (PLTs) in skills sessions in K.S.3

As teachers we support higher ability students' lessons using the following differential approaches which aim to stretch and challenge students' thinking rather than make them do more of the same.

- Leadership opportunities
- Open ended research projects
- Students preparing and delivering lessons
- Assessment for learning approaches
- Engaging the students in planning the delivery of their learning
- Questioning techniques to challenge their thinking and encourage deep learning
- Web based project work
- Group work

The range of extracurricular opportunities which are available to these students, include:

- A programme of vertically grouped master classes offered to our higher ability students across subject areas
- A wide range of music clubs including choir, jazz band and string group
- The opportunity to join student council teams to develop leadership skills.
- A wide range of other clubs that engage students' interest and develop skills in a broad range of areas including debating, photography and dance.
- A range of subject based clubs to develop and stretch knowledge and understanding
- Visits to universities.
- A wide range of other educational and cultural trips and visits.

Roles and Responsibilities

School

As a school, we have the following responsibilities with respect to higher achieving students:

- Provide a curriculum that engages, stretches and challenges
- Identify students who are our higher achieving across subject areas
- Inform parents that their child is a high achiever and inform them of the ways we plan to support them
- Provide a wide range of extra-curricular experiences students can choose to join.
- Monitor the progress of the cohort and intervene to ensure they achieve their potential.
- Provide development opportunities for teachers around best practice for the higher achieving
- Provide links between higher achieving students of all ages within school
- Build links with higher achieving students in other schools

Teachers

Teachers have the following responsibilities with respect to higher achieving students:

- Use the available baseline data and subject assessment data to inform planning to challenge those with high prior attainment.
- Deliver lessons that are differentiated to meet the needs of all the students in the class
- Include activities in lessons that challenge students to develop their critical thinking skills
- Assess the progress of the students, intervening as needed to ensure good progress
- Seek advice from subject leaders and the teaching and learning team on developing classroom practice

Heads of Subject/Department/Faculty

Heads of Subject/ Department /Faculty have the following responsibilities with respect to higher achieving students:

- Develop the curriculum to meet the needs of all students
- Monitor the quality of teaching and learning in the subject.
- Monitor the progress of the higher achieving students across the departments
- Provide support and development opportunities for the subject team in order to improve classroom practice
- Offer extracurricular opportunities which the students can join to further develop their knowledge/skills/engagement

Tutors

Tutors have the following responsibilities with respect to higher achieving students:

- Monitor the progress of students in their tutor group, across all subjects, intervening as needed.
- Liaise with parents to support learning and development.
- Use tutor time to further develop students' thinking skills and wider awareness
- Discuss the progress of these students with the Head of House

Heads of House

Heads of House have the following responsibilities with respect to higher achieving students:

- Monitor the progress of higher achieving across all subjects liaising with Heads of Faculty and pupil support panel to coordinate interventions to ensure good progress.
- Monitor the social and emotional development of the students.
- Nurture the higher achieving cohort in the House.
- Monitor the attendance at extracurricular activities and encourage the students to join in the appropriate opportunities.
- Coordinate the tutor time to support the higher achieving
- Develop an ethos of striving to succeed and improve in the House

Line Managers

Line managers have the following responsibilities with respect to the higher achieving students:

- Discuss the progress groups of students with Heads of Faculty and Heads of Year during line management meetings and reviews.
- Support Heads of Faculty and Heads of House in developing the practice of their team to best meet the needs of students with high achievement
- Discuss the extracurricular offer and take up by students.

Senior leadership - Designated person (Andy Jones)

- Ensure the stretch and challenge student policy is in place and implemented
- Advise on suitable strategies to support and challenge students with high achievement
- Ensure faculties are clear which students have achieved highly in their subject areas and across the school

Support and advice can be found in school from:

The Teaching and Learning team: Andy Jones/Holly Wilkins

SEND team: SENCo Janette Goss, HLTA Bryony Thorne