

**STRETCH & CHALLENGE POLICY**

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| Ratified by the Governing Body on: |  |
| Review Date: |  |

**STRETCH & CHALLENGE POLICY**

**SHENFIELD HIGH SCHOOL**

**Beliefs and Values**

At Shenfield High School we believe that all young people are entitled to an education that will enable them to develop their full potential. With this in mind we are fully committed to raising aspiration through an appropriately challenging curriculum for all our pupils.

We recognise that pupils of all abilities, including our most able, are entitled to an education that stretches and challenges them in order to support and nurture their Gifts and Talents. This policy aims to set out the following:

* How we identify our Able, Gifted & Talented pupils.
* Our arrangements for coordinating the provision of Able, Gifted & Talented education.
* Staff responsibilities relating to Gifted & Talented education

**Identification**

We identify our Able, Gifted and Talented pupils as those who attain, or have the potential to attain, a standard substantially higher than other children of their age. Gifted and Talented pupils will generally excel, or have the potential to excel, in one or more of the following areas:

* Intellectual ability
* Creative thinking
* Specific subject(s), e.g. maths or languages
* Physical education
* Visual or performing arts
* Inter-personal and social skills.

All members of staff are responsible for identifying pupils’ abilities. Identification is a continuous process and our gifted and talented register is regularly updated in line with students’ levels of attainment.

We use a range of strategies to identify Gifted and Talented pupils, including teacher observation, the use of standardised test data and assessment information including Mensa tests, work scrutiny, information supplied by outside agencies and or extra-curricular organisations, and information supplied by a pupil’s primary school upon transfer. Once a pupil is identified as Gifted and Talented, he or she will be included on the school’s Gifted and Talented register.

# More Able

* Students who achieve, or have the ability to achieve, above average in one or more academicsubject areas.

* Typically, students who have demonstrated ability through prior statutory testing, gaining level 5/6 in both KS2 English and Maths, with the potential to obtain A/A\* at the end of KS4.
* For the September 2016 year 7 Cohort we do not have KS2 levels data and so we need to gain an average score for English and Maths using the data provided from the feeder schools.

# Gifted

* Students who achieve, or have the ability to achieve, above average in one or more academic subjects and have demonstrated cognitive ability through standardised testing e.g. CAT tests.

* Typically, students who, in addition to meeting the criteria for More Able, score an average of 115+ across all three cognitive ability tests, or a score of 126+ in any one test and/or those students who demonstrate significant ability from internal tests/exams.

# Talented

* Students who demonstrate ability or potential in one or more skills, whether artistic, musical, sporting or interpersonal, as measured by actual or potential achievement.

* Typically, those students who exhibit ability above average in one or more of the subjects of art, music, drama or PE.

# Exceptionally Gifted

* A cohort of highly gifted individuals within the top 2% nationally as measured by standardised tests e.g. Mensa test.

* Typically, those students measured with cognitive ability 2 standard deviations above the mean, with an IQ of 148+.

# Dual Exceptionality

* Students who are identified as Able, Gifted & Talented who have a disability, sensory impairment or learning difficulty.

* Typically, students identified on both the Able, Gifted & Talented and SEN registers.

# Equal Opportunities

Shenfield High School will, as far as possible, ensure that the identification of students reflects the school’s cohort as a whole, in terms of gender, ethnicity, SEN and socioeconomic background.

**Provision**

Our Able, Gifted and Talented pupils are supported through classroom differentiation, whole-school provision and out-of-school provision. Staff at Shenfield High School are committed to ensuring lessons stimulate, challenge, excite, and encourage active pupil participation. We offer pupils a rich, challenging and differentiated curriculum, in which all students, including gifted and talented students, can become inquisitive and independent learners.

Our whole-school provision extends learning beyond subject teaching to include preparation for further/higher education and the world of work, and our out-of-school provision offers an extensive array of visits and speakers to broaden the individual’s learning experience.

# Arrangements for Co-ordinating Provision

* The appointment of a named individual to coordinate the school’s response to meeting the needs of Gifted and/or Talented pupils.
* The identification of a key person (Stretch & Challenge Champion) in each curriculum area to liaise with the Able*,* Gifted and Talented Coordinator to establish mechanisms for coordinating and monitoring progress of the Gifted and Talented pupils within their department.
* All Schemes of Work are planned by heads of departments and/or S&C Champions to include specific curricular and enrichment material that provides adequate stretch and challenge for pupils.
* Awareness amongst all staff of their role in the identification of Able, Gifted and Talented pupils based on subject-specific criteria and the need to make the curriculum sufficiently challenging.
* A register of Able, Gifted and Talented pupils established by the Able*,* Gifted and Talented Coordinator and published to all curriculum areas.
* Continuing professional development for staff that addresses the implications of more Gifted and Talented pupils that develop teaching and learning styles, take account of differentiation, and offer enrichment and extension.
* The regular monitoring and reporting, by and to the Able*,* Gifted and Talented Coordinator, of individual student performance including mechanisms to identify and address under achievement.
* The provision of mentoring and discrete pastoral care (where required) on an individual basis.
* Opportunities for Gifted and Talented pupils to take part in extra-curricular activities, including visits to universities, and collaborative work.
* Recognition, celebration and rewarding of achievement of all pupils.
* The provision of differentiation through enrichment/extension activities and tasks that promote cognitive abilities, adding breadth, depth and complexity to thinking skills.

**Responsibilities**

# All staff

* Identifying students who should be on the G&T register and referring them to the G&T coordinator for assessment.
* Ensuring Able, Gifted and Talented students are considered in every aspect of their planning.
* Delivering lessons that stimulate, interest, challenge, inform, excite and engage learners to actively participate.

# Stretch & Challenge Champions/Heads of Departments

* To prepare, in conjunction with their department, subject-specific criteria.
* To identify pupils who meet the criteria and pass these names onto the Able,Gifted and Talented Coordinator.
* To provide schemes of work that contain enrichment/extension material for identified pupils.
* To ensure that teachers have registers that recognise who has been identified.
* To ensure that the enrichment/extension material is being used by subject teachers in their planning and delivered within lessons.
* Supporting staff in the preparation and delivery of appropriate Able, Gifted and Talented activities.

# Gifted and Talented Coordinator

* To prepare, from prior attainment data, test scores, and teacher nomination, and maintain throughout the year, a register of the Able, Gifted & Talented pupils each cohort year.
* To categorise this information and communicate back to all teaching staff.
* To assist the Stretch & Challenge champions from curriculum departments in identifying and monitoring Able, Gifted & Talented pupils.
* To liaise with Stretch & Challenge champions to establish mechanisms for intervention (where required) of Able, Gifted & Talented pupils.
* To liaise with Stretch & Challenge champions/Heads of Department to promote and encourage Schemes of Work that suitably challenge our Able, Gifted & Talented.
* To coordinate and/or offer mentoring to students when required.
* To coordinate and/or deliver enrichment opportunities for Able, Gifted & Talented pupils.
* To ensure that the professional development programme includes relevant aspects of Able, Gifted and Talented provision.
* To ensure that this policy is implemented in line with whole school procedure and senior leadership instructions.

# Principal and Senior Managers

* To work with and support the Able*,* Gifted and Talented Coordinator in overseeing the process of G&T provision.
* To include items concerning provision for Gifted and/or Talented pupils on meeting agendas.
* To ensure that the G&T coordinator implements the policy and coordinates the monitoring of progress.
* To ensure that the professional development programme for all staff includes relevant aspects of Gifted and Talented provision.

**Appendix A**

**Subject Specific Criteria**

# Able*,* Gifted and Talented Pupils in Art and Design

* Think and express themselves in creative, original ways.
* Have a strong desire to create in a visual form.
* Push the boundaries of normal processes.
* Show a passionate interest in the world of art and design.
* Use materials, tools and techniques skilfully and learn new approaches easily.
* Initiate ideas and define problems.
* Critically evaluate visual work and other information.
* Exploit the characteristics of materials and processes.
* Understand that ideas and meanings in their own and others' work can be interpreted in different ways.

**Able*,* Gifted and Talented Pupils in Design and Technology**

Show high levels of technological understanding and application.

* Show high-quality making and precise practical skills.
* Have flashes of inspiration and highly original or innovative ideas.
* Show different ways of working or different approaches to issues.
* Are sensitive to aesthetic, social and cultural issues when designing and evaluating.
* Are capable of rigorous analysis and interpretation of products.
* Get frustrated when a teacher demands that they follow a rigid design-and- make process.
* Work comfortably in contexts beyond their own experience and empathise with users’ and clients’ needs and wants.
* Reflect on their own thinking and learning and are self-critical in a constructive manner.
* Relate novel ideas to familiar ones and use their knowledge and skill to act on them with 2D and/or 3D modelling.

# Able,Gifted and Talented Pupils in English

* Demonstrate close reading skills and attention to detail.
* Are more sensitive to the nuances of languages as they attempt to make meaning through their own writing, drawing on the models of texts they have read.
* Are more fluent and confident readers, possibly having read a broader range of texts (though not necessarily just fiction texts).
* Give readier, incisive critical responses, displaying more marked pleasure and involvement in language tasks than other pupils.
* Are able to read with meaning, drawing on inference and deduction –

“reading between the lines”.

* Are able to articulate their insights by speaking more confidently and precisely about their own writing intentions, or those of other writers they have read.
* Are able to approach writing tasks more thoughtfully and make more careful preparation for them, readily considering issues such as the way in which the text type fits the purpose, and making more precise choices of language.
* Are able to explain how their written work can be improved.
* Are able to make relationships between different sorts of texts already read, and chose future reading with greater purpose.
* Are able to reflect carefully on the sorts of language and linguistic engagement they are encountering, and have some insight into their own abilities.
* Are able to research, compare and synthesise information from a range of different sources, including ICT.
* Write or talk in imaginative and coherent ways.
* Create and sustain accounts and reasoned arguments.
* Justify opinions convincingly, and challenge other points of view.

# Able*,* Gifted and Talented Pupils in Geography

* Understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions, i.e. exhibit conceptual knowledge.
* Communicate effectively using both the written and the spoken word.
* Reason, argue and think logically, showing an ability to manipulate abstract symbols and recognise patterns and sequences.
* Enjoy using graphs, charts, maps, diagrams and other visual methods to present information.
* Are confident and contribute effectively when taking part in less formal teaching situation.
* Relate well to other people, showing an ability to lead, manage and influence others, appreciating and understanding others’ views, attitudes and feelings.
* Have more highly developed value system than most pupils of their age.
* Have a wide-ranging general knowledge about the world.
* Are able to transfer knowledge from one subject matter to another.
* Are creative and original in their thinking, frequently going beyond the obvious solution to a problem.

# Able*,* Gifted and Talented Pupils in History

* Perform at levels of literacy that are advanced for their age.
* Show particular skill at inference and deduction when reading texts.
* Synthesise information to present a cogent summary.
* Use subject-specific vocabulary confidently.
* Follow and contribute effectively to a line of argument in discussion by making relevant contributions and substantiating points with evidence.
* Access complex source materials with growing independence.
* Have an extensive general knowledge, including a significant amount of historical knowledge.
* Develop with ease a chronological framework within which to place existing and new knowledge.
* Demonstrate a strong sense of period as a result of study.
* Grasp quickly the role of criteria in formulating and articulating a historical explanation or argument.
* Understand and apply historical concepts to their study of history.
* Are able to draw generalisations and conclusions from a range of sources and evidence.
* Appreciate that answers arrived at depend largely on the questions asked.
* Recognise how other disciplines can contribute to the study of history and draw readily on what they learn in other subjects to enhance their historical understanding.
* Are able to establish and follow a line of enquiry, identifying and using relevant information.
* Are good at reasoning and problem-solving.
* Think flexibly, creatively and imaginatively.
* Show discrimination when selecting facts and evaluating historical evidence.
* Manipulate historical evidence and information well.
* Appreciate the nature of historical enquiry.
* Question subject matter in a challenging way.
* Are intrigued by similarities and differences between different people’s experiences, times and places and other features of the past.
* Thrive on controversy, mystery and problems of evidence.
* Show resourcefulness and determination when pursing a line of enquiry.

# Able,Gifted and Talented Pupils in ICT

* Show ICT capability above that expected for their age.
* Learn and applying new ICT techniques quickly.
* Use initiative to exploit the potential of more advanced feature of ICT tools.
* Transfer and apply ICT skills and techniques confidently in new contexts.
* Explore independently beyond the given breadth of an ICT topic.
* Initiate ideas and solve problems, use ICT effectively and creatively.
* Develop systems that meet personal needs and interest.

**Able*,* Gifted and Talented Pupils in Mathematics**  Learn and understand mathematical ideas quickly.

* Work systematically and accurately.
* Are more analytical.
* Think logically and see mathematical relationships.
* Make connections between the concepts they have learned.
* Identify patterns easily.
* Apply their knowledge to new or unfamiliar contexts.
* Communicate their reasoning and justify their methods.
* Ask questions that show clear understanding of, and curiosity about, mathematics.
* Take a creative approach to solving mathematical problems.
* Sustain their concentration throughout longer tasks and persist in seeking solutions.
* Are more adept at posing their own questions and pursuing lines of enquiry.

# Able*,* Gifted and Talented Pupils in Modern Foreign Languages

* Show interest in “difference” – openness and empathy to foreign cultures.
* Have a good memory.
* Have a mastery of a first language.
* Have a strong desire to put language together by themselves.
* Show creativity and imagination when using language.
* Have a natural feel and flair for languages.
* Pick up new languages and structures quickly.
* Make connections and classify words and structures to help them learn more efficiently.
* Seek solutions and ask further questions.
* Have an insight into their own learning style and preference.
* Show an intense interest in the culture features of the language being studied.
* Show curiosity about how language works.
* Exhibit the ability to extrapolate general rules from samples.
* Use technical language to discuss language.
* Show attention to detail, and are keen to produce accurate language.

# Able*,* Gifted and Talented Pupils in Music

* Are captivated by sound and engage fully with music.
* Select an instrument with care and are then unwilling to relinquish the instrument.
* Find it difficult not to respond physically to music.
* Memorise music quickly without any apparent effort, and are able to repeat more complex rhythmical and melodic phrases given by the teacher.
* Sing and play music with a natural awareness of the musical phrase.
* Demonstrate the ability to communicate through music, for example sing with musical expression and confidence.
* Show strong preferences, single-mindedness and a sustained inner drive to make music.

# Able*,* Gifted and Talented Pupils in Physical Education

* Perform exceptionally well in one sport or to a good standard in many.
* Show good spatial awareness.
* Have skilful body management.
* Learn, understand and adopt technical aspects of a sport very quickly.
* Make correct decisions in pressure situations and adapting their technique accordingly.
* Have the ability to work independently and with initiative.
* Has very good levels of physical fitness.

# Able*,* Gifted and Talented Pupils in Social Sciences

* Show high levels of insights into, and discernment beyond, the obvious and the ordinary.
* Make sense of, and drawing meaning from, religious symbols, metaphors, texts and practices.
* Are sensitive to, or aware of, the numinous or the mystery of life, and have a feeling for how these are explored and expressed.
* Understand, apply and transfer ideas across topics and into other religious, social and cultural contexts.
* Have highly-developed skills of comprehension, analysis and research.
* Have the competence to read a source and be able to select all the key points easily.
* Show quickness of understanding and depth of thought.
* Shows a mature understanding of the issues relevant to our wide ranging curriculum

**Able*,* Gifted and Talented Pupils in Science**   Are imaginative.

* Read widely, particularly science or science fiction.
* Have scientific hobbies and/or are members of scientific clubs and societies.
* Are extremely interested in finding out more about themselves and things around them.
* Enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena.
* Are able to sustain their interest and go beyond an obvious answer to underlying mechanisms and greater depth.
* Are inquisitive about how things work and why things happen.
* Ask many questions, suggesting that they are willing to hypothesise and Speculate.
* Use different strategies for finding things out, and are able to miss out steps when reasoning the answers to problems.
* Think logically, providing plausible explanations for phenomena.
* Put forward objective arguments, using combinations of evidence and creative ideas, and question other people’s conclusions.
* Decide quickly how to investigate fairly and manipulate variables.
* Consider alternative suggestions and strategies for investigations.
* Analyse data or observations and spot patterns easily.
* Strive for maximum accuracy in measurements of all sorts, and take pleasure, for example, from reading gauges as accurately as possible.
* Make connections quickly between facts and concepts they have learned,

using more extensive vocabulary than their peers.

* Think abstractly at an earlier age than usual and understand models and use modelling to explain ideas and observations.
* Understand the concepts of reliability and validity when drawing conclusions from evidence.
* Are easily bored by over-repetition of basic ideas.
* Enjoy challenges and problem-solving, while often being self-critical.
* Enjoy talking to the teacher about new information or ideas.
* Show intense interest in one particular area of science.
* Make good use of specific subject words and vocabulary.
* Process complex information and data quickly.

Business Studies

The main elements of what G&A students have is:

* To consistently apply the technical terms associated to the subject when discussing the behaviour and reasoning of business behaviour.
* An ability to apply the theory of business activity to case study information to help analyse the advantages and/or disadvantages of certain actions in context.
* To be able to recommend to businesses the best strategy for them to follow to achieve their aims and objectives.
* To be able to justify their recommendations when faced with competing arguments, explaining why one decision outweighs the other.
* Independently support their learning through the application of classroom theory to real world business examples.

*Drama*

Gifted and Talented in Drama Selection Process

* A student who is dedicated to the subject through consistent commitment to extra-curricular opportunities
* A student who shows a passion in the subject and motivation in meeting or exceeding their targeted grade
* A student who is dedicated to helping out the department
* A student who is able to autonomously take a directorial role during practical tasks and contributes a range of original ideas to devising work
* A student who commits to performances, displaying confidence and enthusiasm
* A student that can sustain an engaging character, demonstrating a range of performance techniques
* A student who can adopt and sustain convincingly a wide range of roles/characters.
* Work productively as part of an ensemble
* Demonstrate the ability to develop a piece of devised work into a polished performance piece.
* Recognise and articulate strengths and weaknesses in a piece of work and suggest areas for improvement.
* A student who is achieving a step 5 in Year 7, step 6/7 in Year 8 and working towards a step 7-9 in Year 9
* A student who is working towards an A Grade at both GCSE and A Level