



The Castle Partnership Trust
ACHIEVE | BELONG | PARTICIPATE

Stretch & Challenge Policy

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Introduction:

At The Castle Partnership Trust we want to challenge students to think better, further and more clearly. All students are stretched and challenged both in and outside of lessons to inspire young people to learn and to encourage them to question.

Aims:

The aim of Stretch and Challenge is to nurture brilliant minds; to inspire students to learn and to encourage students to question.

In support of the teaching and learning policy, Stretch and Challenge aims to:

- To ensure our most able students achieve their full potential, more specifically to ensure our high attaining students on entry to The Castle Partnership Trust achieve As/A*s on exit.
- To ensure that the most able students, including those from vulnerable groups, are stretched and challenged.
- To ensure there is an ethos where students can have and achieve the highest aspirations.
- To ensure that our most able students are identified in Year 6 and early intervention is planned for.
- To ensure our most able students are stretched and challenged through a wide and varied enrichment programme.
- Explore national schemes and awards that will provide our most able students with stretch and challenge.

Principles:

In lessons, we want every student to be stretched and challenged as they learn independently and make outstanding progress, The Castle Partnership Trust will:

- Ensure teaching staff have access to data that enables them to identify their high attaining students and plan lessons accordingly.
- Seek out external opportunities specially targeted for the development of higher order thinking and learning in learners displaying enthusiasm, perseverance, interest and effort.
- Provide a broad range of internal enrichment opportunities that will fulfil the needs of all students, including our most able.

Provision:

Students are encouraged to participate beyond a lesson's objective: setting and checking a homework task, for example, or summarising their learning into a 140 character tweet. Such activities can be used in all subjects and stretch our students' participation and encourage continuous, independent learning and a sense of achievement.

Beyond lessons, we run enrichment activities, as diverse as chess club to Parkour. Most of our students participate in at least one of these activities and we encourage students by introducing them to new activities that stretch their achievements.

Our students are also stretched through their Houses who run challenging activities for the five years of a student's career. The Houses also offer roles of responsibility for students. These roles foster leadership skills, responsibility and a sense of belonging. Beyond these achievements, students can take challenge of participating in – and perhaps winning – the Senior Student election process.

Our aim to stretch and challenge every student can even start while a student is at primary school. Beyond our induction, we invite groups of Year 6 students to participate in stretching activities that link the Year 6 students with a selection of our students who plan, design and run the activities.

Strategy:

All students are challenged in lessons by extension activities from a rotation of posters and cards. The posters cards are both generic and subject specific in their tasks and challenge the students directly, to set a home-work, or explain an idea in a variety of ways, for example.

The school website promotes our stretch and challenge activities. This shows prospective and current students the enrichment activities that we offer. It also serves to demonstrate to parents the activities that will be challenging their children.

Using the data provided by link primary schools, the SLT link will invite groups of very able Year 6 students to the school for enrichment lessons; Mandarin, for example. This will help the students' transition and reassure parents that we are making provision for their children.

Co-ordination:

- Champion the special needs of more able learners.
- Support departments in further developing differentiated teaching, curriculum enrichment and extension and ensuring that resources are provided to improve provision to stretch and challenge students.
- Develop strategies to ensure that high achievement, effort and perseverance is valued and encouraged at individual, tutor group, year and whole school levels.
- Provide CPD through induction for NQTs and department heads or their representatives.
- With others, monitor and evaluate individual performance of our high attaining students.
- Identify and address the needs of underachieving or disaffected able learners
- Provide published resources as available to departments.
- Recommend extension and enrichment activities and opportunities.

Monitoring and assessment:

The effectiveness of the Trust's provision for Stretch and Challenge is ultimately monitored by outcome in terms of value-added by academic results at GCSE but also by motivation to ensure they achieve as well as they can both in lessons and in enrichment activities. Student progress is tracked and assessed in consultation with SLT, Heads of Faculties, Heads of Department and Heads of House.