1.0 RATIONALE

The 'Challenge for All' policy reflects BJAB's commitment to ensuring that every student experiences appropriate academic challenge, regardless of their current attainment. This includes:

- Students not yet fully accessing the curriculum
- Those working within expected curriculum parameters
- Learners whose needs and potential extend beyond the curriculum

The policy also clarifies the school's approach to:

- Students who consistently attain highly in assessments (Higher Attaining Students – HAS)
- Students who demonstrate high cognitive potential (More Able Students – MAS), including those whose current performance may not yet reflect their ability

This policy promotes the belief that challenge fosters enjoyment, resilience and deeper learning and that effective challenge for all learners supports academic progress across the full spectrum of ability.

2.0 AIMS

At BJAB, we aim to help students thrive and feel supported through challenge by:

- Designing a curriculum that extends knowledge, deepens understanding and develops advanced skills;
- Providing additional challenge in lessons for students who demonstrate secure or advanced understanding;
- Identifying and supporting HAS and MAS through the use of attainment data and engagement monitoring.

3.0 CHALLENGE AS A TEACHING STRATEGY

All students at BJAB are expected to experience challenge in every subject. Subject specialists plan for challenge by considering the individual needs of each student and adapting strategies accordingly.

3.1 Planning for Challenge

Challenge is embedded within lesson design and aligns with Cambridge's published learning objectives. Teachers adjust the level of scaffolding to ensure each student is stretched appropriately. Students requiring minimal support to meet objectives are provided with deeper opportunities to explore and extend their learning.

3.2 Examples of Challenging Strategies

To ensure meaningful and inclusive challenge, teachers may use:

- **Open-ended tasks** – Requiring multiple possible solutions and sustained reasoning.
- **Targeted questioning** – Differentiated to stretch students at varying levels of understanding.
- **Application to unfamiliar contexts** – Encouraging transfer of knowledge to new or niche scenarios.
- **Problem-solving tasks** – Emphasising exploration, not just routine method application.
- **Higher-order thinking tasks** – Involving analysis, evaluation and creative synthesis.
- **Cognitive conflict** – Presenting contradictory or surprising information to spark discussion.
- **Peer challenge** – Including debates, critiques, or collaborative projects where students interrogate each other's ideas.

3.3 Adaptive Scaffolding

Scaffolding is thoughtfully reduced or removed as learners grow in confidence. Teachers actively observe, question and assess students to ensure that levels of challenge are dynamic, not static.

4.0 IDENTIFYING AND SUPPORTING HIGHER ATTAINING AND MORE ABLE STUDENTS

4.1 Definitions

- **Higher Attaining Students (HAS):** Students who achieve significantly above age-related expectations, as evidenced by teacher assessments and standardised test scores.
- **More Able Students (MAS):** Students identified as having high cognitive potential through MidYis or Yellis testing. Those scoring within Band A are designated MAS.

4.2 Identification Process

- MAS are identified in the first half term of the academic year using MidYis/Yellis scores.
- HAS are identified throughout the year via baseline assessments, topic assessments and summative data.

4.3 Provision for HAS and MAS

Provision for HAS and MAS is grounded in the principle that excellent teaching benefits all learners. Teachers provide increased challenge both in and out of lessons through a range of strategies (see Section 3.2), while academic progress is tracked regularly. These students are also discussed during termly student progress meetings to ensure appropriate support and challenge are in place.

5.0 MONITORING AND REVIEW

To ensure the 'Challenge for All' policy remains impactful and aligned with best practice, it is reviewed and evaluated annually.

Monitoring includes:

- Phase Leaders meet with the Head Teacher and SLT to evaluate the effectiveness of planning, teaching, student outcomes and the policy as a whole.
- Deputy Headteacher meets with subject teachers to gather subject-specific feedback and share observations related to classroom practice.
- Evidence base may include lesson observations, student work scrutiny, assessment data analysis, student progress meeting notes and student voice feedback.

Recommendations for improvement are shared with staff and incorporated into ongoing professional development and curriculum planning.

This policy is the responsibility of Victoria Cowx, Deputy Headteacher and Francis Retter, Headteacher.

Deputy Headteacher: …………………………………………………… **(Victoria Cowx)**	
Headteacher: .... **(Francis Retter)**	
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