The British Junior Academy of Brussels

Challenge for All Policy

Revised March 2022

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This policy applies to the whole school including Early Years.

## 1.0 Rationale of policy

The 'Challenge for All' policy ensures that the British Junior Academy of Brussels (BJAB) will:

- provide challenge for all pupils (including for pupils who are not yet accessing the curriculum, those who are accessing the curriculum and those whose needs extend beyond the curriculum).
- promote sophisticated study skills from all pupils (including hypothesising, analysing and synthesising academic content).
- clarify the school's approach to higher attaining learners, who may have gifts (achieving significantly above expectations in academic subjects) and talents (achieving significantly above expectations in more practical subjects).
- clarify the school's approach to more able learners, whose attainment might not yet match their ability as identified through testing.
- promote strategies to further boost the attainment of these higher attaining and more able learners.

It is therefore a crucial policy whose intentions are to: i) promote progress by all learners and ii) ensure pupils enjoy the challenge of learning.

## 2.0 Aims

At BJAB, our aims are for pupils to thrive and feel supported in challenge by:

- providing challenge in lessons by providing a curriculum that is designed to provoke thought and discussion and extend ideas and concepts.
- providing further challenge in lessons for those pupils who have demonstrated a confident understanding of the objectives.
- providing opportunities to develop sophisticated study skills by embedding skills of hypothesis, analysis, synthesis, and evaluation in lessons.
- identifying and responding to Higher Attaining, More Able Learners by using attainment data to identify and track engagement with learning.

Challenge for All, and its associated aims, are shared across the whole school including Early Years Foundation Stage.

## 3.0 Challenge as a Teaching Strategy

At BJAB, 'Challenge' is defined as *'providing a learning opportunity that encourages pupils' to explore beyond the limits of their current understanding.'* This is characterised by: a) pupils recognising that the learning is unfamiliar, b) the role of the teacher to facilitate the gap in learning and c) the increasing confidence of a pupil to grasp the unfamiliar learning.

Every learning opportunity at BJAB is an opportunity for challenge. We expect our pupils to encounter challenge on a daily basis (through unfamiliar content, approach to work, skills and attitudes required). Challenge is therefore multi-dimensional: it may relate to academic, inter-personal and wider aspects of learning. What is integral, however, is the role of a facilitating adult to help to bridge that gap.

### 3.1    Challenge in lessons

Lessons at BJAB are designed to challenge all pupils through lesson planning that meets and exceeds National Curriculum expectations.

This is further outlined through separate subject policies, but methods include:

- using high-level curricula (such as the Galore Park series for Mathematics and Science) to ensure that objectives are systematically covered and exceeded.
- use of AI platform (Century Tech) to assign pre and post learning diagnostics. Ascertaining existing knowledge and understanding and providing individual, targeted stretch and extend learning 'nuggets'.
- using assessment-driven approaches (for example, the Ros Wilson writing criteria) to ensure that teaching is ambitious.
- using explicit curriculum objectives to pitch rigorous teaching in the wider curriculum.

### 3.2    Explicit challenge in lessons

Lessons at BJAB aim to provide challenge for all. In the first instance, teachers set appropriate learning objectives and provide support and resources to ensure pupils can access and be successful at the intended learning.

Through knowledge of pupils and observation, teachers are aware of pupils who grasp the learning quickly and effectively and who have a strong grasp of the subject area diagnosed through Century data. Therefore, there is always an explicit challenge element for every lesson. This challenge can be integrated into a task or is approached linearly after the successful completion of a task. Challenges will be accelerated if a confident understanding of objectives has been observed through teacher feedback.

Purposeful and successful examples of explicit challenges are:

- **clearly labelled.** This can be as a heading (<u>Challenge</u>), as a symbol ( © ) or as a clear reference in pupils' and teachers' comments in bookwork ('I completed the challenge'/'Well done for successfully engaging with the challenge'.
- **open-ended tasks.** There is more than one answer available and pupils have to persevere to generate multiple solutions.
- **apply sophisticated study skills.** Please see section 4.0 for further clarification.
- **noted in pupils' self-reflections.** Pupils systematically reflect on their learning (see Feedback Policy)

### 4.0  Embedding sophisticated study skills into pupils' learning

The successful integration of challenge also involves developing pupils' study skills so that they are sophisticated.

We believe that pupils therefore need to experience a wealth of opportunities to develop these skills by:

- **analysing** information in textual and visual form, drawing conclusions and making meaning;
- **hypothesising** about new situations based on prior experiences and knowledge;

- **synthesising** different sources and types of knowledge together to make interesting and high-quality products;
- **evaluating** own and others' ideas and learning systematically in lessons.

Pupils receive opportunities to practise these skills on regular basis through coverage of the curriculum content and its objectives. Please consult individual subject policies to see how these skills are applied.

Particular emphasis is placed on these skills through the explicit challenge aspect of a lesson and is presented as an open-ended task.

### 5.0 Higher Attainers and More Able Pupils

### 5.1 Defining higher attainers and more able pupils

The inclusion of the aforementioned strategies (provision of challenge and sophisticated study skills) is to ensure that higher attainers and more able pupils receive adequate learning provision at BJAB.

'Higher attainers' are defined as pupils who achieve significantly above expectations as identified by teacher assessment and standardised scores in curriculum subjects (see Assessment Policy for more details).

'More able pupils' are defined as pupils who are identified as having high ability potential in standardised ability testing in Verbal and Non-Verbal Reasoning.

### 5.2 Identifying higher attainers and more able pupils

The Assessment Cycle provides checkpoints at which pupils can be identified as being a 'higher attainer' and 'more able' pupil. Through baseline, mid-year and end of year assessments (including resultant Pupil Progress Meetings), pupils are identified as having high attainment or high ability.

From this point, provision is discussed – both inside and outside lessons. However, the emphasis is placed on challenge for all. In other words, we take the belief that effective provision for all pupils is effective provision for higher attaining/more able pupils and vice versa.

### 5.3 Securing progress for higher attainers and more able pupils

Pupils who fall under these two categories are identified early on in Pupil Progress Meetings. Throughout the year, their progress and attainment are both tracked across the year as per the assessment cycle.

Particular attention is paid to:

- intervention strategies for pupils who are identified as more able yet do not achieve a high level of attainment;
- intervention strategies for pupils who are identified as a higher attainer but whose progress does not yet match that;
- intervention strategies for pupils, who may not be identified as either category, but current attainment does not represent i) their ability or ii) their previous attainment.

Strategies can include in-class strategies as well as out of class strategies (including clubs, extra work).

**6.0  Assessment**

Assessment plays a key role in identifying higher attainers and more able pupils. We ensure that assessment (and reporting) processes are effective in the provision of challenge for all by:

- using baseline, mid-year and end of year assessments to track the achievement of all pupils, including those who are higher attainers and more able for English and Mathematics.
- using curriculum statements and moderation processes to track the achievement of all pupils, including those who are higher attainers and more able in the wider curriculum.
- using reporting (on iSAMS and to parents) to state levels of achievement, including of pupils who are higher attainers and more able.

**7.0  Review of policy**

As our Challenge for All policy aims for excellence and enjoyment, regular monitoring of all aspects (planning, teaching, outcomes and policy) are paramount to ensuring that learning in this subject is highly effective.

Reviewing of policy includes:

- the Head of Teaching and Learning meeting with the Head Teacher and SLT annually to evaluate all aspects of the policy and propose recommendations for the following year;
- the Head of Teaching and Learning meeting with class teachers annually to further evaluate all aspects of the policy and propose recommendations for the following year.

**8.0  Links to other policies**

- please consult the **Curriculum Policy and other subject policies** for further information about how Challenge relates to the wider curriculum.
- please consult the **Assessment and Pupil Progress Policy** for further information about the role that assessment plays.

| This policy is the responsibility of Debra Johnson, Head of Teaching and Learning and Sarah White, Head Teacher. | Date revised March 2022 |
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| **Head of Teaching and Learning: …………………………….(Debra Johnson)**  **Headteacher: ........................................................................ (Sarah White)** | |
| To be reviewed: | March 2023 |