

**JOHN SPENDLUFFE  
TECHNOLOGY COLLEGE**



**STRETCH AND CHALLENGE  
POLICY**

# Stretch and Challenge Policy

This Policy applies to all teaching and learning support staff, pastoral staff, the senior leadership team and, as appropriate, to volunteers, instructors, and contract agency staff.

**Date written:** September 2022

**Date to be reviewed:** September 2023

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## 1. Rationale

### High Prior Attaining Students

At John Spendluffe Technology College, we pride ourselves on ensuring that all our students leave with the best possible personal outcomes and grades. We do this by rigorously engaging with prior learning data to inform teaching and learning practice. We focus on all key groups of students in terms of the support we give them to achieve their best.

High prior attaining (HPA) students are defined as those who start secondary school in Year 7 having attained a 'well above average score' in their Key Stage 2 tests. These students are identified as HPA on teachers' Learning Context Maps and marksheets and will be set aspirational flightpaths of 'Exceptional' and 'Advanced' in Key Stage 3 (years 7 and 8) followed by GCSE targets of grade 7-9.

### 2. What HPA Students can Expect

In order to continually challenge and support students to achieve the highest possible grades at GCSE, HPA students can expect:

- Information that they are high attaining and to receive an explanation of what this means, what it entitles them to and what they are expected to achieve
- Lessons containing appropriately challenging and stimulating learning that engages and stretches their knowledge, understanding and skills so that they can achieve grades 7-9
- Aspirational grade 7-9 targets set in all subjects and to be supported to achieve them
- Attainment and progress reported on – in line with the school's reporting schedule – and monitored by classroom teachers, Heads of Departments, their Progress Leader, and the wider Senior Leadership Team to ensure they attain their GCSEs at grade 7-9.
- Intervention to support them in subjects where they are underachieving and at risk of not achieving grades 7-9

- Opportunities to attend specialist co-curricular clubs, career days, advice and guidance and university days focused on inspiring post-16 opportunities for students who achieve multiple grades 7-9 in all their GCSEs
- Opportunities to engage with student coaching to improve personal confidence and self-efficacy

### **3. Student Expectations**

Students will be responsible for:

- Maintaining a positive attitude to learning
- Engaging fully with stretch and challenge activities in lessons, home learning, extracurricular activities, and student coaching where appropriate
- Attending careers appointments, career days and off-site visits and trips where appropriate
- Communicating to teaching and pastoral staff if they feel they need additional support inside or outside of the classroom

### **4. Ways Parents / Carers can Support**

Parents / carers can help by:

- Encouraging a positive attitude to learning
- Maintaining open, positive, and supportive communications with staff
- Encouraging participation in the wider learning opportunities offered by the school
- Where possible, providing a quiet space and time for students to work independently at home
- Reminding students to disconnect from distractions during home learning
- Engage with your child's learning by showing interest even if you do not understand the content
- Attending events at the school to support students including parents' evenings and subject evenings
- Talking to your child about university and being aspirational in their career and post-16 choices
- Talking to your child about the need to set themselves apart from other candidates in a competitive field and subsequently a competitive global employment market
- Supporting your child to attend careers appointments, career days, off-site visits and trips and student coaching where appropriate
- Challenging your child's mind-set so that they do not 'settle' for the minimum course requirements
- Modelling positivity and balance in the face of stress and pressure so that your child develops resilience and a secure sense of emotional wellbeing

### **5. Teacher Expectations**

In relation to supporting students who are expected to achieve multiple (or any) grades of 7-9 all teachers will:

- Promote an ethos of high expectation and aspiration by always including 'challenge' and 'super challenge' in lesson planning
- Set appropriately challenging and interleaved independent home learning opportunities for retrieval, consolidation, and enrichment of learning
- Stretch and challenge as part of day-to-day differentiation practice
- Plan challenging verbal questions in the lesson, based on considerations around the function of your verbal questioning and that of the student
- Apply a range of questioning strategies in lesson to deepen cognition and metacognition
- Monitor closely the progress of HPA students in your classes for both key stages
- Establish specific classroom interventions for underachieving HPA students
- Ensure that class data captures are as accurate as possible, supported by assessment evidence, so that analysis of HPA students' attainment is reliable and subsequent interventions have impact
- Attend relevant CPL where appropriate to help develop and implement key teaching strategies.

## **6. Head of Department / Subject Leader Expectations**

Heads of Department / Subject Leads will support by:

- Leading in the promotion of challenge and super challenge lesson planning by providing exemplar, subject-specific resources
- Ensuring that class data captures are as accurate as possible, supported by assessment evidence, so that department and whole school analysis of HPA students' attainment is reliable and subsequent interventions have positive impact
- Identifying and monitor the progress of HPAs in your subjects(s)
- Establishing and coordinate specific department wide interventions for underachieving HPA students at the earliest point in time
- Evaluating the impact of specific department and classroom interventions to inform future teaching and learning practices
- Identifying and provide relevant CPL for your department staff where appropriate to help develop and implement key teaching strategies.
- Monitoring teacher attendance at department level CPL events and provide opportunities for remote access or digital learning where appropriate to suit the needs of part-time staff.
- In the absence of the Head of Department / Subject Leader, this responsibility may be delegated to the Second in Department or an experienced teacher.

## **7. Pastoral Team Expectations**

Progress Teams / Tutors will support by:

- Encouraging a positive attitude to learning
- Maintaining open, positive, and supportive communications with parents, carers, students, and staff
- Promoting and encouraging participation in the wider learning opportunities offered by the school
- Attending events at the school to support students including parents' evenings and subject evenings where possible and appropriate
- Talking to students about university and being aspirational in their career and post-16 choices

- Talking to students about the need to set themselves apart from other candidates in a competitive field and subsequently a competitive global employment market
- Challenging your students' mind-set so that they do not 'settle' for the minimum course requirements
- Modelling positivity and balance in the face of stress and pressure so that students develop resilience and a secure sense of emotional wellbeing
- Identifying and monitor the progress of HPAs in your year group / tutor group
- Liaising with Heads of Department / Subject Leads to provide contextual knowledge and additional pastoral support for underachieving HPAs
- Attend relevant CPL where appropriate to help develop and implement key pastoral support strategies.

## **8. Senior Leadership Team**

Senior Leaders will support by:

The Senior Leadership Team will have a nominated person responsible for leading a whole school approach to stretch and challenge. The nominated senior member of staff for 2022-2023 is **Mrs Susie Powell**

- Providing information to students that they are high attaining and provide an explanation of what this means, what it entitles them to and what they are expected to achieve
- Informing parents / carers of students' HPA status with appropriate explanations
- Identifying and monitoring progress of HPAs in their line managed areas
- Evaluating the impact of specific department and classroom interventions to inform future teaching and learning practices
- Providing relevant CPL for teaching and pastoral staff where appropriate to help develop and implement key stretch and challenge strategies
- Supporting teaching staff to provide stretch and challenge as part of day-to-day differentiation practice
- Providing opportunities for teaching and pastoral staff to share effective stretch and challenge practices
- Facilitate whole school or department interventions for underachieving HPAs including student coaching
- Ensuring opportunities are provided for enhanced career guidance and extracurricular activities that engender high aspiration

## **POLICY DOCUMENTS**

The following policy document was presented to the Governing Body of John Spendluffe Technology College and approved and adopted by them on the date stated.

Policy: Stretch and Challenge

Signed as approved on behalf of the Governing Body

Mr S Curtis, Headteacher

Date: September 2022

Review date: September 2023

