



# HAMPRESTON CE (VA) FIRST SCHOOL

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*To love God and to love one another*

Agreed: September 2019

Review Date: September 2022

## Challenge for All

An approach to learning including the most able and 'gifted and talented'.



## Key Principles

This is an outline of the key principles of Challenge For All which you can see in every classroom.

Challenge for All (CFA) is a gifted and talented approach to whole school improvement (Based in part on Excellence for All 2009 DCSF).

# “A Rising Tide, Lifts All Ships”

Joseph Renzulli - Director of the National Research Centre on the Gifted & Talented

“A rising tide, lifts all ships,” eloquently expresses the principle underpinning Challenge for All. It describes how **high expectations in every lesson** and developing strategies to **stretch our higher achievers - a rising tide** - has a wider impact on **all pupils** allowing them to achieve their full potential - *lifts all ships*.

There are two key aspects that underpin our Challenge for All approach to teaching and learning:

Firstly, ensuring challenge, independence and creative, higher-order thinking skills are applied to all teaching and learning, significantly improving pupil outcomes.

Secondly, pupils are offered a wide range of rich experiences and opportunities which enhance the curriculum and enable all pupils to develop potential talents and experience success.

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- CFA is based upon taking the very best Gifted & Talented practice and applying it to raise standards for all children.
  - CFA is about creating a culture of high challenge and high support which enables all children to achieve their best.
  - When **Challenge, Independence** and **Higher Order Thinking Skills** are applied to all teaching & learning, it significantly raises achievement for ALL pupils.
  - CFA recognises very high achieving pupils as vulnerable learners as well as pupils with SEND because they are vulnerable to underachievement unless challenged.
  - The element of challenge must be present **in all lessons** – our highest achieving pupils need to be challenged all day, every day, not just for an hour a day or an hour a week!
  - All children are on their own individual learning journey. Children require additional support and/or additional challenge at different points along the way.
  - Teaching & Learning and Inclusion are utterly inseparable and both begin with **Quality First Teaching**
    - Personalised learning must be a priority – challenging targets to aspire to Focused planning and sharp objectives
    - High quality questioning, modelling
    - Pupil engagement
    - Creativity
    - Differentiation (A choice of tasks with different levels of challenge)
    - Regular and effective Assessment for Learning – so that every child knows where they are at and what their next steps are

- **Rigorous tracking to ensure progress**

Progress Meetings are held termly to monitor the progress and attainment of every child.

- **Planning & Teaching from The Top**

A “Teaching from the top” approach to planning can ensure we meet the needs of our highest achieving pupils but does not affect our ability to break down the objectives to meet the needs of lower achieving children and children with SEND. Teachers plan for the highest achievers first and then break objectives down for different ability groups.

- **Pupils choose their own differentiated tasks**

All pupils should have a realistic understanding of their strengths and weaknesses. Pupils should take an active role in choosing which task is right for them. Teachers present their class with a range of differentiated tasks and ask the children to select the task they are going to work on. Pupils choose the task that has the right amount of challenge in relation to their own attainment level. Although a task may be differentiated down for children with SEND, the expectation still needs to be high in relation to their ability level.

- **Examples of Challenge for All in Action:**

1. Spellings – Three differentiated levels of spellings may be offered to the children, but they are allowed to choose which list they learn.
2. Home Learning tasks are another essential element of CFA. Children are given the opportunity to show their ability in an open-ended task. All tasks reflect current learning and therefore help to inform parents and teachers how much an individual child is understanding in their lessons at school.

- **Never underestimate the impact of high expectations**

- It doesn't matter what the expectation is e.g. knowing number bonds to 10 or knowing the periodic table off by heart, we should always have high expectations of every single child.

- **Challenging targets**

- If our children have challenging targets all they can do is strive to achieve them.
- If our expectations are low we immediately put a ceiling on their learning.

- **Developing Higher Order Thinking Skills**

- Thinking skills need to be taught. We never assume good quality thinking just happens!
- We use a variety of models to help develop children's thinking. This includes discussion of Metacognition and the way we learn.
- Thinking hats (based on De Bono's Thinking Hats) may displayed in every classroom and used regularly.
- PMI (Plus, Minus, Interesting)
- Ian Gilbert's 8 Way Thinking Wheel
- Compass For Life Cardinals (Super North Star, Ethos, Strategy, Warrior)

- **Opportunities to challenge & Inspire**

- Every child needs to experience success - this may not always be academic success.
- Children need self-esteem & confidence to succeed with challenge and this is the value in projects such as:

We plan a creative curriculum full of opportunities for children to develop skills outside of the academic classroom.

## **Mindsets**

- Developing Growth Mindsets in our children so that children believe they can achieve what they want to.
- Believing that intelligence and abilities can be cultivated through effort.
- Praising effort rather than ability
- The belief that qualities can be developed creates a passion for learning
- Have a realistic understanding of their strengths and weaknesses

## **ALL children need to:**

- develop a belief that they can achieve things with effort
  - Believe they can improve and become good at things they may find difficult at first
  - Know that you learn by challenging yourself
  - Foster a passion for learning
  - Have high expectations of themselves and others
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