



**KNIGHTON MEAD**  
PRIMARY ACADEMY

## **Stretch and Challenge Policy 2022-2023**

Reviewed: February 2023

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## 1 – Introduction

Within The Mead Educational Trust, we believe that all young people are entitled to an education that will enable them to develop to their full potential. In order for students to make good or better progress, they need to be challenged and inspired by their teachers to maximise the opportunities they are afforded. With this in mind, we are fully committed to raising aspirations through an appropriately challenging and broad curriculum for all of our pupils.

Our approach to 'Stretch and Challenge' aims to provide a level of challenge for all students/groups of students during lessons through quality first teaching and well differentiated lessons. All work children are presented with should provide an appropriate level of difficulty whilst remaining accessible. For any children who complete the work in their lesson an extra deepening activity (Captain Stretch Activity) should be available that allows children to **reason, ask questions, research, make judgements or think of new ideas**.

Within our academy population, we recognise that some pupils are working above age related expectations. These are identified as our **highest attainers**. These pupils are monitored throughout their time at KMPA to make sure they are given all opportunities to sustain their attainment and progress.

## 2 – How children are identified

At Knighton Mead, we use two mechanisms to identify pupils as highest attainers. The first is through statutory assessments at the end of EYFS and KS1. If a child has managed to attain exceeding at either point within maths, reading or/and writing, they will be identified as a highest attainer. These children will be placed on a highest attainer register and monitored closely during their primary education to ensure that they are suitably challenged to attain at the highest standards. They will be expected to meet greater depth at the end of KS2 in their exceeding areas and as such they are given opportunities to work at this higher standard throughout their education.

The second method for identification is for children to show accelerated progress in their reading, writing and maths to attain at the highest standards. Once a child reaches this standard, their progress is tracked carefully to support them to sustain this attainment. The children are added to the highest attainer register. This register is fluid and children can join this list at any point if their attainment reaches a higher standard.

### 3 – What Stretch and Challenge looks like at Knighton Mead Primary Academy

‘Stretch and Challenge’ is presented in the academy through the use of Captain Stretch. All activities should be signified through the use of a smiley face or Captain Stretch subheading.

All English and maths lessons should contain an element of stretch and challenge and should be apparent in planning and on WILFs. This activity does not need to always be a written activity. A list of suggested ways to stretch and challenge pupils can be found in this document.

There is no minimum or maximum amount of Captain Stretch activities that should be apparent in books. We as a school understand that children have different strengths and therefore will need challenging further whenever necessary.

Our Early Years Foundation Stage will present their Stretch and Challenge activities through their continuous provision.

### 4 - Ways to Stretch and Challenge

We wish for our highest attaining pupils to **think of new ideas, reason, ask questions, research, and make judgements**. In order to help them do this, we can:

Maths	English	Creative Curriculum
<ul style="list-style-type: none"> <li>• Use risk cards with challenges to guide adults questioning.</li> <li>• Utilize ‘Maths Hub with mastery’ materials containing greater depth questions and problem solving.</li> <li>• Task children to justify their answers/explain how they solved a problem or reached a conclusion; explaining the methods used.</li> <li>• Provide children with a discussion point/challenge activity to do elsewhere during carpet input &amp; share findings with the rest of the class.</li> <li>• Provide problem solving activities– when children</li> </ul>	<ul style="list-style-type: none"> <li>• Additional/challenging vocabulary bank.</li> <li>• Alan Peat sentences.</li> <li>• Edit and improve own writing and sentences.</li> <li>• Writing alternative endings</li> <li>• Putting own character into story</li> <li>• Reading own work to class</li> <li>• Higher order questions – Blooms taxonomy</li> <li>• Freedom choice</li> <li>• Starting writing earlier in lesson – less input</li> <li>• Scripts writing plays to perform</li> <li>• Use ICT</li> <li>• Exposed to varied vocabulary</li> <li>• Compare and contrast</li> <li>• Evaluate/judge what has been read</li> <li>• Children to ask questions of what has been read</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge area in classroom</li> <li>• Target children 1:1 and provide feedback on next steps.</li> <li>• Questioning</li> <li>• Work with parents</li> <li>• More resources/less resources – extra resources to make children think about what they need or limit resources to make children use abstract thinking rather than concrete objects</li> <li>• Discussion - Would you rather be a ... or a ....? Why?</li> <li>• Justifying ideas – Why? Why?</li> </ul>

<p>need to apply their knowledge and use logical thinking - Rising Stars/skills test/White Rose documents.</p> <ul style="list-style-type: none"> <li>• Enrich</li> <li>• Puzzles</li> <li>• Children to create plenary questions</li> <li>• Reasoning questions</li> <li>• Higher order questions – Blooms taxonomy</li> <li>• ABCD questions who wants to be a millionaire?</li> <li>• DT links real world/practical maths.</li> <li>• Open ended tasks – How many ways can you...?</li> <li>• ‘Can you convince me?’ style challenges</li> <li>• Investigation into all the possibilities, for example, involving money. Budgeting talks...would you rather...?</li> <li>• Spot the errors and show reasoning e.g. in calculations, PV, sequences,</li> <li>• FS...Mr Stretch’s corner....weekly themes with a question of the day.</li> <li>• Investigations into shapes and symmetry eg what if this national flag had to be symmetrical? (link to Topic). Similarities/differences between 3D shapes...</li> <li>• Concept cartoons</li> <li>• Explanation posters (concepts and processes)</li> </ul>	<ul style="list-style-type: none"> <li>• More able group across year group accelerated through RWI scheme</li> <li>• Explain meaning of words and use them in sentences.</li> <li>• Find alternative sounds.</li> <li>• Expected to use high frequency word tower.</li> <li>• Ranking attributes of characters in story – give justifications</li> <li>• Emotions graph with evidence</li> <li>• Playing devil’s advocate – argument and justification</li> <li>• Presenting findings to other classes/year groups</li> <li>• Peer assessment. Children to up-level each other’s’ work</li> <li>• Devise quizzes</li> <li>• Why? Why? Questions</li> <li>• HA children to pose questions for following day’s introduction</li> <li>• Explanation posters (grammar/sentence types)</li> <li>• Taking the perspective/view of someone else, in debates/hotseating.</li> <li>• Active Learn games (Pearsons)</li> <li>• ‘Writer’s notebook</li> <li>• Challenge tasks on L.O.s</li> <li>• Asking children to share a story with the rest of the class.</li> <li>• Children create their own games with rules.</li> <li>• Questioning</li> <li>•</li> <li>• Differentiated core provision (independent activities that the children do when the have completed in class work).</li> <li>• Writing from different perspectives to the rest of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• More time/less time – more time to look into something in greater depth or time limit on skills test.</li> <li>• Children to decide own mini topic with main topic. Research, plan, present.</li> <li>• Challenges with steps and outcome. Diff being how far the children go in process.</li> <li>• Children create their own games with rules.</li> <li>• Differentiated core provision (independent activities that the children do when the have completed in class work).</li> </ul>
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<ul style="list-style-type: none"><li>• Questioning</li><li>• Active Learn games (Pearsons)</li><li>• 'Twinkl' word problems</li><li>• Mastery cards/sheets</li><li>• Next step bubbles that use reasoning style questions.</li><li>• Differentiated core provision (independent activities that the children do when they have completed in class work).</li></ul>		
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