



## Stretch and Challenge Policy

This policy should be reviewed biennially and as required by legislation or change in practice.		
Action	Reviewer	Date
Review	LM	Jan 2026
Approved by Chair of COM	AZ	Jan 2026
Date for next internal review	LM	Jan 2028

## STRETCH AND CHALLENGE POLICY

### Introduction:

At The Children's House School, we believe that all children have a right to a broad, balanced and relevant education which provides continuity and progression and takes into account individuality. We are committed to providing an environment which encourages all pupils to maximise their potential and personal achievement, and this includes pupils who are academically high attaining in one or more subject or gifted, displaying some form of exceptional talent or ability.

### Definitions

The following terminology has been taken from the NACE guidance.

A 'Gifted' or 'More Able' child is a pupil who is working significantly above their peers, in one or more academic subject, and can apply and synthesize this knowledge across different situations.

'Talented' refers to a child who excels in one or more specific extra-curricular skills, such as sport, music, or the arts.

'Exceptionally able' refers to a child whose abilities and needs of the exceptionally able exceed those of the more able.

'Dual and multiple exceptionality' describes learners who are more or exceptionally able and who also have additional learning needs e.g. dyslexia, autistic spectrum disorders, developmental coordination disorder, developmental language disorder, emotional and behavioural difficulties, physical and sensory differences. These additional learning needs or a disability can make it difficult to identify their high intellectual ability.

There may be children who are not yet achieving at a higher level than their peers, but that we categorise as having potential to be stretched and challenged.



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The following areas have been identified as being the main areas of ability and are based on the Howard Gardner seven intelligences:

## The Main Areas of Ability

1. **Academic** English, Maths, Science, Humanities
2. **Artistic and Creative** Art, Design, Music, Drama
3. **Practical** Design Technology, construction, mechanical ingenuity, IT&C
4. **Physical** Sport, PE, Dance
5. **Social** Personal and interpersonal, leadership qualities

A child may also be identified as having the potential to achieve at a higher level within the peer group, but presently not reaching his or her full potential.

## Aims of this Policy

This policy is intended to support the following aims:

- To raise aspiration for all children.
- To ensure that all talents and abilities are identified and that pupils are set ambitious targets.
- To ensure that all pupils throughout the school, make good progress.
- To provide challenging teaching that stretches and inspires all pupils in both breadth and depth.
- To monitor and assess the progress of those pupils who have been identified as needing stretch and challenge, and the outcomes of focused interventions.
- To make sure that pupils with potential to excel are supported along the way.

## Identification Process:

The identification of pupils who are 'More Able' will be made collaboratively by the teaching staff, Stretch and Challenge Coordinator and Senior Leadership Team, taking account of the school context and peer group.

A range of factors will be taken into account including both classroom and extracurricular provision:

- Nomination by staff & parents
- Teacher observation and assessment
- Book scrutiny
- Data and pupil tracking processes
- Transition information
- Checklists of characteristics (general and subject-specific)
- Consideration of ability beyond core subjects/academic domains

Teachers monitor and assess pupils on an ongoing basis.

The school operates a Stretch and Challenge register which is updated on a termly basis.

## We are aware that that More Able children are:

- Learners who have the **potential or capacity** for high attainment;
- Learners who **demonstrate high levels of performance** in an academic area;
- Learners who are more able **relative to their peers** in their own year group, class and school/college;



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- Ability in all areas of the curriculum **or** in a specific subject/curriculum area, including the arts and physical activities.

### **Provision and Planning**

Classroom provision is monitored through schemes of work and planning, learning walks, work scrutiny, moderation.

Opportunities for extension and enrichment are built into the curriculum and every lesson will include opportunities for differentiation, with stretch and challenge for pupils. These activities will also have sufficient scaffolding to enable these pupils to complete them even if they are challenging.

Across the curriculum, this is achieved in the following ways:

- Differentiated Success Criteria
- Personal targets for all pupils in English, Maths, PSED and, and in specific areas of ability for More Able pupils
- Use of enquiry based/problem solving activities
- Un scaffolded activities
- The encouragement of higher order thinking skills including critical thinking, metacognition, comprehension, application, evaluation, synthesis, inference & deduction.
- Investigative tasks
- Opportunities and resources for pupils to access knowledge at a higher level
- Plenty of opportunity to develop oracy skills, immersing children in rich language
- Extracurricular enrichment through themed weeks, after-school clubs, topic and cultural visits, visitors to the school such as theatre companies, artists, musicians, parents
- Opportunities to perform
- Ability grouping in some areas of the core subjects including guided reading, mental maths and spelling.
- Extracurricular enrichment groups
- Differentiated homework

### **Role of Co-ordinator**

It is the responsibility of the Stretch and Challenge Co-ordinator to:

- Monitor and record the provision for pupils on the Stretch and Challenge Register, and, in collaboration with the Headteacher, set targets for the School Development Plan. This will include monitoring of the standard of the children's work as well as the quality of teaching.
- Support colleagues in the teaching of high achieving children, sharing good practice
- Liaise with subject co-ordinators to identify strategies and resources to achieve the aims of the policy.
- Identify staff needs in order to lead/organise relevant CPD.
- Remain informed about current developments in the subject in order to provide a strategic lead and direction for the provision in the school.
- Audit and update resources
- On occasion, consult with parents with regard to the Stretch and Challenge provision.

### **Useful Links**



## The Children's House

[NACE](#) - National Association for Able Children in Education

[Games \(mensaforkids.org\)](https://mensaforkids.org) - selection of games

[Junior Mathematical Challenge | UK Mathematics Trust \(ukmt.org.uk\)](https://ukmt.org.uk)

This Policy was reviewed, amended and agreed by the Council of Management in January 2027. It will be reviewed again in two year's time.

Adam Zivanic

Agreed by \_\_\_\_\_ Council of Management