

# OUR LADY IMMACULATE PRIMARY SCHOOL



**Our Lady Immaculate**  
Catholic Primary School  
A Multi-Academy

*"With God all things are possible"*  
(Matthew 19:26)

At Our Lady Immaculate Catholic Primary School, we will inspire our children to achieve personal excellence for themselves and for the glory of God.

## Stretch and Challenge Policy

Date	Review Date	Coordinator
Autumn 2023	Autumn 2025	Maria Catchpole

<b>Headteacher:</b>	Mrs Lesley Roche
<b>Chair of Governing Body:</b>	Mrs Linda McSweeney

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## RATIONALE

Our education philosophy is a simple one:

***To develop the full potential of all our students to the best of their ability, both in the classroom and outside. This is achieved by encouraging our students to work hard at their studies and to participate in extra-curricular activities where possible. We endeavour to do all this in an atmosphere conducive to learning created by mutual respect between teachers and pupils.***

Our Lady Immaculate is committed to maximising the potential of all our learners. This includes our high potential learners whom we recognise have particular needs if they are to achieve success academically, socially and emotionally.

This policy is understood and supported at all levels in the school, including governors, teaching and non-teaching staff, as well as learners, parents and carers.

## AIMS

Through this policy we aim to ensure that:

- We recognise the different needs of our high potential learners, including those who are achieving highly; those who coast; those who are underachieving; those who have special educational needs (which may be masked or hidden by their ability); those from disadvantaged backgrounds and those from ethnic minorities.
- Every high potential learner receives an appropriate education to meet their needs.
- We provide opportunities to firstly identify, then stretch and challenge the skills and talents of our high potential learners.
- We recognise and support the social and emotional needs of high potential learners, for example perfectionism or poor risk taking skills.

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- We have a school environment which positively supports our high potential learners, actively encouraging creativity, questioning and challenge, as well as developing higher order thinking skills.

## **DEFINITION**

We recognise that there are many definitions of high potential learners. At Our Lady Immaculate, we define high potential learners as:

- Children who are significantly exceeding curriculum age related expectations
- Children who have talents in non-curricular areas that are significantly above expectations for their age
- Children who have the potential to achieve above expectations but who, for whatever reason, are not currently demonstrating this.

## **IDENTIFICATION**

We identify our high potential learners in the following ways:

- Attainment tests (e.g. National Curriculum Tests)
- Tracking data
- Ability tests (e.g. cognitive ability tests)
- Nomination by class teachers as a result of demonstration in the classroom or observation of their work
- Personal traits, learning ability and learning styles checklist as defined by NACE
- Information provided from home about an out-of-school activity (e.g. music grades) or work done at home (portfolio evidence)

We also recognise that some learners will not meet the criteria stated above, but if they are challenged and enthused in an appropriate way, their talents and areas of strength will become more apparent.

We will ensure that all high potential learners will be supported in their areas of need and stretched and challenged in their areas of strength. We also recognise that some

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children will have more than one area of strength or need and they will be supported or stretched and challenged wherever it is needed.

## **PROVISION FOR HIGH POTENTIAL LEARNERS**

Whilst every learner will benefit from many of the following strategies, research has shown that they are essential for high potential learners. Our provision includes a variety from the following:

- Quality First teaching encompassing assessment for learning; challenge through a mastery approach; enrichment activities; extension, pace and acceleration; choice and independence and variety.
- Interventions to support learners to reach their potential, for example where language or learning difficulty is a barrier to achievement.
- Differentiated and advanced content within and across topic/subject areas
- Regular opportunities for depth and breadth in subjects
- Tasks and questioning to promote higher order thinking skills
- Opportunities for practice that is based on rich and sophisticated problem solving – not simply ‘more of the same’
- Opportunities for collaboration of our high potential learners within class, across classes and with other schools
- Opportunities to develop creative and critical thinking skills
- Opportunities to question concepts to extend understanding, including following teacher feedback
- Opportunities to develop communication and leadership skills through project work or through presenting aspects of their work/interests to other students or teachers
- Extra-curricular subject master classes
- External visitors
- Mentoring and pastoral support
- Signposting for parents and carers to local, regional or national activities that can offer challenge and support for high potential learners.

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## **STRUCTURING OF OUR POLICY**

We believe it is important to co-ordinate our policy and we will do this as follows:

### **Lead governor with responsibility for high potential learners**

The lead governor will report to the governing body at least once a year on progress on our policy and provision. They will meet with the Stretch and Challenge co-ordinator at least on an annual basis to evaluate the school's policy and provision

### **Stretch and Challenge co-ordinator**

The co-ordinator is responsible for overseeing the strategy. They will:

- Develop and monitor the policy and provision
- Keep a register of all high potential learners and the specific support they are given
- Interview all high potential learners at least once a year
- Liaise with parents and carers of high potential learners
- Monitor the impact of the provision
- Suggest and arrange appropriate training for all teaching staff
- Keep up-to-date with good practice
- Develop and participate in local/online networks of Stretch and Challenge co-ordinators

### **Subject leaders**

Individual subject leaders are responsible for the following:

- Understanding and implementing challenge for high potential learners
- Keeping a register of high potential learners in their subject leadership
- Implementing subject specific initiatives to maximise the potential of all learners (including those identified as high potential learners)
- Keeping up-to-date with talent development within the subject

### **Class teachers**

Each class teacher will:

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- Collate a class register of high potential learners including those who have the potential but for whatever reason, are not demonstrating this
- Use quality first teaching encompassing assessment for learning; challenge through a mastery approach; enrichment activities; extension, pace and acceleration; choice and independence and variety.
- Provide activities and opportunities to stretch and challenge all high potential learners in their daily planning
- Implement initiatives for high potential learners in their daily teaching practice following training or CPD

This policy will be reviewed every two years.