

CHALLENGE & EXTENSION (CHEX) POLICY

THIS POLICY APPLIES TO ALL CHILDREN, INCLUDING WHERE RELEVANT TO THOSE IN
THE EYFS.

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THIS POLICY APPLIES TO ALL CHILDREN, INCLUDING WHERE RELEVANT TO THOSE IN THE EYFS.

1. Document Purpose

This document reflects the values and philosophy of Gayhurst School in relation to the provision of challenge, enrichment and extension activities. Opportunities are offered to all pupils, with the expectation that the able and most able will take advantage of them. This policy provides a framework and gives guidance on planning, teaching and assessment for all teaching staff across EYFS, Key Stage 1 and Key Stage 2.

It can be used as a springboard to develop the individual teacher's ideas in a personal way within the school's guidelines. This should enable teachers to design a programme of extension and enrichment activities which are in line with the School's philosophy on Challenge and Extension, and to offer a consistent approach to the provision of these activities across the school and for all pupils .

This document is intended for all teaching staff, SLT, the School Governors and inspection teams.

2. Philosophy

"In considering provision for the most able it is important that a school looks first at its practice for all pupils ... provision cannot be bolted on to ineffective practice." (Eyre, 1997)

At the heart of prep school education lies the achievement of academic fulfilment. It is the philosophy of Gayhurst School that every child is challenged to reach his or her potential and every child is encouraged and supported as their path through Gayhurst unfolds before them. Therefore, **all** pupils should benefit from the provision of challenge, extension and enrichment opportunities, and that in doing so, the most able children will naturally benefit from these opportunities too.

It is the school's intention that the provision of these activities is an integral part of teaching and learning, embracing the ethos of the school of enriching learning and developing learning attributes of **resilience, independence and confidence (ELDRIC)**. Further attributes include **responsibility, creative thinking, problem solving, risk taking, curiosity and initiative**. These learning habits are embedded in the school's teaching and are a shared language amongst both staff and pupils.

The school endeavours to challenge every pupil at Gayhurst School to reach his or her potential, and every child is encouraged and supported through a range of opportunities and extension activities which will enrich their learning and provide them with stimulating, creative experiences.

3. Aims

Aims of the School:

- To provide all children with varied opportunities, enrichment and support to develop their academic, sporting, musical and creative interests and talents in a caring environment.
- To focus on children's personal and social development alongside their academic, physical, social and mental development.
- To create confident and independent children with an understanding that effort, perseverance and resilience contribute to their development.
- To prepare all children for their successful transfer to secondary school.

The school's pupils can:

- Access high quality educational experiences;
- Participate in a broad and balanced curriculum which challenges, motivates and rewards;
- Be part of the social life of the school
- Fulfil their potential in their academic, physical and creative achievements.
- Maintain awareness of their development in these areas through the award of MAGIC points to celebrate their use of these skills.
- M = manners; A = academic; G = grit (resilience); I = independence; C = confidence
- MAGIC point presentations also serve to exemplify the children's use of Resilience, Independence and Confidence.

The school as teachers and educators will:

- Ensure that it recognises and support the needs of **all** its children;
- Enable **all** children to develop to their full potential;
- Offer **all** children opportunities to generate their own learning;
- Ensure that **all** children are challenged and extended through work that is set for them;
- Encourage **all** children to think and work independently and take risks.
- Encourage children to persevere and learn from their mistakes when they do not grasp things at the first attempt;
- Have high expectations that are supportive of success
- Ensure effective, inclusive practice which will benefit all pupils and the staff, leading to school improvement.
- Understand that the term 'able' is fluid and therefore not keep a formal 'gifted and talented' register that labels children and identifies their ability as fixed.
- Take on board the new branding of the role to Challenge and Extension.
- Plan opportunities for higher order thinking, including questioning, encouraging hypothesis, synthesis and analysis.

4. Responsibilities

The Deputy Head, Academic and Heads of Department will oversee and liaise with the staff body. They will oversee provision of enrichment and challenge activities within the school and support staff in delivering a creative and inspiring curriculum.

An efficient approach to provision requires staff at each level of the school to work together in achieving a common purpose. Beginning with:

Classroom/Subject teachers

- Look at a range of data on pupils and raise any individuals they believe to be more able as denoted by their subject head. Provide a diverse academic programme which adheres to the school philosophy of providing enrichment opportunities for all.
- Ensure any enrichment activities offered or attended, are catalogued with the names of the student participants to the HOD and Deputy Head, Academic
- Utilise shared language and core value vocabulary within their lessons, displays, assemblies and general language around school.



HOD

- Identify and record in their department handbook any details of more able pupils within their subject areas.
- Pass any details of more able pupils within their subject areas to teachers within their department and to the Deputy Head, Academic
- Ensure any enrichment activities are catalogued in their department handbook with the names of the student participants and pass this information to the Deputy Head, Academic
- In conjunction with the Deputy Head, Academic, compile a checklist of characteristics for more able children within their department.
- During lesson observations and learning walks, ensure Shared Language of the Learning Habits (see definitions in policy) is being utilised by department members and that higher level activities are being offered to all children.



Deputy Head, Academic

- Provide support and advice to staff members in the provision of higher order activities within lessons.
- Liaise on the provision of CHEx opportunities for pupils in EYFS and KS1
- Liaise with all staff on the identification of those pupils who would benefit from Challenge and Extension activities.
- Ensure that children who would benefit from additional challenge, extension and support receive it.
- Create a yearly audit of CHEx activities attended and participated in with a register of attendees.

- Work with HODs and classroom and subject teachers in the provision of activities and monitor that they are offered routinely in teaching and learning activities.
- Provide staff INSET training.
- Set up a parent register of skill sets and those willing to share these with staff/children.
- Establishing links with other schools - attending local cluster meetings of 'AGT' /CHEX co-ordinators.
- Ensure Shared Language of Learning Habits is visible within the school, classrooms, newsletters, assemblies and are embedded in Gayhurst School philosophy.
- Connections and advice from external bodies - NACE

5. Identifying More Able Children

The Department of Education states that in order to provide exemplary provision, we should be using multiple criteria and sources of evidence in order to identify able and talented individuals and this should be supported by a range of both quantitative and qualitative data.

General Characteristics of More Able Pupils include:

- Very articulate/verbally fluent
- Keen powers of observation.
- Reads widely and rapidly.
- Well developed vocabulary - takes delight in using unusual and new words.
- Has higher level curiosity.
- Absorbs information rapidly.
- Very good memory - can recall information in different circumstances.
- Have to ability to concentrate deeply for prolonged periods.
- Very good powers of reasoning and problem solving.
- Have intense interests.
- Possess unusual imagination - divergent thinking.
- Have a great interest in "big" questions, e.g. the nature of the universe, the problem of suffering in the world, environmental issues.
- Communicates well with adult.
- Makes strong cross curricular links.
- Able to reflect on their own learning.
- Likes open-ended situations.
- Produces original and creative ideas.
- Is highly self motivated and sets personal goals.
- Can be risk averse, seeking perfection and accuracy at all times.

Supporting More Able Children at Gayhurst

In order to support more able pupils at Gayhurst, focus areas would be on the core subjects, as outlined in the table below and expanded to other subjects as pupils move through the key stages.

Year Groups	Core Subjects	Talented Subjects
Junior School	Maths, English, Science	Music, Drama, Art, Sport
Senior School	Maths, English, Science, Humanities, MFL, Computing	Music, Drama, Art, Sports

Children identified as suitable for challenge and extension are not static and will be constantly monitored through their schooling at Gayhurst, identification will be at the discretion of the staff. The school does not keep a formal ‘gifted and talented’ register.

6. Practical application of a CHEX programme

The provision of activities and events for those deemed to be ‘able’ will be delivered to the whole school body. All children will have access to differentiated work, which will change and adapt to their developing needs.

Activities to include but not be limited to:

- Enrichment Weeks
- Event days out including trips and visits
- Competitions (central register of attended events and attendees)
- Introduction of Shared Learning Habits and Language, within the ELDRIC framework.
 - Resilience
 - Responsibility
 - Creative thinking
 - Problem solving
 - Risk taking
 - Curiosity
 - Independence
 - Initiative.
- Parent workshops to inform parents of what Gayhurst Shared Learning Habits and Language is and how that fits into their perception of how their children perform and learn.
- High level/open ended tasks to provide extension opportunities for all children e.g. museum exhibition to end a unit of work.

7. Development and Review

- The school’s commitment to developing Challenge and Enrichment reflects one of its strategic objectives.
- This policy and the success of the school’s provision of a Challenge and Enrichment programme for all pupils, as well as the more able children, will be

reviewed annually by the Deputy Head, Academic / Heads of Department and Head.

8. Links to other Policies

The CHEX policy should be read in conjunction with the Curriculum policies, Equality Statement, and Learning Support Policy.

The governors and staff are committed to providing a full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

9. Appendix A: checklist for identifying pupils in Art

More able learners in art may display a selection of the following characteristics:

- Think and express themselves in creative, original ways
- Want to follow a different plan to others, challenge tasks given or extend their brief in seemingly unrelated directions
- Enthusiastic and interested in the visual world; have a strong desire to create in the visual form
- Driven by ideas and persevere until they have completed a task successfully, with little or no intervention from the teacher
- Take risks without knowing what the outcome will be
- Can be quirky and display humour
- Interested in the art world, art forms and culture
- Analyse and interpret their observations and present them creatively
- Work in innovative ways
- Enjoy experimenting with materials; able to go beyond the conventional and use materials and processes in creative and practical ways
- Communicate original ideas, insights and views
- Confidence in using a wide range of tools and techniques skilfully
- Keen to extend their technical abilities; sometimes get frustrated when other skills do not develop at the same time
- Explore ideas, problems and sources on their own and collaboratively, with a sense of purpose and meaning
- Make unusual connections between their own work and others' work
- Critically evaluate visual work and other information

NB: Aptitudes in the arts may reveal themselves early given the right conditions, but can also remain hidden if a learner has limited encouragement or opportunity.

10. Appendix B: checklist for identifying pupils in Design & Technology

More able learners in design and technology may display a selection of the following characteristics:

- High levels of technological understanding and application
- High-quality making and precise practical skills
- Readily accept and discuss new ideas; conceptualise beyond the information given
- Have flashes of inspiration and highly original or innovative ideas
- Demonstrate different ways of working or different approaches to issues
- Identify the simple, elegant solution from complex, disorganised data
- Reflective and constructively self-critical
- Link the familiar with the novel
- See application in 2D or 3D
- Transfer and adapt ideas from the familiar to a new problem
- Sensitive to aesthetic, social and cultural issues when designing and evaluating
- Capable of rigorous analysis and interpretation of products
- Conduct independent research to solve problems
- Work comfortably in contexts beyond their own experience and empathise with users' needs and wants

11. Appendix C: checklist for identifying pupils in English

More able learners in English may display a selection of the following characteristics:

- Read widely, fluently and independently
- Read with meaning, drawing on inference and deduction; can “read between the lines”
- Sensitive to the nuance of language
- Use language precisely, with technical accuracy
- Delight in the meaning of words
- Use extended vocabulary
- Show pleasure and involvement in experimenting/playing with language and manipulating language to effect
- Awareness of the special features of language, such as rhyme
- Write or talk in imaginative, lucid and cogent ways, showing flair and creativity
- Can express ideas succinctly and elegantly
- Grasp the essence of particular styles and adapt them to their own purposes
- Can display a sophisticated sense and appreciation of humour; this humour can be “quirky”; understand irony etc
- Contribute with incisive, critical responses
- Can analyse own work
- Can produce written work that is substantial and the product of sustained, well-directed effort
- Elaborate on content that is exceptional for their age

- Can engage seriously and creatively with moral and social themes expressed in literature
- Can justify opinions convincingly and challenge others' points of view
- Strong communicative skills
- Articulate and confident speakers
- Very good listening skills
- Show enthusiasm and enjoyment in the subject; can be sensitive

NB: Learners who are more able in English may demonstrate marked ability in reading, writing, speaking and listening. However, it is not unusual for development in one of these areas to be more pronounced than in others, e.g. younger children who are fluent readers may be reluctant writers.

12. Appendix D: checklist for identifying pupils in Geography

More able learners in geography may display a selection of the following characteristics:

- Understand concepts clearly; can apply this understanding to new situations to make interpretations, develop hypotheses, reach conclusions and explore solutions
- Understand geographical ideas and theories; apply them to real situations
- Communicate effectively using both the written and spoken word, in ways that are appropriate to task and audience
- Learn subject-specific vocabulary and use it accurately
- Reason, argue and think logically
- Able to manipulate abstract symbols and recognise patterns and sequences
- Use and apply mathematical principles and formulae to solve geographical tasks and problems
- Identify their own geographical questions and sequence investigations
- Understand, and able to explain, complex processes and interrelationships
- Enjoy using graphs, charts, maps, diagrams and other visual methods to present information
- Competent and confident in using the wide range of visual resources required
- Well-considered opinions on issues such as the environment and life in different places
- Wide-ranging general knowledge about the world and topical issues
- Able to transfer knowledge from one subject to another
- Creative and original in their thinking, frequently going beyond the obvious solutions

13. Appendix E: checklist for identifying pupils in History

More able learners in history may display a selection of the following characteristics:

- Perform at levels of literacy that are advanced for their age
- Able to communicate effectively in different forms
- Use subject-specific vocabulary with accuracy and confidence
- Show particular skill at inference and deduction
- Able to make logical connections between events and people
- Good understanding of cause and effect
- Able to set both new and previously acquired information in a chronological framework
- Broad range of general and historical knowledge
- Can discuss the significance of events, people and changes
- Maturity in ability to analyse historical sources and organise historical information
- Able to demonstrate and use a wide and growing knowledge base
- Able to use several sources simultaneously with confidence and perception, including complex and ambiguous ones
- Keen awareness of the characteristics of different historical periods
- Able to question, challenge and develop own lines of enquiry
- Good grasp and understanding of historical interpretation
- Can make imaginative links between the topics studied in multiple subject fields
- Ability to hypothesise; can make judgements and justify them
- Can take on broad concepts
- Offer unexpected insights
- Willingness to search for new information and ideas
- Enquiring mind
- Can cope with tentative conclusions
- Developed sense of empathy and imagination
- Use visits to historical sites as a basis for further investigation

NB: High ability in history can take time to emerge, as the nature of the subject can often require maturity. However, young children can display a marked interest and enthusiasm for history that can develop as they mature.

14. Appendix F: checklist for identifying pupils in ICT

More able learners in ICT may display a selection of the following characteristics:

- Use and learn about ICT hardware and software quickly, confidently, efficiently and independently
- Demonstrate ICT capability significantly above that expected for their age
- Use ICT to support their studies in other subjects
- Use their skills and knowledge of ICT to solve problems, design information systems and suggest improvements to existing systems
- Consider the limitations of ICT tools and information sources
- Consider social, economic and ethical issues raised by the use of ICT
- Consider the purpose for which information is processed and communicated, and how the characteristics of different kinds of information influence its use

- Use initiative to exploit the potential of more advanced features of ICT tools and skills, e.g. coding
- Explore independently beyond the given breadth of an ICT topic
- Develop systems that meet personal needs and interests
- Grasp and premeditate structures, for example structures in data and directories
- Intrigued, rather than frustrated, by problems; show tenacity and creativity when solving them
- Inclination and ability to help others, e.g. explaining the logic of required steps

NB: Many learners may enter school with well-developed skills and knowledge in aspects of IT. Some may have skills and knowledge in more advanced aspects, including coding. Teachers should be aware of this and provide opportunities for their further development and application.

15. Appendix G: checklist for identifying pupils in Mathematics

More able learners in mathematics may display a selection of the following characteristics:

- Rapid and sound memorisation of mathematical material
- Learn and understand mathematical ideas quickly
- Reason logically: can verify, justify and prove
- Work systematically and accurately
- More analytical
- Recognise patterns easily and see the formal structure of a problem in a way that leads to ideas for action
- Use mathematical symbols accurately and confidently as part of the thinking process
- Make jumps in reasoning
- Think flexibly, adapting problem-solving approaches
- Demonstrate curiosity and enthusiasm for mathematical problems
- Make connections between the concepts they have learned
- Can take a creative approach to solving mathematical problems
- Reverse their direction of thought - may work backwards and forwards when solving a problem
- Communicate their reasoning and justify their methods
- Sustain their concentration throughout longer tasks and persist in seeking solutions
- Enjoy working at increased depth
- Adept at posing their own questions and pursuing lines of enquiry
- Take delight in numbers and use them in other areas of the curriculum, e.g. storytelling
- Enjoy mathematical puzzles and problems

NB: Some learners who are highly able in mathematics perform at levels that are unusually advanced for their age. It is recommended to challenge the pupil with broad but challenging enrichment and extension activities, rather than accelerate through the curriculum.

16. Appendix H: checklist for identifying pupils in Modern Foreign Languages

More able learners in modern foreign languages may display a selection of the following characteristics:

- Early awareness of the second language as a separate system
- Curiosity about how language works
- Ability to extrapolate general rules from samples
- Ability to pick up new language and structures quickly
- Ability to make connections and classify words and structures, e.g. to help them learn more efficiently
- Ability to identify, memorise and reproduce new sounds
- Strong desire to put language together by themselves
- Creativity and imagination when using language
- Desire to ask further questions and seek solutions
- Awareness and use of a range of strategies for learning
- Intense interest in the cultural features of the language studied
- Ability to transfer skills across and to other languages

NB: Becoming a competent and independent language learner is a process which develops alongside intellectual maturity and familiarity with the language and culture. Linguistic development is also very dependent on input and opportunity.

Bilingualism may or may not indicate exceptional aptitude in language learning, but taking account of learners' experience and expertise in another language (e.g. home language) is an important factor in planning and in building confidence and motivation.

17. Appendix I: checklist for identifying pupils in Music

More able learners in music may display a selection of the following characteristics:

- Captivated by sound and engage fully with music
- Select an instrument with care; may be unwilling to relinquish the instrument
- Find it difficult not to respond physically to music
- Memorise music quickly, without any apparent effort
- Able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after only one hearing)
- Sing and play music with a natural awareness of the musical phrase; the music makes sense
- Particularly sensitive to melody, timbre, rhythms and patterns
- Demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence
- Show strong preferences, single-mindedness and a sustained inner drive to make music

- Have the motivation and dedication to persevere and practise; show a commitment to achieving excellence

NB: Pupils more often show their musical talent through the quality of their response than the complexity of their response. Musical quality is very difficult to define in words, as music is a different form of communication from language. Therefore, musical talent is at least as much about demonstrating a higher-quality response within levels as about attainment at higher levels. Musical talent can be seen at every level of attainment. Those with a high ability in music show a particular affinity with sound. This type of ability is sometimes difficult to identify, especially when it is not combined with more general ability.

Aptitude in music may reveal itself early given the right conditions, but can also remain hidden if a pupil has had limited encouragement or opportunity. Teachers may encounter pupils whose musical skills and performance are developed to such an extent that it is difficult to provide for them in the everyday classroom - as well as pupils in whom abilities of great promise are merely latent, and who need intensive and focused development of skills.

18. Appendix J: checklist for identifying pupils in Physical education

More able learners in physical education may display a selection of the following characteristics:

- Use the body with confidence in differentiated, expressive and imaginative ways
- Good sense of shape, space direction and timing
- Movement is fluent and can be elegant
- High degree of control of their body; good control of gross and fine body movements and can handle objects skilfully
- High degree of motivation and commitment to practice and performance
- Use technical terms effectively, accurately and fluently
- Able to analyse and evaluate their own and others' work, using results for self-improvement
- High level of understanding of principles of health-related exercise and their application in a variety of activities
- Particularly high levels of fitness for their age
- Specific strengths in particular areas, e.g. games or dance
- Able to perform advanced skills and techniques and transfer skills between activities
- Good decision makers; able to take the initiative; demonstrate autonomy, leadership and independence of thought
- Able to reflect on processes and outcomes to improve performance
- Take risks with ideas and approaches
- Show perseverance and commitment
- Involvement with a range of related extracurricular activities
- Understand the need for effective coaching

NB: In addition to the above characteristics, specific sports and physical activities will have their own list of skills and abilities.

19. Appendix K: checklist for identifying pupils in Religious Studies

More able learners in religious education may display a selection of the following characteristics:

- Recognise and express personal feelings and empathise with others
- Construct and sustain a complex argument, integrating ideas from a number of sources
- Raise questions and see relationships between questions
- Appreciate the value system of others and defer judgement or conclusion
- Are sensitive to social issues and concerned about equality
- Are able to think independently, to intervene appropriately and continue an argument
- Are able to reflect upon and integrate different kinds of knowledge
- Can use intuition and personal experience as shared learning with others

20. Appendix L: checklist for identifying pupils in Science

More able learners in science may display a selection of the following characteristics:

- Aware of how the context influences the interpretation of science content
- Recognise patterns and relationships in science data
- Can hypothesise/predict based on valid evidence and draw conclusions
- Decide quickly how to investigate fairly and manipulate variables
- Enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena
- Recognise and process reliable, valid and accurate data; can explain why data is unreliable, invalid or inaccurate
- Inquisitive about how things work and why things happen
- Good observational skills
- Enjoy talking with the teacher about new information or ideas
- Think flexibly, generalise ideas and adapt problem-solving approaches
- Ask many questions
- Enjoy logical reasoning
- May be able to miss out steps when reasoning
- Strive for maximum accuracy in measurements of all sorts
- Use advanced and extensive vocabulary, including the use of appropriate language from other areas of the curriculum such as mathematics
- Put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions
- Extremely interested in finding out more about things around them
- Read widely on science or science fiction
- Have scientific hobbies and/or members of scientific clubs and societies

- Able to sustain their interest and concentration and go beyond an obvious answer with greater depth
- Able to evaluate findings and think critically; can be self-critical
- Easily bored by over-repetition of basic ideas; may approach undemanding work casually and carelessly

NB: Learners who are more able in science can show intense interest in one particular area of science, sometimes to the exclusion of other topics.