**Challenge Policy**

1. Purpose

# The purpose of the Challenge Policy is to enable staff at Carr Hill High School & Sixth Form Centre to promote stretch and challenge with all classes across the curriculum. Our School Teaching and Learning focus prioritises engagement, challenge and progress. By effectively and appropriately challenging students, we both create engagement and improve students’ progress within lessons and over time.

1. Application

The staff at Carr Hill High School & Sixth Form Centre are committed to developing stretch and challenge because appropriate and effective challenge in lessons:

* engages students through **stimulating and varied classroom and homework activities**.
* promotes activities based on **differing learning styles** e.g. verbal, kinaesthetic etc.
* results in students’ **active involvement** in learning, avoiding overly passive tasks and teacher dominated discussion / activities.
* positively impacts on students’ **self-confidence, engagement, motivation and behaviour**.
* increases **student enquiry, engagement with learning and linking learning across subjects.**
* develops **higher order questioning and thinking skills**.
* promotes **deep learning** which develops knowing to understanding and helps students to apply learning in new contexts.
* creates more time within lessons for **teacher feedback**.
* enables teachers to **gauge student progress** within lessons, to address misconceptions and to support students individually.
* promotes students thinking for themselves, making judgements and creates greater **independence**.

As a **school** we aim to:

* establish a **whole school focus on stretch and challenge and sharing of good practice**.
* foster a **culture of effective stretch and challenge** where students feel confident to take risks in their learning.
* improve students’ **higher order thinking skills.**

In order to achieve these aims, **all teachers** need to:

* Use a **range of varied, stimulating and appropriately differentiated activities** in lessons and for homework.
* Use the **shared terminology of reduce, transform, prioritise, categorise and extend**. This both supports teachers with varying activities and helps students to link their learning across subjects and in new contexts.

NB. All teachers will have a set of posters displaying these five key challenge terms and are encouraged to promote our work on Challenge by displaying the relevant poster on the board as such activities take place.

These aims are developed by:

* Considering the level of challenge and reading level of texts.
* Promoting active reading and research.
* Providing extended writing opportunities where appropriate.
* Rewarding students with merits for effectively engaging with challenging work.
* Promoting a classroom culture of taking risks before progress is made – increasing the zone of challenge, the Challenge Pit James Nottingham (Appendix 3).
* Encouraging students to ask questions.
* Random questioning, higher order questioning, the use of open questioning and increasing the wait time before students answer.
* Sharing students’ targets and progress using flightpaths and encouraging students to regard targets as ‘the floor, not the ceiling’.
* Developing students’ emotional resilience.
* Sharing good practice with each other – letting subject leaders / SLT know what’s gone well.
* Using facilities such as the HUB, IT, Moodle and Show My Homework to support research.
* Using RAP time to challenge students into improving their work.

**Parents** can support the implementation of this policy by:

* Reading through children’s books regularly and asking about the work and teachers’ comments.
* Checking Show My Homework and encouraging children to put effort into homework.
* Encouraging children to complete independent reading, research and revision.

Section 3: Appendices to support the implementation of this policy.

***Appendix 1:***

**PiXL Challenge**

Obviously, many of the following activities could effectively be used for more than one purpose and the list is not exhaustive. The following suggestions are intended as a useful list of possible ways to apply the Challenge Policy.



Reduce activities help students to develop their understanding of larger texts, stimuli, concepts etc. Such learning focuses on summarising, being concise and getting to the heart of a topic.

Possible activities:

* **Summarise** in a given number of words (e.g.12).
* Write an **overview.**
* **Answers in a set number of words** (e.g. 50).
* Create a **headline.**
* Write a **tweet** including using hashtags to emphasise points. #BUT works well to help students to consider differing interpretations. E.g. In act 1, Macbeth is depicted as a brave soldier #BUT his thoughts of murder show he is easily influenced by evil.
* Reduce a topic into **key words** or conventions. Use of taboo to then commit to long term memory.
* Summarise points onto **post-it notes**.
* Summarise points on **revision cards.**
* Make a **timeline.**
* Reduce key terms / words into a game of **bingo**.
* Suggest the **link between visual images**.



Transform activities help students to show their understanding through a different medium. Such learning develops students’ creativity by focusing on differing learning styles. Thought processes using both the left and right hemispheres of the brain can help to commit learning in the long term memory. These exercises often enable teachers to quickly gauge students’ ideas and understanding.

Possible activities:

* Use **images** (either drawn or from the internet) to depict a piece of writing, topic etc. This works particularly well to show how students visualise writers’ use of imagery.
* Conversely, using **writing** to depict visual work e.g. describing images, diagrams or experiments, making instructions for a sporting skill etc.
* Create a **quiz.** E.g. create ‘Who Wants to be a Millionaire?’ questions.
* Create a **model** out of plasticine.
* Turn your learning into a **song** e.g. using an existing song and changing the lyrics or creating a rap.
* Depict you learning through **drama or dance** e.g. in a freeze frame, improvisation or series of movements to represent the learning.
* Create a **storyboard.**
* Create a **board game.**
* Turn the work into a form of writing such as a **diary, script, newspaper, poem etc.**
* Make a **mnemonic.**  E.g. to remember the planets of the solar system.
* Use an **analogy or story.** E.g. explaining an idea by likening it to a sport. In science – the story of ‘Bob the Rock’ to explain rock transformation.
* **Pole-bridge** - describe the processes they are using whilst doing an activity.
* Transform a **Pobble 365 daily image** into a description / use as a starting point for discussion.



Categorise activities develop students’ ability to synthesise information, make links and evaluate.

Possible activities:

* Categorise into **grouping**s. Decide on a title for each category.
* **Card sorting.**
* Make a **chart or diagram** e.g. a Venn diagram
* Categorise points by **assessment objectives** e.g. in English, group quotations which show literary context, the writer’s style etc.
* Create **colour coded cards** to categorise information. E.g. in English, points about character, theme etc.
* **Kinaesthetic activities** such as **4 corners** - students choose one of the 4 corners of the room depending on what category they think a statement belongs to.
* **Highlighting** a text or their own notes – use of different colour highlighters for different categories.
* List **similarities and differences, positives and negatives** etc.
* **Group questions** which require the same techniques e.g. in maths.
* Use **Tarsia puzzles** e.g. in maths.
* Use **Venn and Carroll Diagrams** to compare and contrast.



Prioritise activities enable students to evaluate, make logical deductions and arrive at a conclusion. Such work can help students to plan and be the basis for extended answers.

Possible activities:

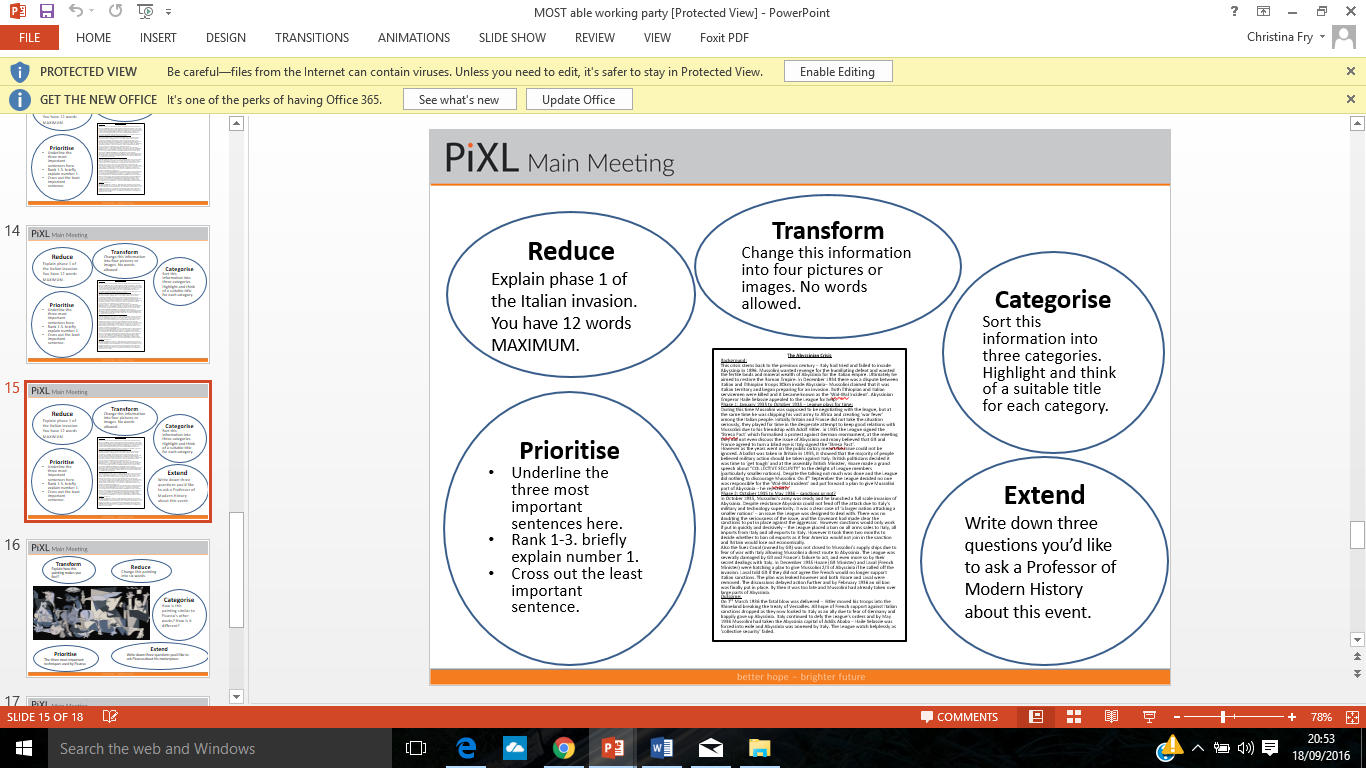
* Use **Diamond 9** to prioritise points.
* **Bullet point** main points in a text / piece of learning.
* **Highlight** or **underline** key points, quotations etc. Cross out the least important point.
* **Rank points** e.g. washing line activities.
* **Plan** an answer and number it to show the **structure** of your argument.
* Use **debates / discussion** to arrive at a conclusion / decision.
* **Explain the importance** e.g. three reasons why a design was so innovative.
* **Trash or treasure** – evaluate work against criteria.
* Decide on the **odd one out.**

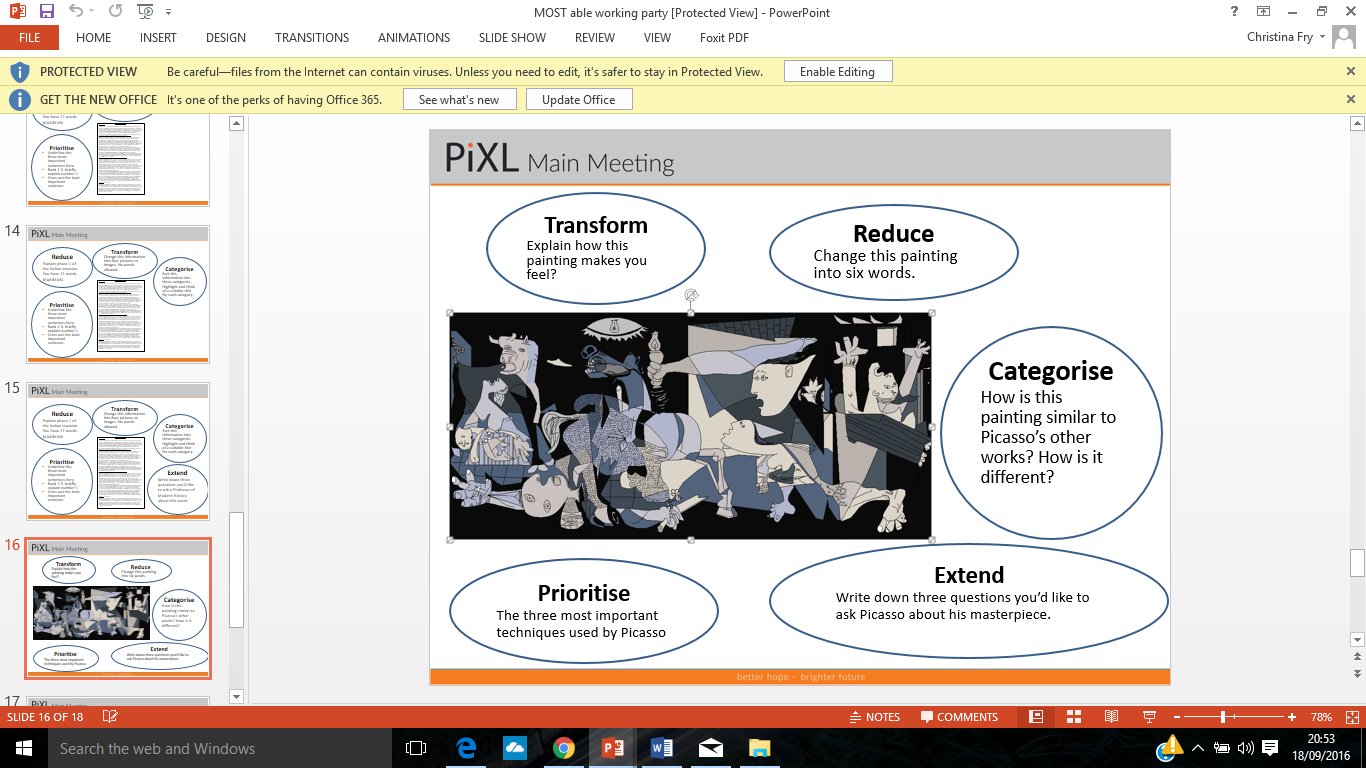


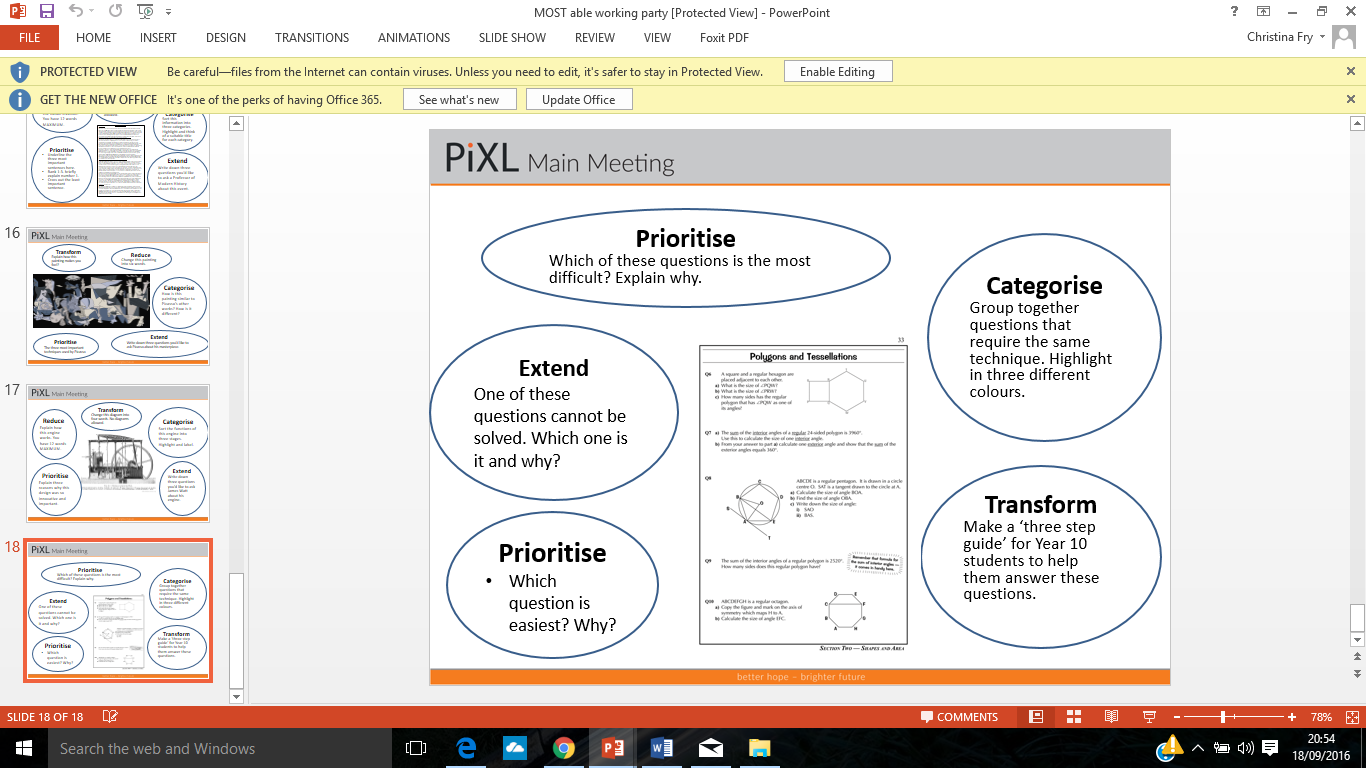
Extend activities enable students to practise answers, develop their learning further or pursue an area of interest.

Possible activities:

* Write an **essay / extended exam answer.**
* Write an **ideal paragraph.** This can be done in groups so that, together, the class has an ideal answer.
* Devise **questions** e.g. questions for a historical figure.
* Devise exam **questions** e.g. 5 possible exam-style questions on a given topic.
* Complete a **project.**
* Create a **Powerpoint** to teach someone a topic.
* **Research** a topic.
* Create revision tools such as **mind-map, revision cards, posters or guides.**
* **Quiz, quiz trade** – either created by teacher or students and then answers checked by the teacher**.**
* Write an **additional chapter / play / cartoon/ story / song.**
* **Work backwards** e.g. in Maths students are given a question and numerical answer and have to work out the working out.
* Create a **prototype.**
* Revise using **Kahoot / Memrise.**

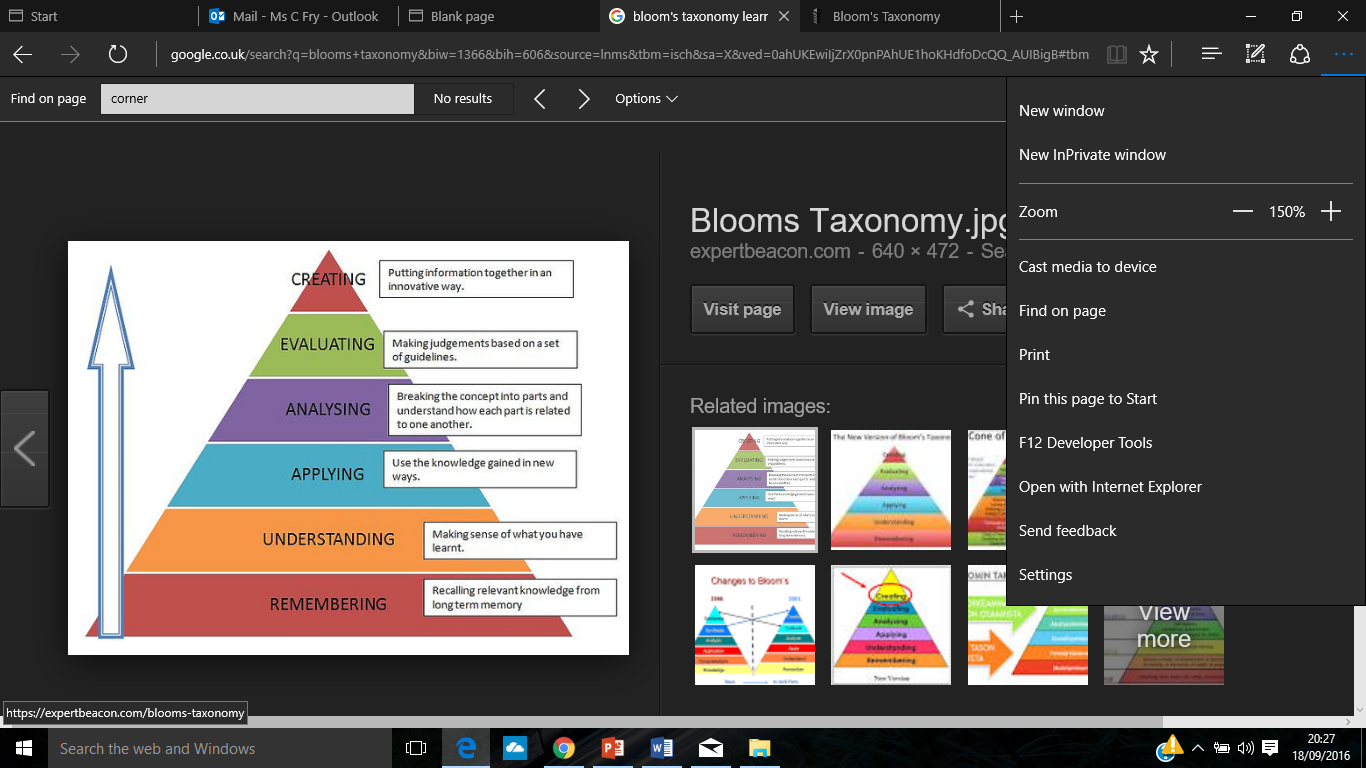






***Appendix 2:***

**Bloom’s Taxonomy:**



***Appendix 3:***

**James Nottingham – ‘The Learning Challenge’, Challenge Pit and Growth Mindset.**

Please see: <http://www.jamesnottingham.co.uk/learning-pit/>

<https://vimeo.com/128462566>