



Challenge For All

The Key Principles

In September 2011 we introduced Challenge For All, which sets out our approach to teaching and learning. This is an outline of the key principles of Challenge For All which you can expect to see in every classroom.

Challenge For All (CFA) is a gifted and talented approach to whole school improvement (Based in part on *Excellence For All* 2009 DCSF).



“A Rising Tide, Lifts All Ships”

Quote by Joseph Renzulli – Director of the National Research Centre on the Gifted & Talented

“A rising tide, lifts all ships,” eloquently expresses the principle underpinning Challenge For All. It describes how high expectations in every lesson and developing strategies to stretch our higher achievers (*a rising tide*), has a wider impact on all pupils allowing them to achieve their full potential, (*lifts all ships*).

There are two key aspects that underpin our Challenge For All approach to teaching and learning. Firstly, ensuring challenge, independence and creative, higher-order

thinking skills are applied to all teaching and learning, significantly improving pupil outcomes.

Secondly, pupils are offered a wide range of rich experiences and opportunities which enhance the curriculum and enable all pupils to develop potential talents and experience success.

- CFA is based upon taking the very best Gifted & Talented practice and applying it to raise standards for **all** children.
- CFA is about creating a culture of high challenge and high support which enables all children to achieve their best.
- When **Challenge**, **Independence** and **Higher Order Thinking Skills** are applied to all teaching & learning, it significantly raises achievement for **ALL** pupils.
- CFA recognises very high achieving pupils as vulnerable learners as well as pupils with SEND because they are vulnerable to underachievement unless challenged.
- The element of challenge must be present in all lessons – Our highest achieving pupils need to be challenged all day, every day, not just for an hour a day or an hour a week !
- All children are on their own individual learning journey. Children require additional support and/or additional challenge at different points along the way.
- Teaching & Learning and Inclusion are absolutely inseparable and both begin with **Quality First Teaching**
 - Personalised learning must be a priority – challenging targets to aspire to
 - Focused planning and sharp objectives
 - High quality questioning, modelling
 - Pupil engagement
 - Creativity
 - Differentiation (A choice of tasks with different levels of challenge)
 - Regular and effective Assessment For Learning – so that every child knows where they are at and what their next steps are



Pupil Engagement

- **Rigorous tracking to ensure progress**

Progress Meetings are held termly to monitor the progress and attainment of every child.

- **Planning & Teaching From The Top**

A “Teaching from the top” approach to planning can ensure we meet the needs of our highest achieving pupils but does not affect our ability to break down the objectives to meet the needs of lower achieving children and children with SEND. Teachers plan for the highest achievers first and then break objectives down for different ability groups.

- **Pupils choose their own differentiated tasks**

All pupils should have a realistic understanding of their strengths and weaknesses. Pupils should take an active role in choosing which task is right for them. Teachers present their class with a range of differentiated tasks and ask the children to select the task they are going to work on. Pupils choose the task that has the right amount of challenge in relation to their own attainment level. Although a task may be differentiated down for children with SEND, the expectation still needs to be high in relation to their ability level.

Examples of Challenge For All in Action:

1. Spellings – Three differentiated levels of spellings must be offered to the children, but they are allowed to choose which list they learn.
2. Home Learning Logs are another essential element of CFA. Children are given the opportunity to show their ability in an open-ended task. All tasks reflect current learning and therefore help to inform parents and teachers how much an individual child is understanding in their lessons at school.

- **Never underestimate the impact of high expectations**

It doesn't matter what the expectation is e.g. knowing number bonds to 10 or knowing the periodic table off by heart, we should always have high expectations of every single child.



Higher Order Thinking Skills



Concentration

- **Challenging targets**

If our children have challenging targets all they can do is strive to achieve them.
If our expectations are low we immediately put a ceiling on their learning.

Developing Higher Order Thinking Skills

- Thinking skills need to be taught. Don't just assume good quality thinking just happens !
- We use a variety of models to help develop children's thinking.
- Thinking hats are displayed in every classroom and used regularly.
- PMI (Plus, Minus, Interesting)
- Ian Gilbert's 8 Way Thinking Wheel



De Bono's Thinking Hats



Opportunities to challenge & Inspire

- Every child needs to experience success - this may not always be academic success.
- Children need self-esteem & confidence to succeed with challenge and this is the value in projects such as:

Food For Life

“The Restaurant Project



Year 6 Takeover day

We plan a creative curriculum full of opportunities for children to develop skills outside of the academic classroom.



Hobbit Day



Growing Great Missenden Market

Mindsets

- Developing Growth Mindsets in our children so that children believe they can achieve what they want to.
- Believing that intelligence and abilities can be cultivated through effort.
- Praising effort rather than ability
- The belief that qualities can be developed creates a passion for learning
- Have a realistic understanding of their strengths and weaknesses

ALL children need to:

- develop a belief that they can achieve things with effort
- Believe they can improve and become good at things they may find difficult at first
- Know that you learn by challenging yourself
- Foster a passion for learning
- Have high expectations of themselves and others

