



CASTERTON  
SEDBERGH PREPARATORY  
SCHOOL

<b>STRETCH AND CHALLENGE POLICY</b>	
Version	2024 V.3
Extent of Policy	Casterton, Sedbergh Prep School
Policy Owner	Prep Deputy Head
Governor	Richard Biggs
Review by	July 2025
Frequency of Audit	Annual
Circulation	Made available to staff
Publication	School Intranet

**Definitions: 'more able pupil'**

*“A more able pupil’ describes children and young people with an ability to develop to a level significantly ahead of their year group (or with the potential to develop those abilities):*

- *More able pupils are those who have abilities in one or more academic subjects, like Maths and English.*
- *More able pupils are those who have practical skills in areas like sport, music, design or creative and performing arts.*

*Skills like leadership, decision-making and organisation are also taken into account when identifying and providing for very able pupils.*

*Schools have a responsibility to meet the educational needs of all their pupils. For the very able pupils, this includes providing greater challenges in lessons and opportunities for pupils to demonstrate and develop their abilities.” [www.direct.gov.uk](http://www.direct.gov.uk)*

### **Aims:**

Sedbergh Preparatory School is committed to providing an enjoyable and sufficiently challenging curriculum for all its pupils. All children have individual needs and more able pupils should be given the opportunity to study skills and subjects to a greater depth and breadth. Our aim is to provide opportunities to develop those specific skills and talents.

### **Identification:**

All our children are regularly assessed using Formative, Summative and Diagnostic tools (see Curriculum Policy). This helps staff to identify very able pupils. Regular Pupil Progress Meetings allow staff to discuss individual children to ensure that such child's needs are provided for. As well as using assessment, staff are encouraged to identify more able pupils in their lessons or activities.

A register is kept of more able pupils, updated on a regular basis in collaboration with subject teachers, Head of Departments and the SENCO. The Deputy Head (Academic), in cooperation with the Heads of Department, provide individual action plans for each child and provide the necessary support and guidance for staff.

Sedbergh Preparatory school ensures that the identification process is fair, transparent and rigorous. Where attainment may be lower than expected but there are indications of potential high ability, the school strives to identify that potential and nurture it.

### **Arrangements for coordinating provision:**

**Schemes of work** – All schemes of work for each department are to include specific enrichment material and ideas.

**Stretch and Challenge Register** – The register of more able pupils is set up by the SENCO and held on the school database. The information is updated on a regular basis.

**Responsibility for all** - An awareness amongst staff of their role in the identification of and the teaching of very able pupils, based on the specific subject criteria.

**CPD** – Continuing professional development for staff that develops teaching and learning styles that take account of differentiation, enrichment and extension within subject or skill areas.

### **Responsibilities:**

#### **Teachers**

- To identify pupils who meet the criteria
- To plan and teach according to those needs
- To identify and address underachievement

#### **Heads of Department**

- To actively encourage staff to identify more able pupils
- To identify through assessment results, pupils who may satisfy the criteria
- To ensure that teachers are planning and teaching to those needs

- To assist the SENCO and Deputy Head (Academic) in the provision of action plans
- To check schemes of work for enrichment and planning for differentiation
- To identify clubs or activities in school which may benefit groups of children with similar gifts or talents
- To encourage children to enter local or national events and competitions.

#### **Deputy Head (Academic) and SENCO**

- To monitor the schemes of work for enrichment and planning for differentiation
- To maintain the register and update where necessary
- To write, with the assistance of the Heads of Department, an action plan for each child on that register
- To work with the Heads of Departments to ensure the provision is suitable for more able pupils
- To ensure staff are aware of opportunities for CPD development in supporting the needs of more able pupils.

#### **Provision:**

##### **Academic:**

- Streaming for academic subjects in Years 7 & 8.
- Establish through assessment what pupils have done and avoid repetition where possible
- Provide challenges through high-quality tasks and extension rather than acceleration
- Differentiate appropriately – should be evidenced in planning
- Allow children to make choices about, and organise their work
- Set, where appropriate individual and challenging targets
- Set individual prep where necessary
- Develop their ability to evaluate and check work
- Arrange discussions/debates
- Mentoring
- Opportunities for learning outside the classroom
- Set open-ended tasks which allow for choice and creativity.

##### **Music:**

- Workshops with the Director of Music
- Visiting musicians
- Group performances
- Study music theory
- Study more than one instrument
- Visit outside performances
- Competitions
- Mentoring

**Art/Design and Technology:**

- Differentiated tasks
- Workshops and break activities
- Tuesday afternoon activity slot for Stretch and Challenge pupils
- Evening activities for Stretch and Challenge pupils
- Open-ended tasks which allow for choice and creativity
- Competitions
- Visit exhibitions, museums
- Extra time given in Art/DT Room to allow work to be developed and displayed.

**Drama:**

- Small-group workshops
- Availability of LAMDA lessons
- School play
- Casting agents invited into school
- Visit the theatre and see live and recorded productions
- Extra time given to allow preparation of performances for Assembly, etc.

**ICT:**

- Use of creative suite for open-ended tasks
- Web design
- Programming
- Coding
- DT projects using CAD and design programmes
- Competitions

**Sport:**

- High quality specialist coaching e.g., rugby, hockey, cricket, netball
- A wide variety of sport offered e.g., shooting
- Entering local, county and national competitions
- Support to be able to attend intensified training programmes e.g. tennis
- Attend professional sporting events
- Summer camps
- Before school and lunchtime clubs
- Links with local community clubs
- Mentoring

**Signed**

Zoe Charlton  
Deputy Head



**CASTERTON  
SEDBERGH PREPARATORY  
SCHOOL**

**Stretch and Challenge – Action Plan**

**Date: September 2024**

**Review Date: September 2025**

<b>Name</b>	<b>Date of Birth</b>	<b>Form</b>	<b>Age</b>

**Area(s) of Strength:**

**For very able children: In Class / Subject Teachers. Guidelines to support learning:**

- 

**Specialist Support:**  
**Staff:** **Time:**  
**Programmes / Activities:**

<b>Targets:</b> <ul style="list-style-type: none"><li>•</li></ul>	<b>Resources / Staff involved</b>
---	-----------------------------------

**Pupil consulted / comments:**

**Signed:**

**Date:**