

# RIVERSDALE PRIMARY SCHOOL

## Adaptive Teaching to Provide Stretch and Challenge

Date:

Review Date:

Signed: \_\_\_\_\_ (Governor)

Signed: \_\_\_\_\_ (Headteacher)



## **INTRODUCTION**

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school and adapt our teaching to stretch and challenge pupils at their performance level.

## **AIMS AND OBJECTIVES**

Our aims are to:

- ensure that we recognise and support the needs of all our children;
- enable children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently.

## **STRETCH AND CHALLENGE**

We use a range of strategies and methods to identify and provide challenge pupils abilities. The assessment process is ongoing, and begins when the child joins our school. Each child's pre-school record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

Children undergo baseline assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile with the parent, and use this information when planning for individual needs.

As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.

The children undertake phonics screening in year 1, national tests in Year 2, times tables test in year 4 and SATs in year 6. We compare the information from these tests with a range of national and Local Authority data, in order to inform future planning.

Each teacher regularly reviews the children's progress and records this in the School Progress Profile. Teachers discuss the children's progress with parents and carers at the termly class parents' evenings, and report annually on each child's progress in July.

## **APTITUDE IN ENGLISH AND MATHEMATICS**

High Performing children in English are identified when they:

- demonstrate relatively high levels of fluency and originality in their conversation;
- use research skills effectively to synthesise information;
- enjoy reading, and respond to a range of texts at an advanced level;
- use a wide vocabulary, and enjoy working with words;
- see issues from a broad range of perspectives;
- use advanced skills when engaged in discussion.

High Performing children in mathematics are identified when they:

- explore a broad range of strategies for solving a problem;
- are curious when working with numbers and investigating problems;
- see solutions quickly, without needing to try all the options;
- look beyond the question in order to hypothesise and explain;
- work flexibly, and establish their own strategies;
- enjoy manipulating numbers.

## **TEACHING AND LEARNING**

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, such as by providing:

- a common activity that allows the children to respond at their own levels;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Children are familiarised with a variety of skills for independence and resilience as they move through the school. These strategies can be used by all children, but give due scope to higher achievers.

We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to extend their learning in a range of activities. Opportunities include a wide range of clubs.

Learning is also enriched through regular cross curricular activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

Teachers will implement many of the strategies shared in the former 'Effective provision for gifted and talented children in primary education' revised edition 2008 to enhance pupils learning (<https://webarchive.nationalarchives.gov.uk/ukgwa/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/GTPPrimary.pdf>)

## **MONITORING AND REVIEW**

The governor with responsibility for inclusion issues monitors the school provision for High performing pupils. The governor will work with the school's Assessment lead in support of the school's efforts to help these pupils to reach their full potential. It is the Governors' responsibility to ensure the Policy meets all regulations concerning equal opportunities as well as ensure that the policy is implemented fairly and with sensitivity.

The Head teacher provides feedback to the governing body on an annual basis.

The monitoring considers feedback and all representations from parents/carers and children, as well as regular classroom observations of teaching and learning, and termly evaluations of children's written work.

The Class teachers collect samples of work from the higher performers, in order to demonstrate the standards that they are achieving. We use these examples to inform the next steps for these children.