



**Roding Valley**  
HIGH SCHOOL

# **Challenge and Enrichment Policy**

**April 2023**

Person Responsible:	Deputy Headteacher – Paige Larkin
Lead Staff Member:	Paige Larkin
Date Last Reviewed:	April 2023
Approved by:	Local Governing Body
Date Approved:	4 <sup>th</sup> May 2023
Date of Next Review:	April 2024



### Our definition of Challenge & Enrichment:

**Challenge:** When students are given the opportunity, both inside and outside of the classroom, to think deeply, have high expectations of their abilities, be questioned, be innovative, make links and think about the bigger picture. The best learning takes place when students have to 'think hard'.

**Enrichment:** When student's lives are improved by being given opportunities to develop, explore, question, understand and experience. When a student's cultural capital is broadened.

### Context of Challenge & Enrichment Provision at RVHS

At RVHS, we are committed to:

- Following the ACED framework to **Teach to the Top** in all of our lessons and support students with scaffolding to reach these heights. This means that all lessons provide suitable challenge for all students.
- Working for quality and equality of opportunity. **'No student gets left behind'**
- Providing enrichment opportunities both within the taught curriculum & outside the classroom that support our students in gaining **cultural capital**.
- Helping our pupils to develop their skills and abilities, intellectually, emotionally and socially.
- Students **feeling pride** in their achievements, talents, progress & abilities.

This policy is an integral part of the school's broader development of **maximum inclusion of educational opportunity** for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

### Aims:

This policy is intended to support the following aims:

- The raising of **aspiration** for **all** pupils.
- High expectations of **achievement & endeavour** for all students.
- Greater enterprise, self-reliance, innovation, creativity and independence for all students.
- To extend the **higher- level thinking** opportunities for students who demonstrate an aptitude for a wide variety of subject areas.
- To provide as many enriching opportunities as possible for students to engage in & to broaden their cultural capital.

*Our challenge and enrichment provision is underpinned by **our ACED Teaching & Learning Framework**, **our Personal Development** curriculum and our **Extra-curricular programme**.*

### Challenge and Enrichment Coordinators

We have two Challenge and Enrichment Coordinators and a STEM Coordinator to oversee our challenge & enrichment provision both inside and outside of the classroom. Their role is to ensure that we are offering as many opportunities as possible for students to feel challenged within their learning and experience enriching opportunities whilst at RVHS.



Working directly with the AHT for Teaching & Learning means that all strategies are linked to the bigger picture of our teaching practice.

We also stand by our notion that Challenge & Enrichment opportunities are accessible to all students; and that participation is encouraged for all.

### Identification

As we are committed to an **inclusive** provision, we do not rely on data alone to target particular groups of students for participation in this provision. We offer a range of opportunities that are open for all students. If the provision is targeted, then we may use the following to identify students for participation:

- Progress & assessment data.
- **Teacher nomination** (based on classroom observation, discussions with pupils, work scrutiny).
- **Peer or self-nomination**.
- Predicted assessment/ examination results.
- Reading ages.
- Cross phase liaison (primary liaison).

### ACED Teaching & Learning Approaches

Important strategies include:

- Use of the ACED mastery booklet- (Differentiation & Teaching to the Top). Please See [Appendix One](#)
- The provision of enrichment activities and tasks that allow our students to access the highest levels of understanding in our subject areas.
- Use of our Digital Strategy. Please refer to [Appendix Two](#) to increase opportunities for broadening understanding across the curriculum

### Teaching to The Top- Subject Areas.

The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical. These are skills that are integral to our ACED framework. We also develop the need for successful study & **revision habits/ strategies** that are explicitly taught to our students from Year 7 onwards.

### Extra-curricular Activities

There is an extensive range of extra-curricular Challenge & Enrichment opportunities for our students- including:

- **University visits,**
- **Public speaking/debate competitions- Debate Team & Speak Out Challenge**
- **STEM activities & clubs**
- **RVHS Super Curricular lectures**



- **Bar Mock Trial Team**
- **Journalist Team- The school magazine. 'RVHS Exposed'**
- **Subject Masterclasses via our intervention programme**
- **KS3 Project Showcase**

Our **super-curricular lectures** take place annually for our Year 7-9 cohort and give students a chance to be enriched with cultural capital and look outside of the taught curriculum. All lectures are led by members of staff to demonstrate the model of academia.

We believe that these activities are **constantly evolving** and activities will be made available throughout the academic year.

### **The Challenge & Enrichment Showcase**

Every year, RVHS holds a successful Challenge & Enrichment showcase, where students are invited to create a project, based on criteria, to put on display at the showcase. Parents, students, Governors, Teachers & the wider community are invited to see the innovative projects on display. Students are invited to speak about their projects and winners are selected by a panel of judges. All student projects are then celebrated and shared with the wider school community. The showcase is kept purposely open for students to be as creative as possible.

### **Participation via House Competitions.**

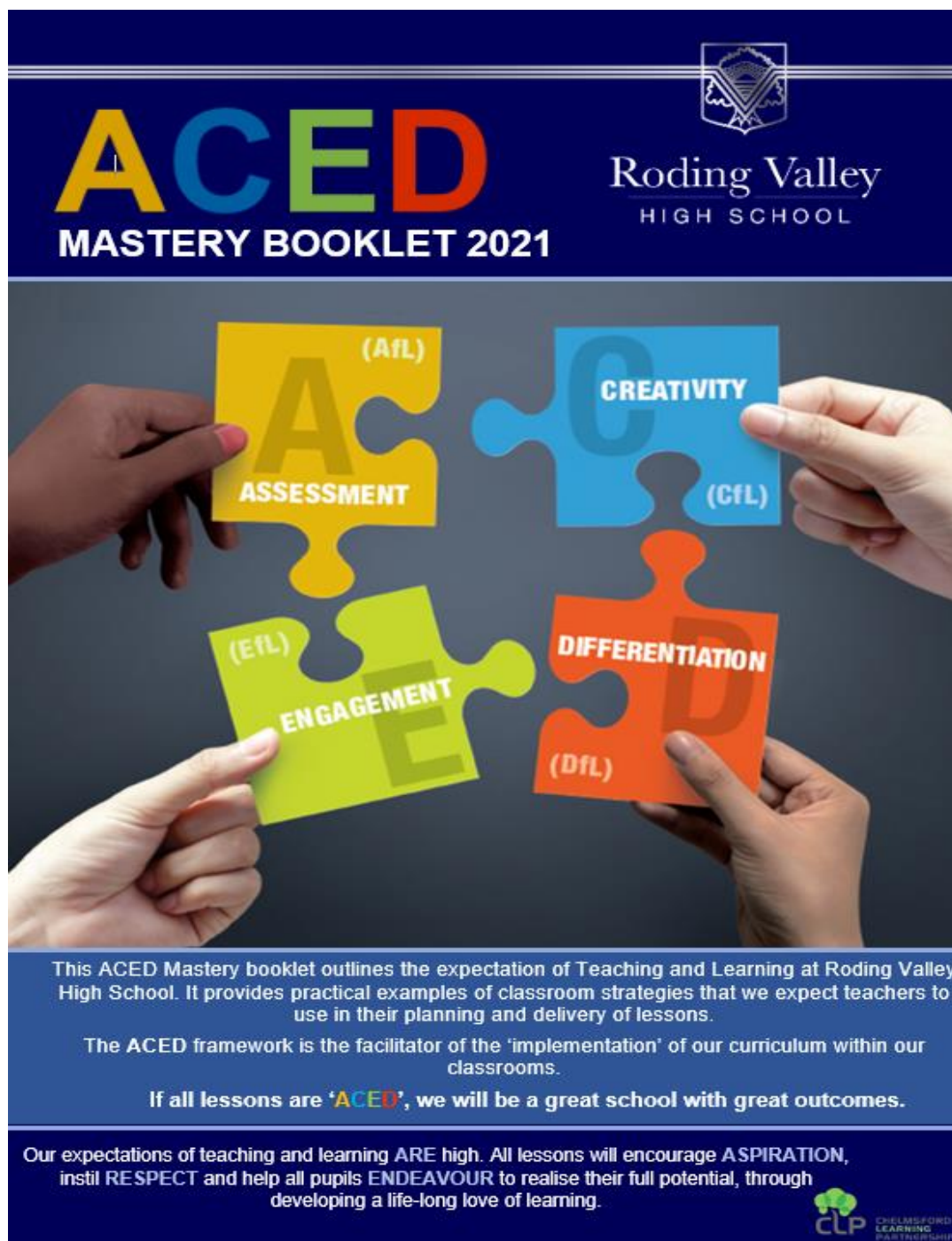
RVHS has a successful House System. Each student belongs to a 'House' and will compete for ARE (Aspiration, Respect & Endeavour) points to contribute to their House successes. Throughout the year, each Faculty puts forward three House Competitions linked to their subject areas- but outside of their taught curriculum. This gives students the opportunities to think outside of their schemes of learning and showcase their further understanding & thinking.

### **Challenge & Enrichment assemblies:**

As part of Challenge and Enrichment, there are assemblies that take place throughout the year aimed at all year groups. These assemblies explore varied topics such as: International Women's day, World Space Week, Public speaking competitions such as the Jack Petchey awards, promoting the KS3 showcase and debate club. The aim of these assemblies is to bring awareness to important social and global issues, help to raise the profile of the Challenge and Enrichment team and to highlight how Challenge and Enrichment is embedded within all aspects of school life to allow students to engage in the various opportunities provided by the Challenge and Enrichment team. Within these assemblies, we also adhere to the whole school literacy policy by promoting literacy through the Word of the Week and Theme of the Week slides used.

### **Appendix One: ACED Mastery Booklet**





Our framework has four strands, and consists of the following elements:

**A**ssessment

**C**reativity

**E**ngagement

**D**ifferentiation



The rationale behind this document is to provide a tangible and simple framework for all teachers, that facilitates high quality Teaching and Learning at Roding Valley High School. Teaching and Learning at Roding Valley High School will aim to fulfil the teachers' standards through the strands detailed above. With a view that by having these core ingredients present in each learning experience, teachers will be highly effective, students will be inspired, resulting in progress being made and full engagement in the learning journey.

We understand that teaching styles and delivery can really vary. This is why our framework remains purposely simple and open; allowing for teachers to adapt this to their own style of teaching.

Each strand in this document is expanded on with a non-exhaustive list of techniques/ strategies for teachers to use in lessons; including some key principles on each strand. Each strategy is proven to be effective and **celebrates** best practise at Roding Valley High School.

### Helpful resources linked to our T&L ACED framework:

- Click [here](#) for **ACED Resources & Ideas/ CPD Sessions**
- Click [here](#) for the **ACED Coaching Cards** (made by RVHS teaching staff)
- Click [here](#) for our **RVHS T&L Policy Updates** for September 2020
- Click [here](#) for our **RVHS Feedback Policy**
- Click [here](#) for our **RVHS Home Learning Policy**
- Click [here](#) for our **RVHS Ed-tech guide**
- Click [here](#) for our **RVHS Top engaging technology tools for the classroom**
- Click [here](#) for our **RVHS T&L Microsite**.
- Click [here](#) for **SEND Information/ Strategies** to support our ACED T&L framework



## Assessment (AfL)

**Closing the gap, Questioning, Good quality feedback, Retrieval, Online assessment tools, Misconceptions, Green pen marking...**

Assessment is what we, as teachers, do to determine how far our students have progressed in relation to our learning targets/ objectives for a lesson, scheme of work or a formative end point in the curriculum. Information gained should be used to provide quality feedback and modify the teaching and learning activities in which the students are engaged.

### Some key principles of assessment are detailed below:

- **Measure What Matters:** We must consider the key takeaway knowledge and subject specific skills that we wish to assess after each lesson, scheme of learning and formal checkpoint.



- **Use Multiple Measures:** Assessment is only a 'picture' or a 'snapshot' of learning at a moment in time. It is therefore essential that teachers plan effectively in order to capture a series of pictures/ snapshots with a view to informing them of progress made by the learner.
- **Address the Information Gathered:** Assessment information must be acted on by teachers. We use this information to adapt future lesson planning, pause where needed and plan future assessment.

Some effective classroom strategies that support AFL can be seen below:



• **Use of Teacher Questioning:** A mixture of closed and open questions can allow us to quickly gauge understanding. The use of question models such as **THINK, PAIR, SHARE & PAUSE, POUNCE, BOUNCE** allow for effective assessment via verbal questioning.

- **Use of Mini White-Boards and RAG Card:** Use of whiteboards & RAG cards provide instant feedback to the teacher so they can identify areas of understanding or misunderstanding and misconceptions. Try a quick fire retrieval quiz or even a spelling test! We can then adapt our lesson to respond to the results of these tasks or adapt future planning.

- **Closing The Gap Tasks:** (click [here](#) for examples) This can be verbal or written, but must be diagnostic and easy to understand. We use our 'Closing the Gap' tasks (done after an assessment point) to provide specific tasks to move students forward based on their errors & misconceptions- always done on yellow paper! Our [RVHS whole class/cohort feedback sheets](#) also allow us to provide holistic feedback.



- **Retrieval & Recall Tasks:** Students can participate in a retrieval task whereby they are asked low stakes questions, which reveal gaps in memory- retrieval grids, learning checks, and retrieval mats are particularly helpful. Click [here](#) for resources.

Students with low-working memory will find these supportive retrieval tasks difficult without some prompts. For example, desk masks, vocabulary lists and annotated images to support this process. We can make use of our online tools; Google Classroom, Seneca, Quizzes & much more.



- **Use of Visualiser-** Every room at RVHS has a visualiser. To support peer/self-assessment, select a student's answer to show the class how the work gains marks/ meets criteria or shows understanding. This is a powerful tool for students to understand how to assess their own work.

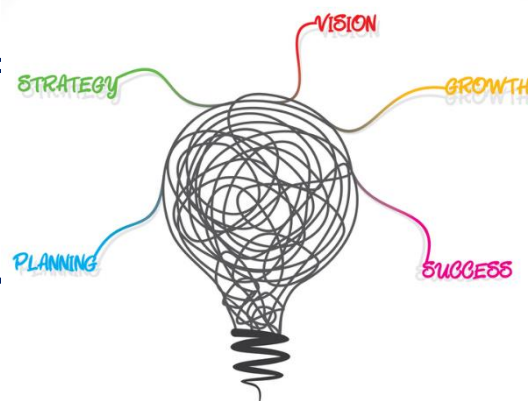
## Creativity (CfL)

**Curiosity, Inspiration, choice, independent tasks, critical thinking, debate, making links & connections, Teaching to the Top, flipped learning...**

Creativity can be broken into two strands; **we** can be creative through our planning and students can be creative through their application of learning. Creativity will lead to increased **engagement in learning**.

Some key principles of creativity are detailed below:

- **Creative Planning:** Mix up lesson tasks - try something new- allow students to learn via different means. Don't plan schemes of learning with repetitive task based teaching!





- **Creative Application:** Allow students the freedom to express their understanding via different means. Allow students a **choice** where possible in how to show their understanding.
- **Teaching to the Top:** Students are able to be creative if given the opportunity to think outside of the box. Don't always give students a straightforward route to an answer- use open questions to allow students to reach their own judgement. Students should be given opportunities to see **connections** between different topics and themes.

**Some effective classroom strategies that support Creativity can be seen below:**

- **Taking On Different Perspectives:** Students can use perspective cards to adopt a different perspective or role during a lesson. This allows students to 'think outside the box' and provide different viewpoints on the topic in hand. Click [here](#) for a template.
- **Forming Links/ Connections:** Students can complete a simple linking grid. A task that allows students to make their own connections between keywords, facts & themes. Click [here](#) for a linking grid example.
- **Students Planning the Learning Process:** Allow students to plan their own learning process rather than giving it to them! Tell students the end point (the answer, the essay structure, the formula) and ask students- 'How did I get here? Can you give me the process?' Allow students to think independently before giving an answer.



- **Getting Students to Generate Models for Themselves:** Flipping learning and giving the students information/ facts/ experiences on a topic/ phenomena and then asking them to create an explanation/ theory for themselves allows them to discover ideas for themselves. Use of '**thinking**' pictures or **visual knowledge organisers** can help students to remember, recall & relate information to create schema- avoiding seeing information in isolation.

Click [here](#) for more RVHS creativity ideas.

## Engagement (EfL)

**Do it now, Purpose, Intrinsic motivation, T&L ambassador, High Expectations, PAL system, Diversity of topic & task, teacher expertise, Revision & study techniques, Word of the Week.**

Active engagement for learning encourages students to take more responsibility for, and have ownership of, their learning, thus **enhancing** their academic experience and progress over time.

When students are actively engaged, they behave better, focus on what is being taught, better process new information and as a result progress more over time.

**Some key principles of engagement are detailed below:**

- Use of our strong subject knowledge to enrich students and motivate them to be engaged in our subject area. You are the expert!
- Create educational experiences for students that are challenging and enriching and that extend their academic abilities whilst still being aware of their needs.





- Enable students to develop their social and cultural capital including encouraging their personal interests.
- Have consistently high aspirations & expectations for all students - effective use of the school's PAL system where appropriate
- Pace & Purpose- Lessons that are paced in line with the context of the lesson & have a clear purpose/ goal will further engage our students.

**Some effective classroom strategies that support engagement can be seen below:**

- Have a **DO IT NOW** task (DIN) which gets students thinking as soon as they walk into your room. This can be in the form of a lesson 'hook' which allows students to question that particular lesson focus.
- **Rewards:** Reward using **ARE** points in line with our school policy.
  - Give students the opportunity to be an **Ambassador** and take on a leadership role.
- Use of the **RVHS Revision and Study Skills Templates and Techniques:** Engaging in learning techniques and in revision and study. Please click [here](#) to access the RVHS revision technique resources.
- **Use clear instruction** with a **visual cue** or **dual coding**. This allows students to follow exactly what is being asked of them.
- **Engagement with Key Words:** Use our RVHS Word of the Week and our RVHS literacy initiatives to encourage all students to see the importance of literacy in every subject area. Click [here](#) for RVHS literacy resources.



## Differentiation (DfL)

**Teach to the Top TTTT (challenge), Scaffolding, Pitch, Higher order skills, key words, making connections & Pace...**

At Roding Valley High School, we aim for aspirational teaching and outcomes. We stand by the theory that every lesson must be 'taught to the top' and then the teacher offers 'scaffolding' to support ALL students to overcome their individual barriers to learning. This model allows the teacher to challenge the higher ability students in the room without having to plan 'tokenistic' challenge tasks. Click [here](#) for TTTT ideas. Click [here](#) for TTTT ideas specifically focused on A-level teaching.

**Some key principles of differentiation are detailed below:**



- **Understanding Your Students:** As teachers, it's important for us to first of all understand the needs of our students through use of pre populated available data (use of SEND register & passports) and through forming relationships.
- **Teaching to the Top:** We should ask ourselves 'What will my most established learner need to know today?' Our lesson must be planned to allow students to reach these heights.
- **Scaffolding:** We must consider- 'if my students **can't** do this- what can I do to get them there?'
- **Avoidance of 'Must/ Should/Could'** learning objectives. We need to consider what our overarching goal for the lesson is and allow all of our learners to aim high.

**Some effective classroom strategies that support differentiation can be seen below:**





- **Task Design and Use of Application Language:** Look at what application tasks your students are doing - do they allow for higher-order thinking? Use words such as:
  - Transform,
  - Reduce,
  - Extend,
  - Simplify,
  - Create

To allow students to think and apply deeper understanding to avoid comprehension tasks being dominant during lessons. Click [here](#) for an example of this.

- **Avoidance of the 'Rounding Up Habit':** When questioning - if an answer isn't quite right or detailed enough - don't accept this. Drive deeper thinking by asking probing questions to have high expectations of academic understanding in your subject.
- **Scaffolding Support:** To provide effective scaffolding, include keyword banks, vocabulary dictionaries, visible sentence starters, essay templates etc.
- **Differentiation by Outcome:** All students undertake the same task but a variety of results is expected and acceptable. For example, the teacher sets a task but instead of working towards a single 'right' answer, the students arrive at a personalised outcome depending on their level of ability. Success is determined by teacher aspiration. Click here for a template to use in your lesson.



## RVHS ACED Lesson Observation and Coaching Observation Form

<b>Name of Teacher:</b>						<b>Duration:</b>
<b>Observer:</b>						<b>Class:</b>
<b>Subject:</b>		<b>Period:</b>				<b>Date:</b>
<b>No. of students:</b>	<b>Boys:</b>	<b>Girls:</b>	<b>Disadv.:</b>	<b>Middle:</b>	<b>Higher:</b>	<b>Total Roll:</b>

Each section below is broken down based on the 4 strands of ACED. Please see mastery booklet for more information on each strand.

Quality of Learning and Teaching			
<b>Assessment for Learning (AfL)</b>		<b>Evaluative commentary</b>	
<i>This list is not exhaustive. Staff are not expected to have every bullet point in their lesson.</i>	<b>✓ / X (tick/cross)</b>		
• Formative assessment - whiteboards/ RAG cards/ visualiser etc.			
• Green pen marking/ self-assessment			
• Questioning			
• Specific feedback/ CTG		<b>Circle as appropriate:</b>	
		Able to offer coaching/ CPD	
		Expectations met	
• Success criteria/ Objectives		Expectations not met	
<b>Creativity for learning (CfL)</b>		<b>Evaluative commentary</b>	



<i>This list is not exhaustive. Staff are not expected to have every bullet point in their lesson.</i>	✓ / X (tick/cross)		
• Higher order thinking			
• Problem solving		<b>Circle as appropriate:</b>	
• Choice		Able to offer coaching/ CPD	
• Independence		Expectations met	
• Creative tasks- making links etc		Expectations not met	
<b>Engagement for Learning (EfL)</b>		<b>Evaluative commentary</b>	
<i>This list is not exhaustive. Staff are not expected to have every bullet point in their lesson.</i>	✓ / X (tick/cross)		
• Do it now			
• Purpose/ Inspiration			
• Student attitudes- ARE point etc.			
• Teacher expectation		<b>Circle as appropriate:</b>	
• Pace & delivery		Able to offer coaching/ CPD	
• T&L Ambassador present		Expectations met	
• Literacy tasks		Expectations not met	

<b>Differentiation for Learning (DfL)</b>		<b>Evaluative commentary</b>	
<i>This list is not exhaustive. Staff are not expected to have every bullet point in their lesson.</i>	✓ / X (tick/cross)		
• Literacy support			
• TTTT (Challenge)			
• Scaffolding		<b>Circle as appropriate:</b>	
• Choice/ Outcome		Able to offer coaching/ CPD	
• Higher order skills		Expectations met	
• Key groups can access		Expectations not met	

Please complete the table below based on the lesson observed. Details must be provided.

	Able to offer coaching / CPD	Expectations met	Expectations not met- Coaching or mentoring to be offered
Overall Progress of students (including feedback given to students)			
Teacher subject knowledge			
Teaching of the skills curriculum			
Presentation of student work			
Home learning (if applicable)			



Overall strengths of T&L		Overall areas for development & <u>next steps</u> :	
Observer signature		Observed teacher signature	
Date:		Date:	

ACED

### Assessment

### Creativity

### Engagement

### Differentiation





## Appendix Two: Challenge and Enrichment Overview

