

# **CHALLENGE & EXTENSION (CHEX) POLICY**

THIS POLICY APPLIES TO ALL CHILDREN, INCLUDING WHERE RELEVANT TO  
THOSE IN THE EYFS.

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# CHALLENGE & EXTENSION (CHEX) POLICY

THIS POLICY APPLIES TO ALL CHILDREN, INCLUDING WHERE RELEVANT TO THOSE IN THE EYFS.

## 1. Document Purpose

This document reflects the values and philosophy of Gayhurst School in relation to the provision of challenge, enrichment and extension activities for its able, most able, gifted and talented pupils predominantly but which will on occasion and as appropriate, be offered to all pupils. It provides a framework and gives guidance on planning, teaching and assessment for all teaching staff across EYFS, Key Stage 1 and Key Stage 2.

It can be used as a springboard to develop the individual teacher's ideas in a personal way within the school's guidelines. This should enable teachers to design a programme of extension and enrichment activities which are in line with the School's philosophy on Challenge and Extension, and to offer a consistent approach to the provision of these activities across the school.

This document is intended for all teaching staff, SLT, the School Governors and inspection teams.

## 2. Philosophy

*"In considering provision for the most able it is important that a school looks first at its practice for all pupils ... provision cannot be bolted on to ineffective practice."*  
(Eyre, 1997)

At the heart of prep school education lies the achievement of academic fulfilment. It is the philosophy of Gayhurst School that every child is challenged to reach his or her potential and every child is encouraged and supported as their path through Gayhurst unfolds before them. Therefore, **all** pupils should benefit from the provision of challenge, extension and enrichment opportunities, and that in doing so, the most able children will naturally benefit from these opportunities too.

It is our intention that the provision of these activities is an integral part of teaching and learning, embracing the ethos of the School in developing learning attributes of **resilience, responsibility, creative thinking, problem solving, risk taking, curiosity, independence and initiative**. These learning habits are embedded in our teaching and are to become a shared language amongst both staff and pupils.

We endeavour to challenge every pupil at Gayhurst School to reach his or her potential, and every child is encouraged and supported through a range of opportunities and extension activities which will enrich their learning and provide them with stimulating, creative experiences.

### 3. Aims

Aims of the School:

- To provide all children with varied opportunities, enrichment and support to develop their academic, sporting, musical and creative interests and talents in a caring environment.
- To focus on children's personal and social development alongside their academic, physical, social and mental development.
- To create confident and independent children with an understanding that effort, perseverance and resilience contribute to their development.
- To prepare all children for their successful transfer to secondary school.

Our pupils can:

- Access high quality educational experiences;
- Participate in a broad and balanced curriculum which challenges, motivates and rewards;
- Be part of the social life of the school
- Fulfil their potential in their academic, physical and creative achievements.

We as teachers and educators will:

- Ensure that we recognise and support the needs of **all** our children;
- Enable **all** children to develop to their full potential;
- Offer **all** children opportunities to generate their own learning;
- Ensure we challenge and extend **all** children through the work that we set them;
- Encourage **all** children to think and work independently and take risks.
- Encourage children to persevere and learn from their mistakes when they do not grasp things at the first attempt;
- Have high expectations that are supportive of success
- Ensure effective, inclusive practice which will benefit all pupils and the staff, leading to school improvement.
- Understand that the term 'able' is fluid and therefore not keep a formal 'gifted and talented' register that labels children and identifies their ability as fixed.
- Take on board the new branding of the role to Challenge and Extension.

### 4. Role of the CHEX co-ordinators

The role of the CHEX co-ordinators will oversee and liaise with the staff body, in order for an effective program to run.

CHEX co-ordinators will oversee provision of enrichment and challenge activities within the school and support staff in delivering a creative and inspiring curriculum.

An efficient approach to provision requires staff at each level of the school to work together in achieving a common purpose. Beginning with:

#### **Classroom/Subject teachers**

- Look at a range of data on pupils and raise any individuals they believe to be ‘talented or gifted’ as denoted by their subject head and the agreed checklist.
- Provide a diverse academic programme which adheres to the school philosophy of providing enrichment opportunities for all.
- Ensure any enrichment activities offered or attended, are catalogued with the names of the student participants to the CHEX coordinators.
- Utilise shared language and core value vocabulary within their lessons, displays, assemblies and general language around school.



#### **HOD**

- Pass any details of ‘gifted or talented’ pupils identified within their subject areas by teachers, to the CHEX coordinators.
- Ensure any enrichment activities are catalogued with the names of the student participants to the CHEX coordinators.
- In conjunction with CHEX co-ordinators, compile a checklist of characteristics for ‘Gifted or talented’ children within their department.
- During lesson observations and learning walks, ensure Shared Language of the Learning Habits (see definitions in policy) is being utilised by department members (annotated on lesson observation forms) and that higher level activities are being offered to all children.



#### **CHEX Coordinators**

- Provide support and advice to staff members in the provision of higher level activities within lessons.
- Liaise with the CHEX junior link in provision of role in EYFS and KS1
- Liaise with the Director of Studies and all staff on the identification of those pupils who would benefit from Challenge and Extension activities.
- Ensure that children who would benefit from additional challenge, extension and support receive it.
- Create a yearly audit of CHEX activities attended and participated in with a register of attendees.
- Work with HOD’s and classroom and subject teachers in the provision of activities.
- Provide staff INSET training.
- Set up a parent register of skill sets and those willing to share these with staff/children.
- Establishing links with other schools - attending local cluster meetings of ‘AGT’ /CHEX co-ordinators.

- Ensure Shared Language of Learning Habits is visible within the school, classrooms, newsletters, assemblies and are embedded in Gayhurst School philosophy.

## 5. Identifying Gifted and Talented Children

The Department of Education states that in order to provide exemplary provision, we should be using multiple criteria and sources of evidence in order to identify able and talented individuals and this should be supported by a range of both quantitative and qualitative data.

General Characteristics of Gifted and Talented Pupils include:

- Very articulate/verbally fluent
- Keen powers of observation.
- Reads widely and rapidly.
- Well developed vocabulary - takes delight in using unusual and new words.
- Has higher level curiosity.
- Absorbs information rapidly.
- Very good memory - can recall information in different circumstances.
- Have to ability to concentrate deeply for prolonged periods.
- Very good powers of reasoning and problem solving.
- Have intense interests.
- Possess unusual imagination - divergent thinking.
- Have a great interest in "big" questions, e.g. the nature of the universe, the problem of suffering in the world, environmental issues.
- Communicates well with adult.
- Makes strong cross curricular links.
- Able to reflect on their own learning.
- Likes open-ended situations.
- Produces original and creative ideas.
- Is highly self motivated and sets personal goals.
- Can be risk averse, seeking perfection and accuracy at all times.

### Gifted and Talented Register at Gayhurst

In order to identify the most 'Gifted and Talented' pupils at Gayhurst, focus areas would be on the core subjects, as outlined in the table below and expanded to other subjects as pupils move through the key stages.

Year Group	Gifted Subjects	Talented Subjects
KS1	Maths, English, Science	Music, Art, Drama, Sport
Middle School (Year 3/4)	Maths, English, Science	Music, Drama, Art, Sports

Senior School (Year 5/6)	Maths, English, Science, Humanities, MFL, Computing	Music, Drama, Art, Sports
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Children identified as suitable for challenge and extension are not static and are will be constantly monitored through their schooling at Gayhurst. Identification will be at the discretion of the staff and not shared with the parents to minimise expectation that children will always receive challenge and extension activities. The school does not keep a formal gifted and talented register.

## 6. Practical application of a CHEX programme

Although Gayhurst has a register of ‘Gifted and Talented’ children, the provision of activities and events for those deemed to be ‘able’ will be delivered to the whole school body. All children will have access to differentiated work, which will change and adapt to their developing needs.

Activities to include but not be limited to;

- Interactive displays i.e. Subjects have display boards where children can elect to partake in half termly extension tasks. These are rewarded in Monday celebration assemblies.
- Gayhurst University or Masterclass event.
- Enrichment Weeks
- Event days out
- Competitions (central register of attended events and attendees)
- Introduction of Shared Learning Habits and Language.
  - Resilience
  - Responsibility
  - Creative thinking
  - Problem solving
  - Risk taking
  - Curiosity
  - Independence
  - Initiative.
- Parent workshops to inform parents of what Gayhurst Shared Learning Habits and Language is and how that fits into their perception of how their children perform and learn.
- High level/open ended tasks to provide extension opportunities for all children e.g. museum exhibition to end a unit of work.
- “Chilli” work tasks - children given the opportunity to select level of task that they are interested in/feel comfortable with.

## **7. Development and Review**

- Our commitment to developing Challenge and Enrichment reflects a development target for the school.
- This policy and the success of the school's provision of a Challenge and Enrichment programme for all pupils, as well as the 'gifted and talented' children, will be reviewed annually by the CHEX Coordinator / Director of Studies / Heads of Department and Head.

## **8. Links to other Policies**

The CHEX policy should be read in conjunction with the Curriculum policies, Equality Statement, and Learning Support Policy, The governors and staff are committed to providing a full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.