Stretch and Challenge

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Your Thoughts...

• What are your greatest concerns regarding G and T in your subject or school?
What we hope to give you!

• Physical stuff
• Theoretical, strategic and verbal: stuff that doesn’t require paper resources.
• How to prove it was done/ student?
• How to record it?
• How to assess it/ teacher supervision?
Context

- Why is this important?
- Focus on OFSTED
- No white paper
- NACE
Why is it important?

• Wilshaw (2016)
• Common inspection framework - explicitly highlights the need for schools to provide effective teaching, learning and assessment for the most academically able pupils.
• How well the brightest children are doing will usually be among the very first questions an inspector asks at the start of the visit.

Why?

This is because inspectors know that if provision for this group is good, it is likely that other groups of pupils are also being well served.
White paper

- White paper- (in the UK) a government report giving information or proposals on an issue.
- Guidelines/expectation but **NO** proposal on how to address the issue.
- **Good thing** because it allows each school to approach it in a way that suits the school.
- Bad- where do we start- is this stretch and challenge? Am I doing this right? Am I getting the best out of these students?

- Pros and cons
- If you fall into the latter category there is help/advice and guidance available in the form of **NACE**- which stands for...
• National Association for Able Children in Education.
• Provide a tangible framework for you to work with.
• E.g. 10 key strategies to deepen, strengthen and extend learning (we will revisit later).
• Challenge award
What will Ofsted expect from you?

1. That you know who the **most able are**.
2. Provide details of the **provisions** you have in place to support them.
3. **Measure** impact of provision - evidence trail

- Ofsted will talk to this group of students.
- Are your most able aware that they are most able?
What does a G&T student look like?

Very clever girl/boy - Mathetical and scientifically mind +logical

Creative girl/boy

Perfectionist

Lazy/underachiever
What is **stretch** and **challenge**? Are they the same thing?

**Stretch**
- World of work (application)
- Increasing reach (creativity)
- Wider links to current topic
- Deepen
- Strengthen knowledge/confidence
- Consolidate
- Thinking on your feet
- Intellectually sparring

**Challenge**
- Justify
How can we engage students to take risks/engage in Stretch and Challenge?
Learning culture at SWGS

- Resilience and resourcefulness
- Intellectual risk-taking in learning
- Responsibility and reflection
Strategies

Preparation grading

Off the hoof

Saddle the pony

Learn Dressage
<table>
<thead>
<tr>
<th>Strategies</th>
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<tbody>
<tr>
<td><strong>Within Classroom</strong></td>
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<tr>
<td>Targeted questioning which deepens learning: how does this approach relate to later developments in .... How many links between image and topic. Psychology - list of extension tasks ‘Psychology genius tasks’ in folders. • One to one’s • Geology - give unknown rocks/fossils for them to examine and apply knowledge.</td>
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**Off the hoof**

**Saddle the pony**

**Learn Dressage**
Strategies that can be used in the classroom

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<tr>
<td>• <strong>Extension task list placed</strong> in books or folders...c.f. Latin list for KS4: feedback needs to be considered as well as creation in the first place.</td>
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<tr>
<td>• Use of resources that allow for natural extension... maths dept ref’d their textbooks as offering extension task... or approach of tasks in a different order... hardest first.</td>
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<tr>
<td>• Questioning used by Teacher...esp a focus for analytical and argumentative skill...think on their feet.</td>
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<tr>
<td>• Students present/ teach revision topic or introduce a new topic to the rest of the class.</td>
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<tr>
<td>• <strong>Removal or restriction of resources required to complete a task...e.g. closed book, only 5 words, only 3rd declension nouns and passive verbs</strong></td>
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Preparation grading

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- Learn Dressage
### Strategies (off the hoof)

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<th>Outside Classroom</th>
<th>Supra Curricular</th>
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<tr>
<td>• Where’s the X in this-provide students with an image or stimulus and ask them to make links. (S)</td>
<td>• Watch 5 minutes of Love Island and make links to developmental Psychology. Can you identify the type of attachments they have? Justify your answer. (S+C)</td>
<td>OFF the hoof not applicable here</td>
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</tbody>
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#### Preparation grading

**Off the hoof**  
Saddle the pony  
Learn Dressage
Stretch and Challenge

• Value added: we too often see this as numerical...how many grades or levels a student attains from their starting point but for the g and t who are already probably at the top how are we showing stretch and challenge and value....
• How do we evidence this? KLOODLE: for 6th form
• Check list in the folder
• Supra curricular
How do we measure the impact of G & T provisions?

- 1:1’s
- Checklists grammar
- Checklist for genius tasks
- Mark books
- Tailored feedback - student engagement with it
- Increased confidence in class
- Student voice
- Verbal responses given by student
Examples of 1:1 and verbal feedback
Student led learning

• When it engages stretches the most able but isn't’ used as a crutch for the teacher or social sponging...but in its own right of value to the g and t student. How to we prove assessment?
• Definitely an issue for the lazy (nope gonna miss the lesson I have to present) and the creative (teacher: this is insane? No coherent thoughts or structure) and the perfectionist( oh my gosh this could be its own BBC4 show like the history of the A303)
• How do we solve this?
When it doesn’t work…

- Sarah: the Latin experiment!
Mystery packs
Delegates concerns
Questions
Take home message...

- Dr Shapiro (2017)
- “What you practice grows stronger!”
Thank you

Enjoy the rest of your day
References

• Nace (2017) http://www.nace.co.uk/about
Other helpful resources

• Challenge toolkit- Mike Gershon
  https://mikegershon.com/resources/