

The Heights Primary School Policy for  
**CHALLENGE AND ACHIEVEMENT FOR ALL**  
Version 1.2

**Responsible officer:** Headteacher  
**Responsible Committee:** Pupil and Staff Welfare Committee

Date of last review: November 2016  
Date of next review: November 2018



## 1. Our Philosophy

At The Heights Primary School we recognise that all children have strengths and skills in different subject areas and our aim is to provide opportunities for developing these to their full potential. We believe that this can be achieved both within the school environment and in the wider community. It is the aim of the school and responsibility of all staff to challenge all pupils physically, intellectually, socially and spiritually to become confident and contributing members of the communities in which they live.

As staff, we recognise that every child has the right to receive support to achieve his/her potential by making learning challenging, stimulating and enjoyable. The school acknowledges that strengths and skills can manifest themselves in various ways and all talents are valued.

Our objective is to actively identify strengths and interests including exceptional abilities in children as early as possible. We build up a comprehensive picture of each child's abilities by gathering as much information as we can.

We draw this information from:-

- Pupils themselves, e.g. 1:1 discussions about interests that are curriculum related and activities they enjoy in school. Also after school clubs, hobbies, clubs outside school
- Parent questionnaires and discussions
- Foundation stage profile
- Summative assessments
- SATs results
- Performance indicators for core subjects
- Staff observations including pupils class work, moderation of work
- Good communication between staff
- Targeted testing using outside agencies
- Specialist teachers, e.g. Music, PE
- Participation in school clubs and outside clubs
- Continual updating of class lists as interests change and develop and strengths emerge

At present, in the EYFS we are recording their strengths in 7 different areas, e.g. Personal, Social and Emotional Development (PSED); Communication and Language; Physical Development; Literacy; Mathematics; Understanding the World; and Expressive Arts and Design.

From Year 1, the list includes strengths in Modern Languages (ML); Literacy; Maths; Science; Geography; RE; Art; Drama; Music; PE; Design and technology; Computing; and Speaking skills.

## 2. Provision

The aim of The Heights Primary School is to provide quality learning experiences for all pupils by adopting the following approaches:

- Providing a climate within the school which makes the children feel positive about achieving high standards and where success is celebrated. It is essential that the environment encourages them to question, exercise independence and use their creativity in order to achieve their potential.
- Adapting the content of the curriculum, in response to the individual needs of the children. This can be done through acceleration, variety or the use of more advanced or complex concepts. Also through modification of planning to meet needs assessed.
- Raising the level required by ensuring that activities for children with specific strengths should be more intellectually, physically or socially demanding. They need to be challenged by questions that require a high level of response or by open-ended questions that stimulate inquiry, active exploration and discovery through investigative and problem solving activities.
- Providing extension activities and teaching and learning opportunities both inside and outside of the school which allow children to experience the curriculum in its broadest sense.
- Differentiating appropriately for these children with our class planning.
- Providing information about and opportunities for children to participate in clubs, activities and events outside of school hours.

Where possible the needs of all children are considered when formulating our subject based activities and schemes of work. In order to maximise the opportunities we provide, we incorporate themed weeks, such as music or science, into our long term planning.

## 3. Monitoring and Evaluating

Staff will collect, analyse and collate information about the children and from this will highlight their strengths and interests. This information will be used to plan for the specific needs of all the children and incorporated in to Provision Maps (see appendix 1) and the Challenge For All Action Plan. In addition, the progress of these children in all subjects will be tracked by the coordinator for Challenge and Achievement for All.

### Amendments:

Version	Date	Updated/reviewed
1.1	August 2014	First version finalised.
1.2	November 2014	Updated following PSW committee meeting
	November 2016	Reviewed by PSW Committee, no change required

**Appendix 1**

**THE HEIGHTS PRIMARY SCHOOL  
INCLUSION PROVISION MAP**

Class \_\_\_\_\_ Term \_\_\_\_\_

Year	Provision	Duration	CYPs	Pre/Post Intervention measure	Staff	Cost	Impact (evaluate average gain)