



Thorpe Acre Junior School



Thorpe Acre Infant School

Stretch and Challenge Policy

Approved by : Headteacher
Date : March 2026
Next review due by : March 2028

Learning, Working and Succeeding Together
Reaching High, Learning and Growing Together

Safeguarding Statement

At Thorpe Acre Junior School and Thorpe Acre Infant School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to, deliver services at Thorpe Acre Junior School and Thorpe Acre Infant School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

GDPR Statement

Data will be processed to be in line with our requirements and protections set out in the UK General Data Protection Regulation, Data Protection Act as amended by the Data (Use and Access) Act 2025.

Equality, Diversity and Inclusion Impact Statement

We have carefully considered and analysed the impact of this policy on equality, diversity and inclusion and the possible implications for pupils with protected characteristics. This forms part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations with all stakeholders.

Contents

1. Definition and Characteristics	3
2. Aims.....	4
3. Identification	4
4. Provision	4
5. Monitoring.....	5

At Thorpe Acre Junior School and Thorpe Acre Infant School, we believe we should provide a high quality, creative and challenging education within a secure, caring and happy environment where every child experiences a sense of enjoyment and is supported to achieve their full potential. We believe all pupils are entitled to opportunities which enable them to maximise their potential and achieve success in their work and relationships. The curriculum and organisation of the school allows for adaptive teaching, with pupils being given the opportunity for stretch and challenge e.g. to study subjects to a greater breadth and depth using their curriculum knowledge to solve problems and investigate possibilities. We believe each teacher and subject leader/coordinator has an equal responsibility for identifying and supporting pupils who require stretch and challenge and for raising their expectations and aspirations of what these pupils can achieve.

1. Definition and Characteristics

We recognise that all children are different, but it has been shown that many children with learning potential share common characteristics because of their thinking ability.

At Thorpe Acre Junior School and Thorpe Acre Infant School, we recognise pupils may demonstrate exceptional leadership and social skills, and have exceptional abilities in one or more subjects in the statutory school curriculum. We recognise that children with high learning potential will display a majority of these characteristics:

- Able to learn quickly
- Have a rich vocabulary
- Have an excellent memory
- Have a long attention span
- Are early or avid readers
- Persevere when interested
- Have a wide range of interests
- Are good at puzzles
- Reason well (good thinkers)
- Show ability with numbers
- Show compassion
- Are perfectionists
- Are intense
- Are morally sensitive
- Have strong curiosity
- Are emotionally sensitive (their feelings are hurt easily)
- Have a high level of energy
- Prefer older companions/adults
- Have a quirky or grown-up sense of humour
- Are concerned with justice and fairness
- Have judgement mature for their age at times
- Are highly creative
- Are keen observers
- Have a vivid imagination.

2. Aims

We aim to:

- Identify learning potential in all groups of learners and prioritise the needs of pupils who need stretch and challenge early
- Provide an education that challenges and motivates children to achieve their learning potential and to become independent learners
- Endeavour to help pupils develop their skills and abilities intellectually, physically, artistically and creatively
- Provide opportunities for pupils to achieve the outcomes that are key to well-being in childhood and later life
- Close the gap between disadvantaged more able pupils and their better off peers
- Close the gap between more able girls and the more able boys
- Value pupils' achievements and create an ethos where pupils feel positively about achieving excellence
- Provide resources to meet the needs of pupils with high learning potential
- Encourage pupils to carry out additional research work
- Encourage pupils to participate in extracurricular activities
- Involve pupils in decision making (e.g. as school councillors; house captains)
- Work with families to nurture ambition
- Implement effective transition arrangements for who require stretch and challenge pupils so as no time is wasted when they begin the next stage of their education.

3. Identification

At Thorpe Acre Junior School and Thorpe Acre Infant School, we aim to establish procedures for identifying pupils that are non-discriminatory. We also aim to identify pupils who have the potential to be more able but who are currently underachieving. We regularly and frequently track and assess pupils' attainment and progress.

Children may be identified using a range of information:

- Analysis of data information from previous school
- Analysis of current school data
- Analysis of formative and summative assessments
- Standardised and scaled score tests
- Ongoing tracking assessment data
- Work in books
- Teacher observations
- Discussions with subject leaders and coordinators
- Consultation with parents.

4. Provision

We acknowledge the importance of assessing children's starting points so as to avoid unnecessary repetition of work. Through effective planning, assessment, record keeping, tracking and liaising with colleagues it is hoped that those pupils who require stretch and challenge, including those who demonstrate this potential, but are underachieving, will be quickly identified and provided for. The following are examples of how the school provides for children to deepen their learning:

- Offer opportunities to work independently or with older pupils of the same ability

- Encourage pupils to become independent learners and discerning questioners by organising their work; carrying out challenging tasks unaided; make choices about their work and develop the ability to evaluate their own work
- Offer opportunities to attend master classes at our local independent school
- Offer opportunities for children to represent the school at competitions
- Deliver a sports programme for children showing high learning potential
- Provide problem solving and investigation activities
- Offer opportunities to participate in school productions to challenge and extend the more able singers; dancers and actors
- Provide enrichment and extension activities
- Set individual targets based on area of need e.g. IMAP (Individual More Able Plan)
- Provide adaptation, acceleration and challenge
- Provide extracurricular activities.

5. Monitoring

All teachers are involved in identifying and monitoring the attainment and progress of pupils who show great aptitude. This is achieved through classroom practice; termly assessments and pupil progress meetings. School and national test results provide valuable information for future planning.