



# ST. AIDAN'S CATHOLIC PRIMARY SCHOOL

Headteacher: Mrs. J. M. Farrimond, B.A. (Hons) N.P.Q.H

## Challenge Policy

|                                        |                                                                      |
|----------------------------------------|----------------------------------------------------------------------|
| <b>LEADER / CO-ORDINATORS</b>          | Mrs J. Farrimond                                                     |
| <b>GROUPS INVOLVED IN DISCUSSION</b>   | Headteacher<br>Senior Leadership Team<br>All Staff<br>Governing Body |
| <b>LINK TO SCHOOL IMPROVEMENT PLAN</b> | Priority 1 and 2 – Quality for Leadership and Management             |

### Introduction and Aims

To value young people as individuals and to encourage and celebrate personal endeavours and achievements;  
To provide a range of studies, social activities and a spiritual awareness which recognises individual needs and which will enrich the corporate life of the school and the community at large;

To maintain a well-ordered atmosphere in which young people and adults feel included, can work responsibly and purposefully together and treat each other with care and respect regardless of gender, race and cultural background or disability;

To foster a positive partnership between pupils, parents, teachers and all those connected with the school, based on mutual trust and understanding.

To challenge all pupils at the appropriate levels for their ability, in all lessons, to ensure that they make the best progress possible.

### Mission Statement

As stated in our school's Mission Statement, our 3 aims are to-

- ~Have a sense of responsibility and take an active part in serving our world;
- ~Have a growing understanding of Gospel Values and gather together in prayer and Worship;
- ~Have a passion for learning and an enjoyment for discovery.

**“Hand in Hand, In the image of Jesus,**

**We grow together and celebrate who we are.”**

The staff of St. Aidan's Catholic Primary School will work to give each child the entitlement of a broad, balanced, differentiated curriculum (irrespective of ability) encouraging in every individual a sense of self-worth and self-esteem. All teaching and learning is underpinned by the school mission statement.

### Key Aspects of Challenge

- Challenge is a pre-requisite of learning.
- Getting the level of challenge right is crucial.
- Self-confidence and self belief are necessary to meet learning challenges.
- Challenge needs to be realistic.
- Challenge needs to be anxiety free.
- Mistakes need to be accepted as an important part of learning.
- Effective learners take risks.
- The higher the motivation, the higher the tolerance of frustration during learning.
- Success depends upon receiving support when needed.
- Support should encourage independence in the learner.

### How do we create challenge in the classroom?

In order for us to set challenging work, we need to have a clear understanding of the learner's prior attainment.

- Expect greater independence.



- Increase pace.
- Encourage self review.
- Increase proportion of higher order questions.
- Widen the range of sources used by learners.
- Introduce texts with greater density.
- Demand greater precision in language.
- Expect pupils to justify answers.
- Provide more opportunities to transform and apply new ideas.
- Provide more open-ended, problem-solving activities.
- Different types of questioning.
- Children being 'teacher'.
- Individual research.
- Children setting own LO.
- Interactive displays which promote problem solving.
- Steps to success.
- Organisation of classroom.

### **Making challenging tasks achievable**

- Affirm success and effort.
- Prompt reflection on learning strategies.
- Encourage risk-taking.
- Set high expectations.
- Use targets and goals based on prior attainments.
- Use rewards to build learning stamina.
- Break challenge down into small, achievable steps.
- Monitor progress and intervene early.
- Provide feedback.
- Protection – no humiliation, encouragement.
- Highly individualised targets.

### **Challenging all pupils**

When working with EAL, SEN, LA and HA, these ideas would be used with all children.

We feel it is important to adapt these ideas to each individual and adapt accordingly.

### **Monitoring**

- Learning is monitored with a focus on appropriate levels of challenge for all ability groups and is an integral part of all lesson observations.
- Attainment and progress is monitored for all groups of learners through TLR analysis reports, Literacy, Numeracy and SEN analysis reports, learner progress meetings.
- These analysis reports are used to evaluate the quality of provision and inform future actions.

### **The role of the Governors**

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are used optimally to support teaching and learning;
- Check teaching methods in the light of health and safety regulations;
- Seek to ensure that our staff development and our performance management both promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders and the termly headteacher's report to governors.



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## The role of Parents

We believe that parents have a fundamental role to play in helping children to learn. Every effort is made to inform parents about what and how their children are learning by:

- ☐ Holding parents' evenings to explain pupil progress.
- ☐ Sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- ☐ Sending parents regular reports in which we explain the progress made by each child, and indicate how the child can improve further;
- ☐ Explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents to:

- ☐ Ensure that their child has the best attendance record possible;
- ☐ Ensure that their child is equipped for school with the correct uniform and PE kit;
- ☐ Do their best to keep their child healthy and fit to attend school;
- ☐ Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour
- ☐ Promote a positive attitude towards school and learning in general;

## Monitoring and Review

We are aware of the need to monitor the school's Challenge policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years, or earlier if necessary.

|                                            |                                                     |
|--------------------------------------------|-----------------------------------------------------|
| <b>This policy was last up-dated on</b>    | <b>November 2024</b>                                |
| <b>Discussed and agreed with Governors</b> | <b>28<sup>th</sup> November 2024 Full Governors</b> |
| <b>Formal Review of Policy</b>             | <b>November 2026</b>                                |

Signed: \_\_\_\_\_  
Headteacher, Mrs J. M. Farrimond

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Chair of Committee