



Edward Feild Primary School CHALLENGE in a Nutshell



RESEARCH	“Irrespective of prior attainment, challenging young people in curriculum terms means designing teaching and learning to elicit from students their best efforts (i.e. challenge needs to be motivating) and to enable them to think and act in ways that are transferable and/or discipline-specific; and which are progressively more complex, critical, creative and independent.” - Review based on filtering from 3000+ studies resulting in a synthesis of 43 studies of curriculum interventions.
VISION	<p>Our leaders and teachers aspire to raise all pupils’ engagement, excitement and attainment by doing the following things:</p> <ul style="list-style-type: none">• Believing attitude and mindset are key to all successes.• Demonstrating their own passion for each subject.• Giving all children the opportunity to do better than expected at every opportunity-we have moved away from challenging high attainers to ‘Challenge for all’.• Establishing purposeful, researched routines in every lesson, every day (in our classes we embed high order questioning, probing for better, use of more precise vocabulary, deeper responses, establish high expectations in terms of work habits, depth of written answers, expectations of recall and independent thought).• Teaching for challenge at a consistently high standard and not doing anything special (just doing the simple things very well, with a degree of drive and intensity).• Pitching expectations high around responding to questions, knowledge retrieval, rigour and accuracy in the work set so all children benefit.

AN AMBITIOUS CURRICULUM INTENT FOR ALL

At EF, **CHALLENGE** is at the heart of our curriculum intent, in every subject, unit and lesson. We do this by collaboratively designing our Long Term Plan for Year A and Year B and by planning in teams and delivering lessons where real focus is placed on making sure that all pupils have the opportunity to be challenged.

To achieve this, we ensure:

1. Teachers know what excellence looks like.

- We spend time deciding on the standard we are aiming for by bringing along pupils' books to moderation or by doing subject monitoring meetings where we have professional conversations about whether we all have the same standards and whether children were challenged in lessons
- To challenge pupils to produce the very best work they are capable of, we first agree on what this looks like for all subjects and for the different key stages.
- We decide what challenging concepts our pupils should know by the end of the unit or year and what skills they should be able to demonstrate.

2. Teachers share with the children what excellence looks like.

- Once we have decided what excellent work looks like, we share this with our pupils through WAGOLs (What A Good One Looks Like) which are excellent examples of children's work or model answers created by teachers.
- We believe it isn't enough to just show examples because our pupils also need to fully understand the process, how to make a piece of work excellent. Therefore, we model this live, in front of the class. We call this 'teacher modelling' as we are able to explain, out loud as we go, the thought process of an expert in the subject.

3. Teachers support the children in achieving excellence.

- Our teachers' professional development plays an important part in our children achieving excellence, therefore we place researched professional learning for all at the heart of our leadership.
- We believe all children can achieve individual excellence with the right support from their teacher (quality first teaching), support staff (1:1 or small group targeted support) or their peers (Talk Partner, group work).

- ‘In the moment feedback’ from teachers, support staff and their peers (See Feedback Nutshell) ensures children are guided throughout their learning journeys to achieve excellence
 - We start each unit with a heavily scaffolded piece of work that allows children to see what the finished product will look like. This scaffolding may involve a writing frame, prompts, and exemplar material – whatever is needed to ensure that what they produce is of the highest quality. Over time, as children become more practised, we remove this support so that they create similar, excellent work on their own.
- 4. Teachers secure knowledge and then give children the opportunity to apply it.**
- In planning long, medium and short term for Wider Curriculum subjects, we ensure children are exposed to concepts, knowledge and skills which are as much as possible interlinked and that they are given opportunities to apply these in different subjects to show greater understanding.
 - Our progression documents are used effectively by our subject leaders and teachers to ensure children secure vocabulary, knowledge and skills so that they can make better connections - subject leaders monitor the teaching and learning of their subjects; teachers revisit concepts, knowledge and skills throughout the units by planning their revision grids.
 - Through using our APE (Audience Purpose Effect) approach to writing, children are guided to apply the skills taught during previous year groups, terms or their current learning journey. This offers all our writers the opportunity to excel.
 - Through answering our units’ Big Questions in the Wider Curriculum subjects, all our children are given the opportunity to investigate in depth and use the knowledge and the skills learned to answer the questions in more detail, in their own chosen way.
- 5. ‘Is it your best yet?’**
- In whole class discussions, we strive to make all children aim for excellence, at every opportunity: we use higher order questioning, we encourage everyone to contribute equally through our hands down approach and we guide or support children to improve their answers)
 - Each adult-child interaction outside of and within lesson time represents an opportunity to focus on oracy, speaking in clear, full sentences, wherever possible extended and detailed. This has been identified as a whole-school priority to meet the needs of our children.

	<ul style="list-style-type: none"> • We explicitly teach and encourage the use of precise (tier 2 and 3) subject-specific vocabulary, emphasising this during in-the-moment feedback. • At the end of every piece of verbal or written work, we are creating opportunities for adult and children to suggest improvements (either through SM, PM or other feedback strategies). • We have made reviewing, drafting and redrafting, editing part of our culture so that pupils reflect upon their learning and then improve (using their purple pens) regardless of key stages or subjects, before submitting it. They can do this because they have a good idea of what excellence looks like and what is expected of them.
<p style="text-align: center;">IMPLEMENTING CHALLENGE IN MATHS</p>	<ul style="list-style-type: none"> • Our Mastery Maths approach rejects the idea that a large proportion of people ‘just can’t do maths’. • All our pupils are encouraged by the belief that by working hard at maths they can succeed. • All pupils are taught through whole-class interactive teaching, where the focus is on all pupils working together on the same lesson content at the same time. • Our Mastery Maths approach ensures that all can master concepts before moving to the next part of the curriculum sequence, allowing no pupil to be left behind. • Our maths lessons’ design identifies the new mathematics that is to be taught- the key points, the difficult points and a carefully sequenced journey through the learning. • Reasoning and problem solving are used throughout all our maths lessons. • To ensure challenge at every stage in the maths lesson, teachers use some of the following tools: a range of manipulatives and pictorials, mathematical vocabulary, planned misconceptions, teacher modelling, small steps, guided practice, revision slides, mini-whiteboards, mixed attainment paired work, Think/Pair/Share, agree/disagree, say it better. • If a pupil fails to grasp a concept or procedure, this is identified quickly and our teacher-led early intervention ensures the pupil is ready to move forward with the whole class in the next lesson or ensure they access next maths lesson. • Procedural fluency and conceptual understanding are developed in tandem because each supports the development of the other. We recognise that practice is a vital part of learning, but it must be intelligent practice that reinforces pupils’ procedural fluency and develops their conceptual understanding.

	<ul style="list-style-type: none"> • Significant time is spent developing deep knowledge of the key ideas that are needed to underpin future learning. • The structure and connections within the mathematics are emphasised, so that pupils develop deep learning that can be sustained. • Key facts such as multiplication tables and addition facts within 10 are learnt to automaticity during our OTB sessions across all year groups. We have carefully designed these objectives for all year groups and all pupils, to avoid cognitive overload in the working memory and enable all pupils to focus on new concepts during our maths lessons. This enables us to provide more challenge for our SEND children and those working below age related expectations.
<p style="text-align: center;">IMPLEMENTING CHALLENGE IN READING</p>	<ul style="list-style-type: none"> • Reading represents a key priority in our curriculum: we ensure all our reading opportunities challenge all children whilst being accessible. • As a key driver for our whole curriculum, we read and explore reading across all subjects, particularly in English. • During WCR (Whole Class Reading) we explicitly teach strategies for answering questions on each content domain and give children numerous opportunities to apply these strategies. • In the reading phase of our writing journey, children are exposed to a range of challenging reading materials through our WAGOLLS. • During Wider Curriculum lessons, children are exposed to well chosen, subject specific, reading materials around the themes studied. <p>To nurture excellence in reading and to inspire all children to love books, we are using the following approaches:</p> <ol style="list-style-type: none"> <u>1. We cultivate independent reading for pleasure</u> <ul style="list-style-type: none"> • We strongly believe in the relationship between a school’s reading culture and children’s attainment in reading so we foster a love for reading in all our learners. • We strive for all our children to read good quality books for pleasure, both in school and at home • We ensure that their books are relevant, appropriate and challenging too.

- We raise the profile of reading for pleasure for all children by planning termly Library visits to our local library and by weekly visits to our school library.
 - We expose and guide children through a range of text types, fiction and non-fiction diaries, biographies, autobiographies, non-chronological reports, letters, newspaper reports, explanation texts, poetry, archaic texts.
- 2. We read the class novel or other texts daily to the whole class to develop dialogue and ask authentic questions.**
- We firmly believe if we are to instil a love of books in all our children, we need to model reading for pleasure daily.
 - In all discussions about a text or our class novel, we encourage children to think about the ideas and views of others, to explore different ideas and to give their reasons for these.
 - We always value and encourage their different responses – though we can challenge them too.
 - By reading a well-chosen whole class novel, children get a different perspective on an issue or concept learned in a subject that term (eg. The Last Bear - climate change, geography) and get an opportunity to ask deeper questions and give more detailed, complex, informed answers.
 - Through reading a range of texts in class and through the daily reading of our class novels, we act as a “conductor” to build exchanges between children that develops thinking. We ask one child to respond to another, to add a comment or to ask another question.
 - As teachers, we add information into the discussion to develop knowledge and understanding, as well as asking our own questions in response to children’s comments.
 - We strongly believe comprehension is more likely to be developed in this way than through written answers to a list of questions with little discussion.
- 3. We select quality texts to teach reading**
- We believe choosing the right texts is really important and, where we can, we incorporate the themes taught across the curriculum so that reading adds to children’s learning experiences.
 - We carefully consider texts that will appeal to a range of children (diversity, mental health, SEND) and provide motivation for reading, especially if they have to dig deeper into the meaning.

- We select texts with multiple challenge opportunities – through the theme or subject matter (which may be outside the children’s direct experience), the complexity of the sentence construction, unfamiliar vocabulary, narrative style, the organisation of the text or the visual features. By recognising the potential to explore these different opportunities, we can provide challenge for all our readers – and also ensure that we give the right support for all readers to make sense of more challenging texts. We think about the different opportunities for learning, not only what must be learned.

4. We develop independent reading strategies throughout our WCR sessions

- We believe that in order to read and understand more challenging texts independently, all children need to use a range of comprehension strategies, initially supported but gradually more independently.
- Initially, we focus on teaching one strategy for each content domain, then we embed them by revisiting it regularly.
- We ensure we apply these reading comprehension strategies in other lessons or subjects and by mixing more than one different content domain questions.
- We always expect all our children to apply the knowledge and skills learned during whole class reading in all areas of our curriculum and when answering question in whole class discussions (speaking in full sentences, using key words from the questions represent our oracy focus).

5. We provide different ways to explore and respond to reading

- We use pictures, art, images, videos, picture books, comic or wordless books to explore reading in depth and make it accessible to all our readers.
- When texts are very challenging for particular learners, we use drama as a great way to explore these texts in depth, for example a character’s feelings or motivation at different points in the narrative. It can also be a great way to try using unfamiliar language.
- We use comic strips or mind maps to summarise more complex texts so all readers can make sense of it.

<p>IMPLEMENTING CHALLENGE IN WRITING</p>	<p>With writing, through our APE approach, we aspire for each child to be challenged to:</p> <ul style="list-style-type: none"> • Develop resilience as an independent writer. • See themselves as a writer and celebrate his/her success at the end of the writing process. • Understand and make more sense of their writing journey and its different stages-Reading Phase, Toolkit Phase and Drafting Phase. • Be exposed to and then investigate WAGOLLS and COLLECT challenging vocabulary and sentence structures. • Practise drafting their own sentence structures, then whole paragraphs and pieces, edit their own and then publish their own work. • Select appropriate word choice, sentence structure and text form for effect. • Recognise different genres and which purpose they are linked to (e.g. instead of seeing newspapers as newspapers and biographies as biographies, children will begin to recognise both these text types as texts to inform). • Notice specific text features and structures, grammar and sentence structures, word level and choice and punctuation that cross between the two different text types being taught. • Embed their skills by using the grammar and punctuation in a different context. • Secure their skills and experience success as previously set targets are still applicable in the next text. • Develop a deeper understanding of a particular purpose for writing. • Improve their outcomes as well as help them retain knowledge and their new learning.
<p>IMPLEMENTING CHALLENGE IN THE WIDER CURRICULUM</p>	<p>We challenge and support children in our wider curriculum through carefully and collaboratively chosen schemes of work which support long, medium and short term planning. These schemes of work provide teachers with subject knowledge and offer opportunities to develop further their teaching skills. They are not rigidly used as teachers always put our vision and our pupils' needs at the heart of their planning and teaching.</p> <p>We know that many children have a great deal of knowledge about a diverse range of subjects – typically those areas of learning that fascinate them - and we also know that some are really interested in particular themes or subjects. Because of this, and so we can help them see themselves as artists, geographers,</p>

	<p>historians, musicians, sportspeople, design technologist, scientists, linguists we are challenging them through:</p> <ul style="list-style-type: none"> • Choice of Big Question to interest all learners, to be investigated and support application of skills at the end of the unit • Use of initial assessment tasks (KWL or a set of questions) to identify prior knowledge, which we assess again at the end of the unit. By doing this, we ensure our lessons are challenging and relevant for all learners. • Use of a revision slide in every second lesson so children have opportunities to revisit previous concepts, knowledge and skills and make links better with the current unit and previous unit. • Well-chosen reading material to extend their understanding around the subject taught. • Talk Partner or group work as planned opportunities to explain something ‘an expert’ understands easily to someone who does not yet understand. Rephrasing or reconceptualising something in order to teach it. • Encouraging all learners to read widely around a subject outside of lesson time by providing them with information about suitable materials. • Considering what we can add to create depth in each lesson, digging into an area more deeply, going laterally with a concept, or asking children to use more complex terminology to describe abstract ideas. • Ensuring that children can answer the BQ at the end of each unit and that they have opportunities for a Challenge and Support type of task in each lesson. • Open-ended questions and high order questioning is used in our wider curriculum lessons as a way to increase depth as learners dig down into the thinking behind these questions.
<p>ADDITIONAL CHALLENGES & ENRICHMENT</p>	<p>As part of a rich curriculum experience, there are numerous learning activities that our children can engage in that develop their knowledge and understanding while also giving them the chance to develop wider personal dispositions and skills.</p> <ul style="list-style-type: none"> • Open-ended projects/end of unit outcome tasks allowing pupils to make choices about their direction of study and the form of the products they use to communicate their findings.

	<ul style="list-style-type: none"> • Various homework activities that require children to engage in pre-reading and research prior to exploring ideas in class. • Debates and other extended oracy activities that require children to construct arguments and extend their knowledge. • Deep-end problem solving and extended (continuous provision/homework) writing activities with reduced levels of scaffolded support. • Well-structured collaborative projects that give children real responsibility for extending the scope of their study and working with others to put ideas into action
<p>IMPACT</p>	<p><u>Impact on children when challenge is effective:</u></p> <ul style="list-style-type: none"> • All children are showing greater interest and taking pride in their work (including PP, SEND, HA) • Raising attainment for all children • Developing a broad range of learning skills coupled with understanding of how they can be used • A shift amongst children from a receptor model of learning to an investigative, proactive one • Perceiving lessons as useful and authentic <p><u>A particular impact for teachers:</u></p> <ul style="list-style-type: none"> • A shift from targeting fluency in recalling information, facts and processes towards interpretation of concepts and development of strategies for problem solving