



# Sandymoor

## Ormiston Academy

### STRETCH AND CHALLENGE POLICY

2019-2020

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#### 1. Whole school aims

*“There are two ways to interpret the phrase “stretch and challenge”. On the one hand, it relates to whole class teaching and the importance of stretching and challenging every pupil’s thinking. On the other, it relates to individuals and the importance of pushing the thinking of the most able pupils. Both interpretations are equally valid and essential components of great teaching.”* **Mike Gershon**

At Sandymoor Ormiston Academy we aim to have high expectations of all students all of the time by encouraging and supporting the learning of ALL students. This policy underpins our Confident Curriculum and our concept of “Learning without Limits” and is an integral part of the school’s broader development of inclusion of educational opportunity for all students. It states our commitment to providing an environment in which all students are enabled to think deeply and engage with healthy struggle. The best provision for more able students and their peers is one that challenges them and extends their thinking, knowledge and skills. Many of the ways of achieving this constitute good pedagogy and practice for all students, when pitched at the appropriate level of challenge and therefore will impact on raising standards overall.

At Sandymoor Ormiston Academy we also believe that students with particular abilities and talents must be recognised and supported to be stretched intellectually, emotionally, aesthetically, socially and physically. Our ambition is to provide a challenging and stimulating learning environment for all, for students to shine and develop an enthusiasm for learning.

Through this policy we aim to achieve a whole school ethos where achieving at a high level is an expectation, by implementing effective identification and monitoring of the more able on the basis of their academic abilities and potential. This will include:

- Identification of our more and most able students

- Teaching and learning strategies that meet the needs of all students and of our more and most able in particular
- Procedures for monitoring and evaluating intervention and provision for the more and most able
- Information and guidance for all staff to support the more and most able

## **2. Identification**

At Sandymoor Ormiston Academy, our More Able and Most Able cohorts are made up of students identified as more able from their Key Stage 2 data.

Our More Able students are identified as High prior attaining students on SIMS.

Our Most Able students are identified as those students who have a KS4 target of a Grade 8 or Grade 9.

Once identified this information is made available through SIMS for all teachers to access. The cohorts are adjusted continually following Assessment Windows and analysis of Current Working Grades.

Monitoring and tracking of underachievement will be supported by subject teachers RAP meetings.

We also aim to identify the more able students within specific subject areas in order to improve attainment, aspirations, motivation and self-esteem. We believe it is important to celebrate our students' achievements and create an ethos of positive peer pressure where it is encouraged to work hard and be enthusiastic.

## **3. Monitoring our more and most able students**

In line with the whole school assessment policy, the more and most able students will have their progress closely monitored and assessed by the Stretch and Challenge co-ordinator in collaboration with subject teachers, Heads of Faculty, Heads of Year and SLT in order to set appropriate targets for improvement and to facilitate swift identification of individual needs and interventions. This will include:

- Termly RAP meetings
- Tracking and Monitoring students who would be the first generation in their family to go to university
- Regular monitoring of student engagement and behaviour for learning in lessons through stretch and challenge audits and student-focused learning walks
- Staff discussion and meetings

## **4. Provision and enrichment**

The school and teachers will provide a challenging and enriched curriculum to enable our more and most able students to emerge, be recognised and develop as confident global citizens. Having high expectations means that students are encouraged to engage in their own learning by being active participants in lessons and taking responsibility for their own learning, grasping the initiative where possible. The emphasis will be on increasing the depth before breadth of the curriculum, enabling our students to know more and remember more.

The following are developed through our Confident Curriculum (what is taught), our pedagogy (how it is taught) and through our enrichment programme.

1. Self-awareness and a sense of control and influence over learning
2. Sharp and precise use of vocabulary and a good command of grammatically correct English through our development of Oracy
3. Knowing what a Canopy/Grade 9 requires through regular formative feedback
4. Behaviour for learning that supports self-confidence and motivation
5. Independent study skills
6. Learning beyond the specification/scheme of learning (Cultural Capital)
7. Linking learning to the real world.

## 8. Knowing how to make use of appropriate resources and support

### Enrichment

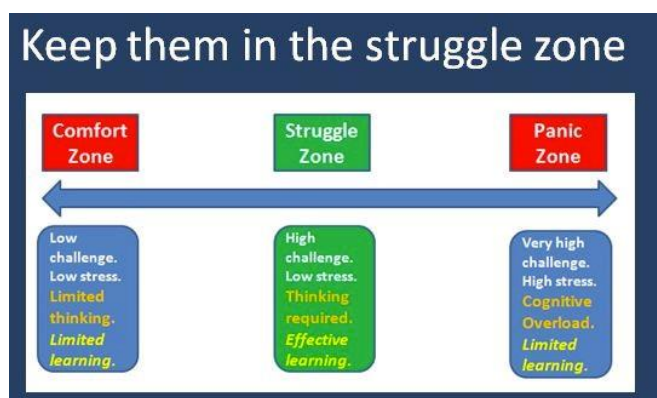
Sandymoor Ormiston Academy provides a variety of extra-curricular clubs and activities, allowing for both enrichment and extension. Sports teams, music and drama clubs and many other opportunities for performance are organised. Language days, Oracy days reading clubs, theatre visits, field trips, community projects and debating competitions are also available for our students.

Specific stretch and challenge opportunities include:

- Visiting guest speakers
- Visits and workshops at local colleges and Universities
- Membership of Potential Plus (students and families)
- Foundation/Higher Project Qualification

## 5. Teaching and learning strategies

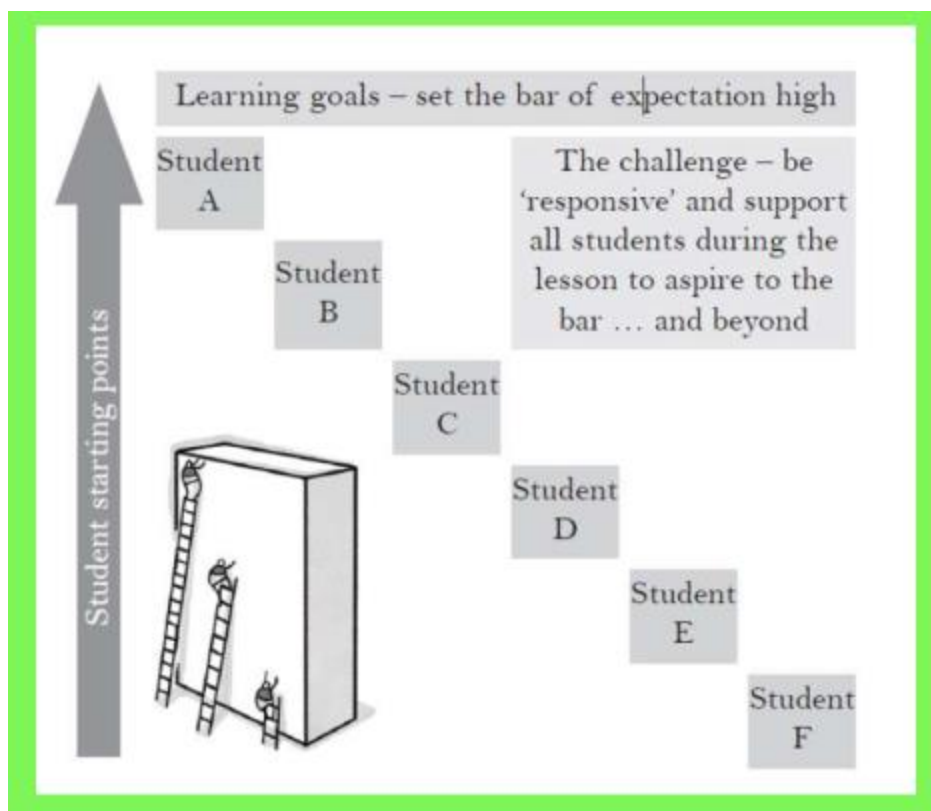
Challenge is the driving force of teaching. Only by challenging our students with activities that makes them 'struggle' and by having the highest expectations of them, will we be able to teach them to know more and remember more. At Sandymoor Ormiston Academy, we are committed to excellent teaching and pedagogy that ensures challenge so that students have high expectations of what they themselves can achieve. Classroom teachers plan to ensure that the more and most able students have the opportunities



to reach the highest levels and are supported to fulfil and exceed their potential. Teachers provide tasks that develop higher level and critical thinking and is not repetitive. Learning objectives and success criteria provide challenge, reflecting the depth and breadth of the subject.

Excellent teaching ensures that students are pushed out of their 'comfort zone' but at the same time, do not enter the 'panic zone'. This means teachers will:

- Know their students
- Notice who is having difficulties and be able to step in if necessary
- Address misconceptions swiftly so no learning time is lost



## 6. Pastoral Guidance and student welfare

Our pastoral system ensures all students are supported with their learning. Heads of Year, form tutors and class teachers all monitor progress of students in their care and encourage the personal, emotional, social, moral and spiritual development of each individual student.

Support includes:

- Setting short, medium and long term targets and goals (e.g. Pride Profiles, Reports etc)
- Encouraging participation in extra-curricular clubs
- Parental contact
- Parents' Evenings
- Referral to Head of Year, and/or the Stretch and Challenge Co-ordinator for the More and Most able students

## 7. Continuing Professional Development

Sandymoor Ormiston Academy is committed to extending and developing the skills of all teachers and staff in the provision for the more and most able students. The Stretch and Challenge Co-ordinator works closely with the Director of Pedagogy Professional Development, attends Trust and external conferences and keeps up to date with educational research in order to share and disseminate good practice and pedagogy.

Good practice is shared through T&L Briefing sessions and whole school CPD sessions as appropriate. The S&C Co-ordinator may also provide coaching and individual support where necessary, in collaboration with the Director of Pedagogy and Teacher Development.

## 8. Roles and Responsibilities

The Stretch and Challenge Lead oversees the achievement and provision for our more and most able students across the school. The Stretch and Challenge Lead reports to the Director of Pedagogy and Teacher Development and the Vice Principal.

The Stretch and Challenge Lead will support and monitor the provision for more and most able subject areas and lead subject and curriculum leaders in monitoring at subject and faculty level. They will also work with Heads of Year to track the progress of these students and to ensure that enrichment and interventions have a positive impact on progress and achievement.

The Stretch and Challenge Lead will contribute to the development of the quality of teaching and learning, line managed by the Director of Pedagogy and Teacher Development. The Stretch and Challenge Lead will also work closely with Curriculum and Subject leaders and Heads of Year.

**Stretch and Challenge Lead** - Designated responsibility across school includes:

- To lead the development, implementation, monitoring and evaluation of the school's policy for our more and most able students.
- To work with colleagues to identify and address the needs of our more and most able cohorts
- To devise a programme of enrichment for the More and Most Able cohorts
- To lead on the sharing of good practice in teaching and learning for Stretch and Challenge
- To liaise with other OAT Academies and other institutions and outside agencies on enrichment projects and curriculum provision
- To inform students, parents and carers, teachers and non-teaching staff about the provision for stretch and challenge
- To monitor provision, intervention and progress of our more and most able cohorts
- To ensure targeted intervention and provision for individual students and groups of students as required
- To act as "champion" of the more and most able students by creating and sustaining positive attitudes towards them, establishing a shared understanding of their academic, social and emotional needs and ensuring that all able students receive the right blend of challenge and support

### **Curriculum and Subject Leaders**

To ensure the provision in Faculty/ Subject area meets the needs of the more and most able students by:

- Contributing to the identification of our more and most able students
- Monitoring progress of the cohorts at each Assessment point
- Developing and reviewing Schemes of Learning and Curriculum plans as appropriate
- Leading staff within their Faculty/subject area on good practice and pedagogy for stretch and challenge
- Liaising with the Stretch and Challenge Lead to ensure the school policy is implemented

### **Heads of Year**

- Monitor, track and implement intervention to support the progress of students within their Year Group
- Encourage participation in a wide range of enrichment activities

**Teaching Staff**

All teaching staff have a shared responsibility to provide learning opportunities and a learning environment that ensures appropriate progress, attainment and enjoyment.

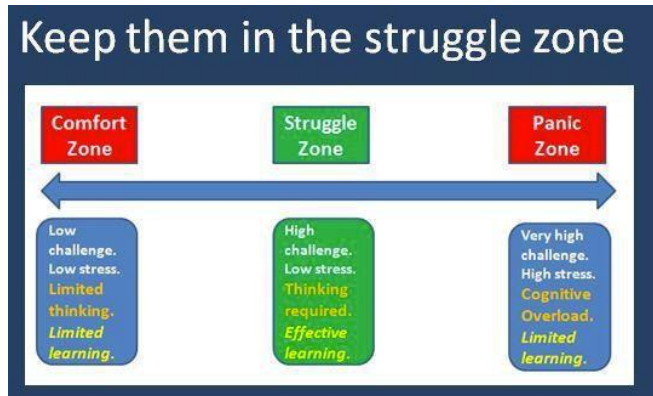
**Form Tutors**

- Monitor their tutee's individual progress through learning conversations and Pride Profiles.
- Form tutors have a key role in identifying areas of concern and liaising with the Head of Year and Stretch and Challenge Lead.

# Teaching and learning strategies for Stretch and Challenge

## Three principles of challenge

1. Stretch and Challenge for all.
2. We should have high expectations of all students, all of the time.
- 3.



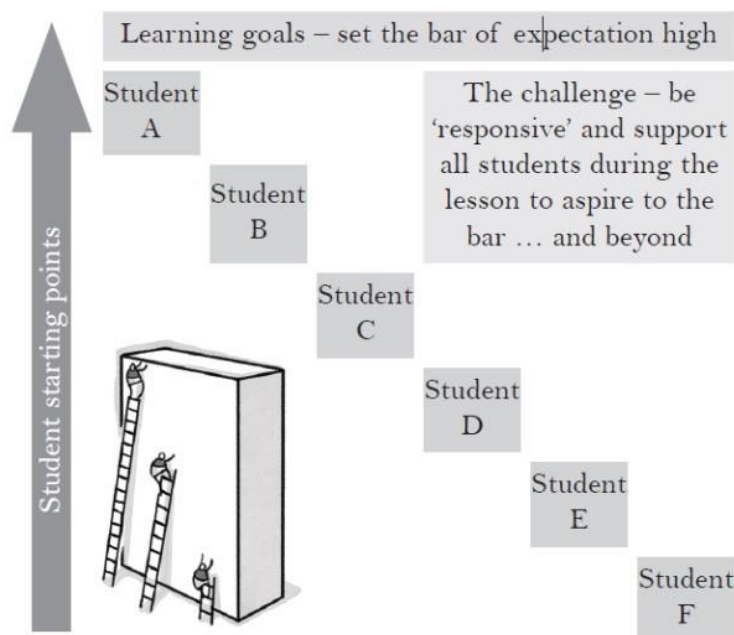
## 1. Challenge – a planning and reflection tool

- Are all students expected to develop their knowledge and skills during the lesson?
- Are learning objectives challenging for all?
- Is the bar of expectation high for all students?
- Is appropriate support and scaffolding in place to enable all students to achieve this level of expectation?
- Is formal, subject-specific, academic language modelled by teachers and encouraged from students?
- Are examples of excellence shared, discussed and deconstructed with the class?
- Is subject content relevant and challenging?

## 2. How can I prepare lessons that challenge every student? *Teach to the Top.*

Teaching to the top is the best way to ensure that every student in any class is fully stretched and challenged. Asking yourself whether you are setting your expectations high enough for every student and how you would know if you were is a good starting point.

Tom Sherrington describes a simple way of checking if you are truly teaching to the top: *Use assessment data to identify your three highest performing students. Imagine that their parents are hawkish and demanding; they (rightly) expect nothing but the best for their children. Do everything in your power to make them love you because their children are stretched and engaged – always. If you do that, the thing is – everyone's a winner. You are a winner, the top end students are winners and – here is the clincher – everyone in the class is a winner too. Teach to the Top and everyone benefits.*



### 3. How do I gauge whether lesson content is challenging or not? *Scale up.*

Students often find it very motivating to be told that they are studying something intrinsically difficult. One way of ensuring that lessons are sufficiently challenging is to take into account the expected knowledge. Concepts and skills in your subject and aim your lesson just beyond that point. So, at KS3, for example, dip into GCSE level content or skill; at GCSE, dip into A-level. In doing so, the most challenging concepts that the success criteria require students to know will not be the most challenging concepts they will have been exposed to.

This strategy is informed by an understanding of the *anchor effect*, found in experimental psychology: our perceptions are unduly influenced by the first piece of information we receive on a topic. This anchoring means that we base subsequent judgments on our initial piece of information. For example, the initial price set for a used car sets the standard for the rest of the negotiations, so that offers lower than the initial price seem more reasonable even if they are still higher than what the car is really worth. This can offer up a useful metaphor for how we can set up challenge in our classrooms. By exposing our students to content at a level usually considered beyond national expectations, we anchor in challenge so that success is measured by adjusting up or down from this high starting point. If we set our anchor too low, then overall success will be adjusted relative to this starting point. Therefore, in the guise of the unscrupulous car salesman, we should set out original price (expectation) high, so that we are more likely to achieve a higher final outcome.

Critical to the success of this strategy is that not only do you set high expectations; but also that you make students aware that you are doing so. Telling KS3 students that they are doing GCSE work, or GCSE students that they are studying content found on the A-level syllabus will show them that you have the highest expectations of them and the faith that they will be successful. However, frame your language carefully – you want to inspire your students to work in the struggle zone – don't overwhelm them and send them into the panic zone!





## 4. Responsive teaching for Stretch and Challenge

### i. Anticipate the interventions

- ✎ Consider the misconceptions that students usually have when covering a topic. Teach with these in mind so the class can avoid them.
- ✎ Tell stories of previous students/classes and the mistakes they have made
- ✎ Plan in the questions that will test for common misconceptions

### ii. Put in place extra 'scaffolds' as students are working

- ✎ Re-explain in smaller steps or in a different way
- ✎ 'Explain why' and 'now try'
- ✎ Show a top quality example
- ✎ Ask your TA to work with struggling students while you support the more able
- ✎ Give students an extra resource – e.g. sentence starters or smaller 'chunked' tasks
- ✎ 'Dot marking' – be visible so that students expect to be challenged on their mistakes

### iii. Reshape the lesson

- ✎ Explain a common difficulty/misconception to the whole class again
- ✎ Re-model an area students are struggling with
- ✎ Use a visualiser to show a piece of work and discuss why it is excellent or edit it together as a class
- ✎ Ask students to discuss how/why they are struggling and then work out some strategies together

### iv. Place your lesson in the context of the previous lesson

- ✎ Sample books quickly – quick book look to check learning/misconceptions
- ✎ Circle back/revisit if necessary
- ✎ Re-teach a topic in a different way
- ✎ Ask students to edit/redraft a piece of work (from further back if necessary)
- ✎ Keep a clear destination in mind, but be prepared to take multiple routes and to vary the pace as you go
- ✎ Make sure the SOL has built in room and flexibility
- ✎ Move a student to the front. Aim to keep up a regular dialogue with them about their work and give them more verbal feedback than other students.
- ✎ More regular feedback of work for an individual/group for a defined period of time linked to specific targets (Show me your book at the end of the lesson)
- ✎ Design a bespoke strategy for an individual with your TA.
- ✎ Target questioning – make sure underachieving students are questioned regularly in whole class questioning.
- ✎ Plan in regular MADtime – use this time to work with individuals/small groups more closely.
- ✎ Plan quick discussions with students/groups into your lessons during quiet working time.
- ✎ Arrange a short session with a student at lunchtime or after school to talk through a specific issue. (Often appreciated by students and can take the pressure off whole class teaching).

(Credit: classteaching.wordpress.com)

## **Nurturing a Growth Mindset through language to support Stretch and Challenge**

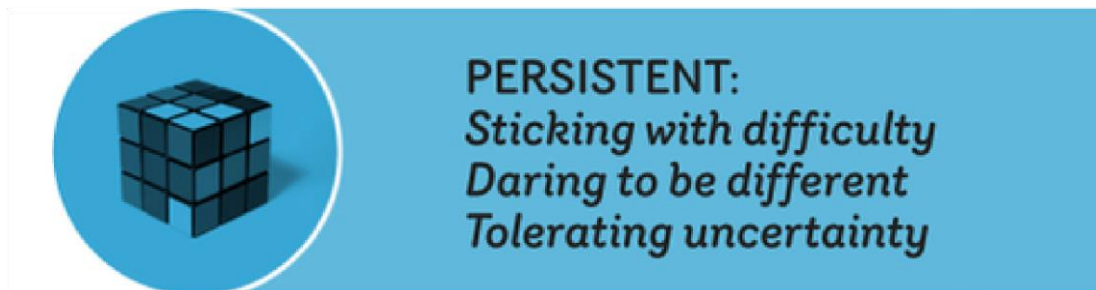
1. How can we embed a challenging classroom ethos through the language we use with students and help motivate them to accept tough challenges?

**We provide below a reminder of some key phrases that can be useful to communicate our expectations of, and beliefs about, students' potential**

- The power of “yet”: when a student says ‘I can’t do it,’ we could end their sentence with ‘yet!’
- ‘If it’s not excellent, it’s not finished’ is a great mantra for reinforcing the idea of continuous improvement and redrafting.
- ‘If you’re not struggling, you’re not learning.’ We need to remind students that struggle is a good thing and not a sign of weakness.
- Students appreciate being told, ‘This is hard, but in time I believe you can get there.’
- When a student is stuck, rather than giving the answer straight away, use ‘Keep thinking about it – I’ll come over in a couple of minutes if you’re still stuck.’
- Or, if you believe that with extra time and thinking the student can realistically cope with the task, you could try asking the question, ‘What would you do/say/write if you weren’t stuck?’

|   |  |
|---|--|
| <b>Beginning of the year or project</b>             | I expect great things from all of you, and I am here to guide you in your learning and growth. Mistakes are expected and valuable – because we can all learn from them.  |
|   | I have high standards and I know that you can all meet them.   |
|   | I am so glad that you made that mistake, because you have now learned....  |
| <b>Preface critical comments with....</b>           | The comments I provide are quite critical, but I hope they are helpful. Remember, I wouldn’t go to the trouble of giving you this feedback if I didn’t think, based on what I have seen from you so far, that you are capable of meeting the higher standard I have highlighted. |
| <b>At the start of a new lesson</b>                 | I know you have the ability to learn/achieve this, so we are going to set the bar high.  |
|   | You haven’t even scratched the surface of what you can do if you put your mind to it. I’m holding you to it!   |
|   | I’m going to push you all, because I know that if you stretch yourself, you can all do amazing work.   |
| <b>When students succeed through effort</b>         | I’m so proud of the effort you have made in order to improve your grade...   |
|   | Congratulations – you used good strategies to achieve this....   |
| <b>When students face disappointment or failure</b> | OK – so you didn’t do as well as you wanted to. Let’s look at this as an opportunity to learn/to change something/do something different.  |
|   | Which parts did you do well in? Which parts were a struggle?   |
|   | What did you do to prepare for this? Is there anything you could have done differently?  |

|   |   |
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| <b>When students succeed with little effort</b> | It looks like you weren't really challenged by this task/assessment. Let's look for ways you can challenge yourself more. |
|   | It's great that you have that skill mastered. Now we need to find something a bit more challenging so that you can grow.  |

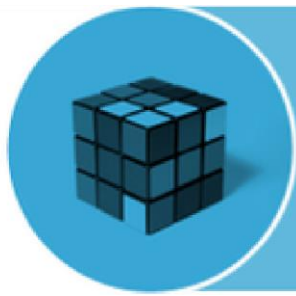


### Communicating High Expectations.

- I know that you (all) have the ability to do this, so I have set the bar high
- This will be a challenging concept to learn, but all of us can reach this goal.
- Be sure to communicate with me about your progress so I can provide support for you.
- I am going to push you all because I know that if I do you will all do amazing work.
- Our classroom is a place to learn challenging material, and I am here to help you.
- This is challenging but rewarding.
- This may be difficult right now, but you will remember it for the rest of your life.
- When you master this, you can be proud because it isn't easy.
- Here is my challenge to you. I know you can meet it. I want you to challenge yourself.
- As you learn this, mistakes are expected. Your mistakes help me to support you. Let's make mistakes together.
- I have seen you stretch and succeed in the past. Let's do it again.

### Communicating a Learning Goal.

- New material is an opportunity to stretch.
- Today's learning objective will give everyone an opportunity to stretch.
- Today your brain will get stronger.
- I really want to stretch you beyond your comfort zone today.
- After you do this, I am going to ask everyone to share one mistake so we can learn from it.
- Today's target for learning is..... By tomorrow, our goal is.....
- I do not expect you to know this already. I am here to help you learn/master this challenging material.
- This material is very challenging. I am not going to hold you accountable for understanding all of it straight away, but I want you to give it a try first.
- This is just a first draft – you'll have lots of chances/time to improve it.
- I'm not going to grade this – it's a risk-free zone!
- We are in the learning zone today – I expect to see some mistakes!



**PERSISTENT:**  
*Sticking with difficulty*  
*Daring to be different*  
*Tolerating uncertainty*

| <b>During Learning</b>        | <b>If you hear yourself thinking...</b>   | <b>Tell yourself...</b>  | <b>Ask yourself...</b>   |
|-------------------------------|---|--|--|
| <b>Approaching challenges</b> | <p>I can't do this.</p> <p>If I don't try, I can make sure I don't look stupid.</p>   | <p>This might take some time and effort. I can't do this yet.</p>  | <p>What strategies can I use? What can I do to improve?</p>  |
| <b>Hitting setbacks</b>       | <p>I'm no good at this.</p> <p>It's not too late to back out, make excuses, and avoid looking stupid.</p> <p>What grade will I get?</p> | <p>I can become better.</p> <p>I'll use some of the strategies I've learned.</p>                                       | <p>What do I know already?</p> <p>What am I missing?</p> <p>What do I need to know more about?</p> |
| <b>Facing criticism</b>       | <p>I'm a failure.</p> <p>I haven't done it right.</p> <p>You are really disappointed in me.</p>   | <p>Mistakes help me improve.</p> <p>I can learn from this feedback.</p> <p>I can always improve, I'll keep trying.</p> | <p>What can I do to improve?</p> <p>Can I learn from someone else's success with this?</p>         |

|                                       |  |   |
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| Can I ask a friend?                   | Where can I find information about that? | Can I please discuss my answer first with...? |
| Would you please repeat the question? | <b>Alternatives to “I don’t know”</b>    | May I have some more time to think?           |
| May I have more information?          | Can I have a clue?                       | Can you rephrase the question?                |

|                                 |   |  |
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| Think hard and stick with it.   | Look in a book, look for clues in classroom display, or use reference material. | Can you find an example?               |
| Keep calm and read it again.    | <b>Don’t know what to do next?</b>  | Remind yourself not knowing is ok.     |
| Work together and ask a friend. | Pause a moment and just think.  | Still not sure? Then ask your teacher. |



## **Subject Specific Criteria for High Achievers**

### **High Achievers in Art and Design**

- Think and express themselves in creative, original ways.
- Have a strong desire to create in a visual form.
- Push the boundaries of normal processes.
- Show a passionate interest in the world of art and design.
- Use materials, tools and techniques skilfully and learn new approaches easily.
- Initiate ideas and define problems.
- Critically evaluate visual work and other information.
- Exploit the characteristics of materials and processes.
- Understand that ideas and meanings in their own and others' work can be interpreted in different ways.

### **High Achievers in Design and Technology**

- Show high levels of technological understanding and application.
- Show high-quality making and precise practical skills.
- Have flashes of inspiration and highly original or innovative ideas.
- Show different ways of working or different approaches to issues.
- Are sensitive to aesthetic, social and cultural issues when designing and evaluating.
- Are capable of rigorous analysis and interpretation of products.
- Get frustrated when a teacher demands that they follow a rigid design-and-make process.
- Work comfortably in contexts beyond their own experience and empathise with users' and clients' needs and wants.
- Reflect on their own thinking and learning and are self-critical in a constructive manner.
- Relate novel ideas to familiar ones and use their knowledge and skill to act on them with 2D and/or 3D modelling.

### **High Achievers in English**

- Demonstrate close reading skills and attention to detail.
- Are more sensitive to the nuances of languages as they attempt to make meaning through their own writing, drawing on the models of texts they have read.
- Are more fluent and confident readers, possibly having read a broader range of texts (though not necessarily just fiction texts).
- Give readier, incisive critical responses, displaying more marked pleasure and involvement in language tasks than other pupils.
- Are able to read with meaning, drawing on inference and deduction – “reading between the lines”.
- Are able to articulate their insights by speaking more confidently and precisely about their own writing intentions, or those of other writers they have read.
- Are able to approach writing tasks more thoughtfully and make more careful preparation for them, readily considering issues such as the way in which the text type fits the purpose, and making more precise choices of language.
- Are able to explain how their written work can be improved.
- Are able to make relationships between different sorts of texts already read, and choose future reading with greater purpose.
- Are able to reflect carefully on the sorts of language and linguistic engagement they are encountering, and have some insight into their own abilities.
- Are able to research, compare and synthesise information from a range of different sources, including ICT.
- Write or talk in imaginative and coherent ways.
- Create and sustain accounts and reasoned arguments.
- Justify opinions convincingly, and challenge other points of view.

### **High Achievers in Geography**

- Understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions, i.e. exhibit conceptual knowledge.
- Communicate effectively using both the written and the spoken word.

- Reason, argue and think logically, showing an ability to manipulate abstract symbols and recognise patterns and sequences.
- Enjoy using graphs, charts, maps, diagrams and other visual methods to present information.
- Are confident and contribute effectively when taking part in less formal teaching situation.
- Relate well to other people, showing an ability to lead, manage and influence others, appreciating and understanding others' views, attitudes and feelings.
- Have more highly developed value system than most pupils of their age.
- Have a wide-ranging general knowledge about the world.
- Are able to transfer knowledge from one subject matter to another.
- Are creative and original in their thinking, frequently going beyond the obvious solution to a problem.

### **High Achievers in History**

- Perform at levels of literacy that are advanced for their age.
- Show particular skill at inference and deduction when reading texts.
- Synthesise information to present a cogent summary.
- Use subject-specific vocabulary confidently.
- Follow and contribute effectively to a line of argument in discussion by making relevant contributions and substantiating points with evidence.
- Access complex source materials with growing independence.
- Have an extensive general knowledge, including a significant amount of historical knowledge.
- Develop with ease a chronological framework within which to place existing and new knowledge.
- Demonstrate a strong sense of period as a result of study.
- Grasp quickly the role of criteria in formulating and articulating a historical explanation or argument.
- Understand and apply historical concepts to their study of history.
- Are able to draw generalisations and conclusions from a range of sources and evidence.
- Appreciate that answers arrived at depend largely on the questions asked.
- Recognise how other disciplines can contribute to the study of history and draw readily on what they learn in other subjects to enhance their historical understanding.
- Are able to establish and follow a line of enquiry, identifying and using relevant information.
- Are good at reasoning and problem-solving.
- Think flexibly, creatively and imaginatively.
- Show discrimination when selecting facts and evaluating historical evidence.
- Manipulate historical evidence and information well.
- Appreciate the nature of historical enquiry.
- Question subject matter in a challenging way.
- Are intrigued by similarities and differences between different people's experiences, times and places and other features of the past.
- Thrive on controversy, mystery and problems of evidence.
- Show resourcefulness and determination when pursuing a line of enquiry.

### **High Achievers in ICT**

- Show ICT capability above that expected for their age.
- Learn and applying new ICT techniques quickly.
- Use initiative to exploit the potential of more advanced feature of ICT tools.
- Transfer and apply ICT skills and techniques confidently in new contexts.
- Explore independently beyond the given breadth of an ICT topic.
- Initiate ideas and solve problems, use ICT effectively and creatively.
- Develop systems that meet personal needs and interest.

### **High Achievers in Mathematics**

- Learn and understand mathematical ideas quickly.
- Work systematically and accurately.
- Are more analytical.
- Think logically and see mathematical relationships.
- Make connections between the concepts they have learned.
- Identify patterns easily.
- Apply their knowledge to new or unfamiliar contexts.
- Communicate their reasoning and justify their methods.



- Ask questions that show clear understanding of, and curiosity about, mathematics.
- Take a creative approach to solving mathematical problems.
- Sustain their concentration throughout longer tasks and persist in seeking solutions.
- Are more adept at posing their own questions and pursuing lines of enquiry.

### **High Achievers in Modern Foreign Languages**

- Show interest in “difference” – openness and empathy to foreign cultures.
- Have a good memory.
- Have a mastery of a first language.
- Have a strong desire to put language together by themselves.
- Show creativity and imagination when using language.
- Have a natural feel and flair for languages.
- Pick up new languages and structures quickly.
- Make connections and classify words and structures to help them learn more efficiently.
- Seek solutions and ask further questions.
- Have an insight into their own learning style and preference.
- Show an intense interest in the culture features of the language being studied.
- Show curiosity about how language works.
- Exhibit the ability to extrapolate general rules from samples.
- Use technical language to discuss language.
- Show attention to detail, and are keen to produce accurate language.

### **High Achievers in Music**

- Are captivated by sound and engage fully with music.
- Select an instrument with care and are then unwilling to relinquish the instrument.
- Find it difficult not to respond physically to music.
- Memorise music quickly without any apparent effort, and are able to repeat more complex rhythmical and melodic phrases given by the teacher.
- Sing and play music with a natural awareness of the musical phrase.
- Demonstrate the ability to communicate through music, for example sing with musical expression and confidence.
- Show strong preferences, single-mindedness and a sustained inner drive to make music.

### **High Achievers in Physical Education**

- Perform exceptionally well in one sport or to a good standard in many.
- Show good spatial awareness.
- Have skilful body management.
- Learn, understand and adopt technical aspects of a sport very quickly.
- Make correct decisions in pressure situations and adapting their technique accordingly.
- Have the ability to work independently and with initiative.

### **High Achievers in Religious Education**

- Show high levels of insights into, and discernment beyond, the obvious and the ordinary.
- Make sense of, and drawing meaning from, religious symbols, metaphors, texts and practices.
- Are sensitive to, or aware of, the numinous or the mystery of life, and have a feeling for how these are explored and expressed.
- Understand, apply and transfer ideas across topics in RE and into other religious and cultural contexts.
- Have highly-developed skills of comprehension, analysis and research.
- Have the competence to read a source and be able to select all the key points easily.
- Show quickness of understanding and depth of thought.

## **High Achievers in Science**

- Are imaginative.
- Read widely, particularly science or science fiction.
- Have scientific hobbies and/or are members of scientific clubs and societies.
- Are extremely interested in finding out more about themselves and things around them.
- Enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena.
- Are able to sustain their interest and go beyond an obvious answer to underlie mechanisms and provide greater depth.
- Are inquisitive about how things work and why things happen.
- Ask many questions, suggesting that they are willing to hypothesise and speculate.
- Use different strategies for finding things out, and are able to miss out steps when reasoning the answers to problems.
- Think logically, providing plausible explanations for phenomena.
- Put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions.
- Decide quickly how to investigate fairly and manipulate variables.
- Consider alternative suggestions and strategies for investigations.
- Analyse data or observations and spot patterns easily.
- Strive for maximum accuracy in measurements of all sorts, and take pleasure, for example, from reading gauges as accurately as possible.
- Make connections quickly between facts and concepts they have learned, using more extensive vocabulary than their peers
- Think abstractly at an earlier age than usual and understand models and use modelling to explain ideas and observations.
- Understand the concepts of reliability and validity when drawing conclusions from evidence. .
- Enjoy challenges and problem-solving, while often being self-critical.
- Enjoy talking to the teacher about new information or ideas.
- Show intense interest in one particular area of science.
- Make good use of specific subject words and vocabulary.
- Process complex information and data quickly.

## Knowledge

Recall *frequently* facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

## Comprehension

To show understanding *finding information* from the text. Demonstrating basic understanding of facts and ideas.

## Application

To use in a *new situation*. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

## Analysis

To *examine in detail*. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

## Synthesis

To *change or create* into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

## Evaluation

To *justify*. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

### Key words:

Choose  
Copy  
Define  
Duplicate  
Find  
How  
Identify  
Label  
List  
Listen  
Locate  
Match  
Memorise  
Name  
Observe  
Omit  
Spell  
State  
Tell  
Trace  
What  
Recognise  
Record  
Recreate  
Remember  
Repeat  
Why  
Write  
Show  
Spell  
State  
Tell  
Trace  
What  
Recognise  
Record  
Recreate  
Remember  
Repeat  
Why  
Write

### Key words:

Ask  
Classify  
Compare  
Contrast  
Demonstrate  
Indicate  
Interpret  
Match  
Observe  
Outline  
Predict  
Purpose  
Relate  
Rephrase  
Report  
Restate  
Review  
Show  
Summarise  
Translate  
Classify  
Cite  
Compare  
Contrast  
Demonstrate  
Indicate  
Interpret  
Match  
Observe  
Outline  
Predict  
Purpose  
Relate  
Rephrase  
Report  
Restate  
Review  
Show  
Summarise  
Translate

### Key words:

Act  
Administer  
Apply  
Associate  
Build  
Calculate  
Categorise  
Choose  
Classify  
Connect  
Construct  
Correlation  
Demonstrate  
Develop  
Dramatise  
Employ  
Experiment  
Identify  
Group  
Interpret  
Interview  
Link  
Make use of  
Manipulate  
Model  
Organise  
Perform  
Plan  
Practice  
Relate  
Represent  
Select  
Simulate  
Solve  
Summarise  
Teach  
Transfer  
Translate  
Use

### Key words:

Analyse  
Appraise  
Arrange  
Assumption  
Breakdown  
Categorise  
Cause and effect  
Classify  
Choose  
Classify  
Differences  
Discover  
Discriminate  
Dissect  
Distinction  
Distinguish  
Divide  
Establish  
Examine  
Find  
Focus  
Function  
Group  
In-depth  
Inference  
Inspect  
Investigate  
Isolate  
List  
Motive  
Omit  
Order  
Organise  
Point out  
Prioritise  
Question  
Rank  
Reason  
Relationships  
Reframe  
Rewrite  
Research  
See  
Select  
Separate  
Similar to  
Simplify  
Survey  
Take part in  
Test for  
Theme  
Comparing

### Key words:

Adapt  
Add to  
Build  
Change  
Choose  
Combine  
Compile  
Compose  
Construct  
Convert  
Create  
Delete  
Design  
Develop  
Devise  
Discover  
Discuss  
Elaborate  
Estimate  
Experiment  
Extend  
Formulate  
Happen  
Hypothesise  
Imagine  
Improve  
Integrate  
Invent  
Integrate  
Invent  
Make up  
Maximise  
Minimise  
Model  
Modify  
Original  
Transform  
Plan  
Predict  
Produce  
Propose  
Reframe  
Revise  
Rewrite  
Simplify  
Solve  
Speculate  
Substitute  
Support  
Suppose  
Tabulate  
Test  
Theorise  
Think  
Transform  
Visualise

### Key words:

Agree  
Appraise  
Appraise  
Assess  
Award  
Bad  
Choose  
Compare  
Conclude  
Consider  
Convince  
Criteria  
Criticise  
Debate  
Decide  
Deduct  
Defend  
Determine  
Mark  
Measure  
Opinion  
Perceive  
Persuade  
Prioritise  
Prove  
Rate  
Recommend  
Rule on  
Select  
How do we know?  
Importance  
Infer  
Influence  
Interpret  
Judge  
Justify  
Mark

### Actions:

Discarding  
Finding  
Identifying  
Listing  
Locating  
Naming  
Recognising  
Retrieving  
Definition  
Fact  
Label  
List  
Quiz  
Reproduction  
Test  
Workbook  
Worksheet

### Outcomes:

Classifying  
Comparing  
Exemplifying  
Explaining  
Inferring  
Interpreting  
Paraphrasing  
Summarising  
Collection  
Examples  
Explanation  
Label  
List  
Outline  
Quiz  
Show and tell  
Summary

### Actions:

Carrying out  
Executing  
Implementing  
Using  
Carrying out  
Diary  
Illustrations  
Interview  
Journal  
Performance  
Presentation  
Sculpture  
Simulation

### Outcomes:

Abstract  
Chart  
Checklist  
Database  
Graph  
Mobile  
Report  
Spread sheet  
Survey  
Attributing  
Deconstructing  
Integrating  
Organising  
Outlining  
Structuring  
Establish  
Point out

### Actions:

Constructing  
Designing  
Devising  
Inventing  
Making  
Planning  
Producing  
Constructing  
Designing  
Devising  
Inventing  
Making  
Planning  
Producing  
Constructing  
Designing  
Devising  
Inventing  
Making  
Planning  
Producing

### Outcomes:

Advertising  
Film  
Media product  
New game  
Painting  
Plan  
Project  
Song  
Story  
Attributing  
Checking  
Chart  
Deconstructing  
Integrating  
Organising  
Outlining  
Structuring  
Report  
Spread sheet  
Survey

### Actions:

Attributing  
Checking  
Chart  
Deconstructing  
Integrating  
Organising  
Outlining  
Structuring  
Report  
Spread sheet  
Survey

### Outcomes:

Abstract  
Checklist  
Database  
Graph  
Mobile  
Report  
Spread sheet  
Survey

### Questions:

Can you list three ...?  
Can you recall ...?  
Can you select ...?  
How did ... happen?  
How is ...?  
How would you describe ...?  
How would you explain ...?  
How would you show ...?  
What is ...?  
When did ... happen?  
Where is ...?  
Which one ...?  
Who was ...?  
Who were the main ...?  
Why did ...?

### Questions:

Can you explain what is happening ... what is meant ...?  
How would you classify the type of ...?  
How would you compare ...? contrast ...?  
How would you rephrase the meaning ...?  
What can you say about ...?  
What facts or ideas show ...?  
What is the main idea of ...?  
Which is the best answer ...?  
Which statements support ...?  
Will you state or interpret in your own words ...?

### Questions:

How would you use ...?  
What examples can you find to ...?  
How would you solve ... using what you have learned ...?  
How would you organise ... to show ...?  
How would you show your understanding of ...?  
What approach would you use to ...?  
How would you apply what you learned to develop ...?  
What other way would you plan to ...?  
What would result if ...?  
Can you make use of the facts to ...?  
What elements would you choose to change ...?  
What facts would you select to show ...?  
What questions would you ask in an interview with ...?

### Questions:

What are the parts or features of ...?  
How is ... related to ...?  
Why do you think ...?  
What is the theme ...?  
Can you list the parts ...?  
What inference can you make ...?  
What conclusions can you draw ...?  
How would you classify ...?  
How would you categorise ...?  
Can you identify the difference parts ...?  
What evidence can you find ...?  
What is the relationship between ...?  
Can you make a distinction between ...?  
What is the function of ...?  
What ideas justify ...?

### Questions:

What changes would you make to solve ...?  
How would you improve ...?  
What would happen if ...?  
Can you elaborate on the reason ...?  
Can you propose an alternative ...?  
Can you invent ...?  
How would you adapt ... to create a different ...?  
How could you change (modify) the plot (plan) ...?  
What could be done to minimise (maximise) ...?  
What way would you design ...?  
Suppose you could ... what would you do ...?  
How would you test ...?  
Can you formulate a theory for ...?  
Can you predict the outcome if ...?  
How would you estimate the results for ...?  
What facts can you compile ...?  
Can you construct a model that would change ...?  
Can you think of an original way for the ...?

### Questions:

Do you agree with the actions/outcomes ...?  
What is your opinion ...?  
How would you prove/disprove ...?  
Can you assess the value/importance of ...?  
Would it be better if ...?  
Why did they (the character) choose ...?  
What would you recommend ...?  
How would you rate the ...?  
What would you cite to defend the actions ...?  
How would you evaluate ...?  
How could you determine ...?  
What choice would you have made ...?  
What would you prioritise ...?  
How would you select ...?  
What judgement would you make about ...?  
Based on what you know, how would you explain ...?  
What information would you use to support the view ...?  
How would you justify ...?  
What data was used to make the conclusion ...?

## Bloom's Taxonomy: Teacher Planning Kit

## Stretch and Challenge Starters

10 minute creations...



Can you use these items to create an artefact to represent [insert subject/topic]?

This is a really fun task to stretch students' creativity. Combining and looking at things in new ways helps build the students' synoptic thinking.

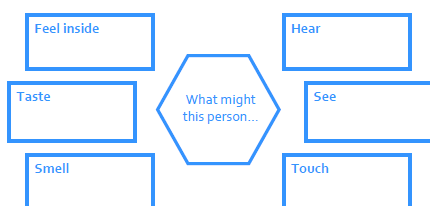
Where's the...?



Where's the [insert subject/topic] in this...?

Use this starter activity as an open activity to help stretch and extend the students' thinking. This helps build the higher Bloom's synoptic skills.

The senso-graph...



This is a good linking activity. It can be quite challenging too. By doing this activity students will be building up their ability to evaluate and suggest alternative ways of thinking – a higher Bloom's skill.

6 degrees of separation...



Can you link Cheryl Cole to [insert subject/topic] in steps...


This is a great way of introducing empathy into the learning. This helps to build the higher Bloom's analytical and evaluative skills.



- What do you want to learn today?
- What skills do you have that could be useful this lesson?
- What might hinder your thinking?
- When have you had to think like this before?
- What have you learnt that is similar?
- What do you already know that might be useful?
- What must you do in this lesson? What should you do? What could you do?




 Meta Menus are a great for students to reflect on their learning and the learning process.

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- What are you currently thinking about?
- Has any of the lesson so far been about you?
- What connections have you made?
- How do you feel about the lesson?
- How have you got involved in the lesson?
- What should you do to further your thinking?
- What breakthroughs have you made?
- What do you want to know more about?



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- How are you going to remember this learning?
- What is the key aspect you will remember from this lesson?
- What has this lesson reminded you of?
- Which senses were most important?
- What did you learn that you didn't know before?
- What have you learnt that could be useful elsewhere?
- What have you learned elsewhere that is like this?
- How will you apply what you have learnt?



 Meta Menus are a great for students to reflect on their learning and the learning process.

