

# **VICTORIA Challenge Policy (2018)**

(updated adapted from the VICTORIA Gifted, Able and Talented Policy 2016)

## **Definitions**

1. **Challenge:** "... to extend the development of skills, attributes, knowledge and understanding into more challenging areas and higher levels of performance." (Learning & Teaching Scotland, 2009, pg4).
2. **Higher Challenge students:** Students whose abilities are significantly higher than average in their subjects.

## **What do we hope to achieve by having this policy?**

- All staff are aware of and committed to the policy ensuring a consistent approach to challenging **all** students in their classes whatever their ability.
- All staff are aware of and committed to the policy ensuring a consistent approach to the identification and support of the Higher Challenge students.
- Teachers are trained in identifying and supporting their Higher Challenge students to meet their needs in the classroom.
- **All** students are supported to realise their potential in a challenging and supportive environment.
- There is guidance and support from the director of the school and the leadership team.

## **How will we go about achieving these goals?**

- By having staff training and communication among the staff of VICTORIA specific to the development of the VICTORIA Challenge Policy.
- By supporting **all** students and giving them access to a suitably differentiated and challenging curriculum.
- By holding regular meetings and feedback with the Director, Leadership Teams, Heads of Department, Subject Co-ordinators and the teaching and support staff to improve the quality and outcomes of development, monitoring and evaluation of provision.

## **What do we expect to see happening in our setting?**

### **Expectations**

- **All** students in the classroom are being challenged to extend the development of skills, attributes, knowledge and understanding whatever their ability.
- Higher Challenge student registers will be updated annually showing the progression of these students through their school careers.
- Named Higher Challenge students on the registers will be given provision to meet their significantly above average learning needs.

- To audit and develop the VICTORIA Challenge Policy and provision throughout the whole school.
- To develop identification strategies to recognise Higher Challenge students and those with the potential to be.
- To build provisions for the Higher Challenge students.

### **How will we identify our Higher Challenge students?**

Higher Challenge students will be working significantly above their average level for their year group expectations – beyond the ability of the higher ability students based on the ability range of that cohort.

The VICTORIA Challenge Guidelines gives more information for identification within VICTORIA.

### **Assessment for Challenge Students and challenge in general.**

A range of assessment and tracking procedures will be used to ensure that the support of and the provision for the Higher Challenge students are adequate.

Also monitored will be how the curriculum is being extended and enriched to appropriately challenge **all** students in **all** classes.

More information can be found in the guidelines and in the resources area of the school Google Drive VICTORIA Challenge area.