



**BRYN CELYNNOG**

Comprehensive School

*Nurturing Success*

# **CHALLENGE FOR ALL POLICY**

**LAST APPROVED BY GOVERNORS:  
NOVEMBER 2020**

**DATE FOR REVIEW: NOVEMBER 2021**

## **BRYN CELYNNOG COMPREHENSIVE SCHOOL**

### **CHALLENGE FOR ALL POLICY**

#### **PHILOSOPHY**

Recent pedagogy suggests that high aspirations for all students, based upon concepts such as “growth mindsets” (Dweck) is the best way to ensure achievement for all. The power of practice, according to current neuroscience, is of far greater significance than outdated notions that stressed fixed mindsets in terms of fixed “natural” ability. As such, the school policy is to challenge all students to achieve the highest levels that they can. As stated in the Teaching and Learning Policy:

- Students should be challenged in their lessons
- Students and staff should display and seek always to develop a growth mindset, whereby:
  - It is understood that there are no limits to our potential
  - That the concept of “natural ability” is less important than:
    - Having a growth mindset
    - The power of practice
    - The attitude that there are no ceilings to our potential in all areas
- Student outcomes at all levels should be at least in line with, and ideally above, their targets.

#### **PRINCIPLES**

Challenging all students to achieve the very best that they can, through application, high quality teaching and learning, meaningful assessment, all underpinned by a belief in the “power of practice”, is the principle of what we do. Labelling students as “more able and talented” is often counter-productive, discouraging application and practice, leading students to “coast” and believe that they do not need to develop a solid work ethic or aspiration (Dweck, Syed *et al*).

Lessons are designed systematically in order to ensure:

- A range of challenging activities designed to push all students
- Development of knowledge, skills, understanding, practical ability, and the like.
- That the best approaches are modelled, in order both to challenge, and guide, students to success
- Lessons meet, and respond to, the identified needs of individual students or groups of students
- Assessment is used to measure progress, to identify areas for further practice, and therefore to ensure further progress (often via “close the gap” approaches).

## **PRACTICE**

- The needs of all students will be addressed during every lesson. Extension and challenge activities will be identified in schemes of work and will be provided by staff in order to meet the identified needs of high-achieving students.
- The combination of high-level modelling and AfL techniques will be used to ensure that all students are challenged to perform above their targeted performance measures (KS3 level targets; KS4 Fischer Family Trust aspirational targets.)
- The language used by all staff will be aspirational in order to develop growth mindsets. The school is a school driven by growth mindsets, from the aspiring leadership programme for staff through to student lessons, the focus is on believing that there are no limits on our achievements and on our potential.
- Student achievement will be celebrated throughout the school, via assemblies, posters, displays, and more formal awards, in order to stress not just academic achievement, but effort, mindset, and levels of progress.
- The ethos of the school, at all levels and in all arenas, will be dominated by the concepts of growth mindsets and of the power of practice.

NOTE: Students will also have access to a wide range of enrichment opportunities designed to promote and extend their love of learning.

## **PERFORMANCE**

The policy will be discussed and reviewed every two years in the light of emerging thinking on challenge and growth mindsets.