



Challenge Groups

We recognise each and every pupil as an individual, acknowledging different learning styles and understanding that children progress and achieve at different rates. We work with our children to design a curriculum that takes account of **children's interests, abilities and learning behaviours**.

"It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning." [EEF]

This enables us to deliver **personalised learning** to all.

Flexible Grouping

Throughout the week, children are placed into flexible 'Challenge Groups', where they receive high quality teaching, which is **adapted to focus on exactly what pupils need to progress**. [EEF, Recommendation 7]

Teachers across the school lead 'Challenge Groups', so that all children benefit from **smaller teacher: pupil ratios**. Groupings are not rigid, and therefore change in line with learners' needs.

High Quality Teaching

The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. 'Challenge Groups' allow teachers to be **mindful of the differing needs within their classes** – it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported. [EEF]

Challenge for all

Challenge is crucial to allow pupils to develop and progress their knowledge of tasks, strategies, and of themselves as learners. [EEF, Recommendation 4] 'Challenge Groups' provide opportunities for **challenge to be provided at an appropriate level for each learner**.

Personalised support for all

Children are placed in 'Challenge Groups' based on their primary next step at that point in time. Children progress through the same learning journeys, but with **targeted teaching on their next steps**, i.e. spelling, punctuation or vocabulary in writing or discussing mathematical ideas through manipulatives, representations or problem-solving.

Explicitly sharing success criteria helps children to **plan, monitor and evaluate** their learning [EEF, Recommendation 2] and understand that 'Challenge Groups' reflect next steps, rather than perceived 'ability'.

Metacognition & Self-regulated Learning

The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning. 'Challenge Groups' provide small group opportunities to develop self-regulated learners who are **aware of their strengths, weaknesses, and can motivate themselves to engage in, and improve, their learning**. [EEF, Recommendation 1]

Within smaller 'Challenge Groups', teachers can provide feedback to pupils which is focused on **moving learning forward**. High quality feedback may focus on the task, subject and self-regulation strategies. [EEF, Recommendation 2]

Ultimately, our use of 'Challenge Groups' leads to **improved outcomes** for all children, as every individual is **supported and challenged** to achieve their full potential, while developing a **love of learning**.