



Policy Title:	STRETCH AND CHALLENGE POLICY	
Author:	Director, Teaching & Learning	Checked by: The Head
Date of most recent review:	September 2026	
Date of next review:	September 2027	

This policy applies to both the Prep and Senior sections of the School.

1. Aims and principles

1.1 The School believes that every pupil, when appropriately challenged and supported, can make strong progress and achieve their personal best. Stretch and challenge is an entitlement for all pupils, not a separate curriculum for a fixed group.

1.2 The School recognises that pupils develop at different rates and may show particular abilities, talents or potential within individual subjects and activities. Our emphasis is on high expectations, depth of understanding, intellectual curiosity, independence and resilience, rather than simply accelerating through content.

1.3 In accordance with Part 1 of the Education (Independent School Standards) Regulations 2014, the curriculum takes account of pupils' ages, aptitudes and needs. Teaching enables progress according to ability, uses knowledge of pupils' aptitudes, needs and prior attainment when planning, and draws on assessment to inform teaching.

2. Identification

2.1 Teachers identify pupils who may benefit from additional challenge through assessment, classwork, professional judgement, subject-specific strengths and emerging interests. Identification is flexible, reviewed over time and not limited to a fixed percentage or a single test score.

2.2 In Senior School, GL Assessment CAT4 information and GCSE indicators provide reference points alongside teachers' knowledge of pupils. Duke of Kent (DoK) Targets are ambitious and informed by CAT4 "If Challenged" indicators and teacher judgement. Tracking Grades (Years 7–8) and Current

Attainment (Years 9–11) indicate the grade band pupils are on track to achieve by the end of their course if their current approach continues.

2.3 This information helps identify pupils exceeding expectations, those requiring greater challenge and those at risk of underachievement. In Prep and Pre-Prep, teachers use age-appropriate assessments and knowledge of each pupil.

3. Classroom provision

3.1 Stretch and challenge is part of everyday adaptive teaching. Heads of Department ensure schemes of work and lessons include suitable opportunities for academic challenge, extension and enrichment. Teachers adapt teaching using knowledge of pupils and assessment evidence.

3.2 Approaches include:

- Questioning, discussion and feedback that promote explanation, justification and evaluation.
- Independent enquiry, problem-solving, creativity and application in unfamiliar contexts.
- Exploring ideas in greater depth, making connections and, where appropriate, extending beyond examination specifications.
- Scaffolding and support that enable all pupils to access ambitious learning.

4. Enrichment and wider opportunities

4.1 The School provides opportunities beyond the classroom for all pupils, with particular encouragement for those with higher ability, aptitude or interest. Activities include:

- UKMT Mathematics Challenges and the SATRO STEM Problem Solving Competition; debating, public speaking, Chess Congress and academic trips.
- Art, photography, music and drama, including specialist ceramics workshops and photography field trips; ISA regional and national performing arts and sporting competitions.
- Educational visits, visiting speakers, leadership opportunities and practical problem-solving activities.

4.2 Heads of Department ensure that these experiences complement classroom teaching, deepen pupils' interests and develop intellectual curiosity, creativity, independence and resilience.

5. Monitoring and review

5.1 The Director of Teaching and Learning oversees the whole-school approach. The Data Co-ordinator also serves as Stretch and Challenge Co-ordinator, using CAT4 indicators, DoK Targets, assessment and tracking information to support identification, evaluation and discussion with Heads of Department.

5.2 Heads of Department monitor progress against targets through existing assessment and departmental tracking, responding when pupils are not achieving their potential. Evidence of

challenge is drawn from pupils' work, assessments, lesson visits and conversations with pupils, without a separate half-termly case-study requirement.

- 5.3 The annual Adaptive Teaching Day, supported by the Learning Development Department, enables staff to review provision for different learners, including more-able pupils and those with SEND. Findings inform departmental planning, sharing of effective practice and professional development.
- 5.4 Following Adaptive Teaching Day, feedback is provided to staff on the progress that has been made with adaptive teaching and classroom management across the school. Areas of focus are highlighted with additional methods of stretch and challenge being encouraged.
- 5.5 New stretch and challenge methods are shared if required, alongside being reminded of the location of several strategies already promoted on the stretch and challenge shared area.

Examples of Stretch and Challenge at Duke of Kent School

Activity	Example of provision	Educational benefit
Stretch and Challenge Photography Group	Specialist photography visit to the Witterings, exploring composition, light, perspective and viewpoint (September 2026).	Advanced creative and technical skills.
Stretch and Challenge Art Group	Visit to Gemma Wightman Ceramics, developing wheel-throwing skills alongside a professional ceramicist (June 2025).	Specialist artistic development and creative extension.
UK Mathematics Trust Challenge	National mathematical competitions for Years 6–8, achieving Gold, Silver and Bronze awards, with pupils qualifying for the Junior Kangaroo and Mathematical Olympiad (May 2024).	Advanced mathematical reasoning and problem-solving.
Stretch and Challenge Careers Talks	Specialist talks covering aerospace engineering, chemical engineering and geology.	Intellectual curiosity, subject knowledge and academic aspiration.
House Drama Competition	Pupils perform monologues, duologues and group pieces, judged by an external professional (June 2025).	Performance skills, creativity and confidence.

Chess Competitions	Beginner and advanced chess competitions in the Prep and Senior School (June 2025). Chess National Congress (Feb 2026)	Strategic thinking, logic and decision-making.
SATRO STEM Challenges	Practical engineering, science and problem-solving challenges, including engagement with STEM professionals (2025).	Scientific enquiry, teamwork and applied problem-solving.
House Debating	Competitive debating opportunities (2025).	Critical thinking, persuasive argument and public speaking.
Music and Drama Competitions	Participation in LAMDA and ISA music competitions (2025–2026).	Specialist performance development.
Duke of Edinburgh's Award	Opportunities for independent navigation, leadership and personal challenge (2026).	Independence, resilience and leadership.

Some examples drawn from Duke of Kent School weekly bulletins, 2023–2026, although many more activities take place. Activities are not exclusively for more able pupils.

The policy is reviewed annually alongside relevant teaching, curriculum and assessment arrangements.