

Pupil Voice – What does Challenge mean?

Year 2	Strengths	AFI's	SLT Next Steps
	<ul style="list-style-type: none"> • Children could clearly articulate the purpose of Green for Growth and how it helps them e.g. <i>"It helps me with my spelling", "it challenges you to extend your learning"</i> • Children could clearly give examples of varied types of Green for Growth challenges e.g. <i>"it might just be some spellings, or it something that makes you explain why you think something"</i> • Children felt that school was <i>"all about having a go"</i> and that <i>"making mistakes is ok, we learn from them"</i> • Children talked about how different challenges were used for different children <i>"you get a challenge even if you are struggling, not just if you are doing really well with it"</i> • <i>"we challenge each other in group work, it's not just the teachers"</i> 	<ul style="list-style-type: none"> • Children report they sometimes find it hard to write neatly with the purple pens • Children initially focused on G4G and only via questioning identified other forms of challenge • 1 child articulated that <i>"they all get the same challenge"</i> 	<ul style="list-style-type: none"> • More opportunity to write with pen rather than pencil • Discussion with children to ensure they can verbalise challenge and to record this as a year group challenge pledge (whole school) • SLT monitoring via pupil voice, learning walk and book scrutiny to ensure AFI's are being addressed in a timely manner. • SLT through scrutinies will check that whole class/group challenge is appropriate and will check the consistent use of the marking code to ensure differentiation is clear.

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	<ul style="list-style-type: none">• Children could provide examples of challenge being used across the curriculum and by support staff “ Mrs Harper always asks us to explain more, its helped my reading”• After questioning children could clearly talk about other forms of challenge outside of G4G• “there is challenge in all lessons, all the time”• “challenge has helped me learn things in history that I didn’t already know”		
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Year 4	Strengths	AFI	
	<ul style="list-style-type: none"> • Children could clearly articulate the purpose of Green for Growth and how it helps them e.g. <i>“it helps us see where we went wrong”, “it takes us to another level of learning” “it encourages us to work independently and try to challenge ourselves”</i> • Children could clearly give examples of varied types of Green for Growth challenges e.g. <i>“we might have to justify something we have said”</i> • <i>“Teachers challenge us all the time not just in our books”, “they give us questions during whole class talks”</i> • <i>“ challenge is about perfecting our skills, and making things better”</i> • <i>“ group work is full of challenges, it’s about what we are talking about and how other people’s views are different to yours”</i> 	<ul style="list-style-type: none"> • Children initially focused on G4G and only via questioning identified other forms of challenge • Some children reported that Challenge (G4G) was sometimes <i>“ what we do when we have finished or when the teacher is busy”</i> 	<ul style="list-style-type: none"> • Discussion with children to ensure they can verbalise challenge and to record this as a year group challenge pledge (whole school) • Ensure that children can verbalise that challenge is visible in ALL aspects of the lesson. GfG can be an extension or next step in the learning journey. • Ensure that staff are consistent in their use and in how challenge is being discussed effectively. • SLT monitoring via pupil voice, learning walk and book scrutiny to ensure AFI’s are being addressed in a timely manner.

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Year 6	Strengths	AFI	
	<ul style="list-style-type: none"> • Children could clearly articulate that challenge was personalised to them and linked to their own targets • Children could clearly articulate the purpose of Green for Growth and how it helps them • Children could clearly give examples of varied types of Green for Growth challenges e.g. “ sometimes it’s just spellings or punctuation but other times its about deepening our learning or doing extra research • “I have a pack of work that’s full of my challenges, it helps me do things by myself” • The children could provide clear examples of challenge across the curriculum, including swimming. • The children talked at length about ‘pit stops’ “ they 	<ul style="list-style-type: none"> • Children initially focused on G4G and only via questioning identified other forms of challenge. Children found it extremely challenging to articulate their opinion of challenge and needed a high level of scaffolding to respond. Once prompted the children could respond at a basic level. • Some of the children articulated that the ‘pit stops’ focused on basic skills and sometimes lacked challenge 	<ul style="list-style-type: none"> • Discussion with children to ensure they can verbalise challenge and to record this as a year group challenge pledge (whole school) • Misconception regarding what a pit stop actually is. Develop progress checks which review learning rather than rehearsing already taught skills. • SLT monitoring via pupil voice, learning walk and book scrutiny to ensure AFI’s are being addressed in a timely manner.



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	happen at random and are like a mini challenge”		
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