



# *The Dales School*

# Challenge



**Artsmark  
Platinum Award**  
Awarded by Arts  
Council England



# New School/New Head

- Whilst beginning the theme of Challenge with the children in school there was the extra challenge of opening an extension of the Dales called Ashdale.
- Staff worked together to get Ashdale ready for it's new intake of children, whilst still carrying on as normal at the Dales.

# Mission Statement

“At The Dales School, our purpose is to meet the individual needs of each pupil through a quality, stimulating environment where we all work together and everyone is valued.”



# The Challenging Agenda

- **The Big Plan:**
- **Arts Award Update and challenge**
- **TH, TP (all advisers)**
- **Table-top team challenges (thinking across the curriculum) and Feedback**
- **STEAM in a Box RH**
- **Time to plan**
- **New School**



# Challenge at the Dales

## Staff Introduction

- Before staff were brought together they were challenged to pair up with a class they had not worked with previously.
- All staff came together in the hall and were met with a variety of challenging activities.
- The children are never expected to do something that the staff themselves would not do.



# Why do we challenge staff?

- Informs better planning.
- Gives a clearer understanding of needs.
- What does/and does not work.
- Time scales.
- Provides opportunities to share skills and knowledge.
- Explore learning environments.





**On your table you will find your instructions.  
Work as a team to complete the challenge.**

**Good luck everyone!**



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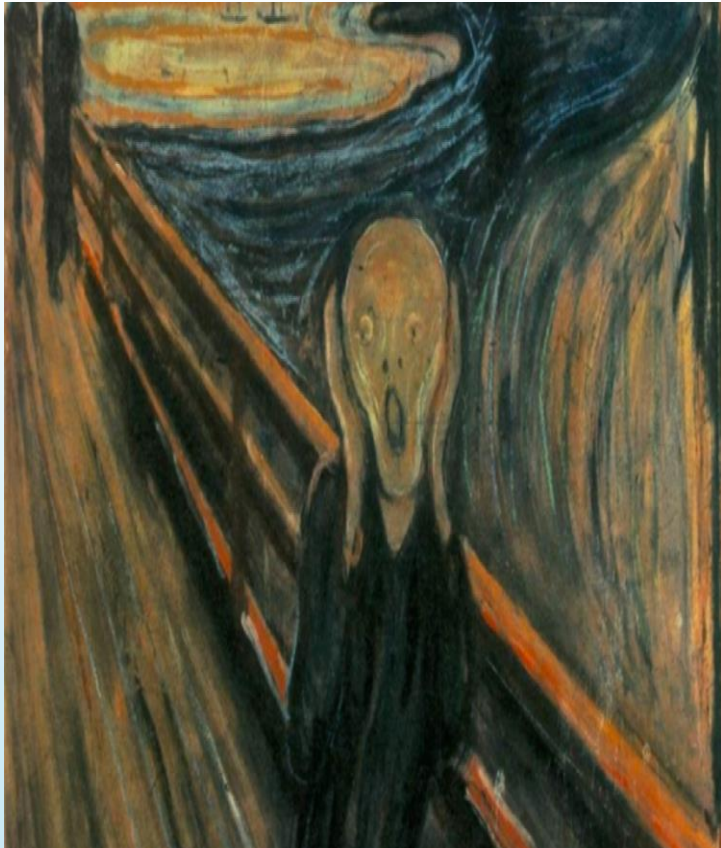




# Art Poems

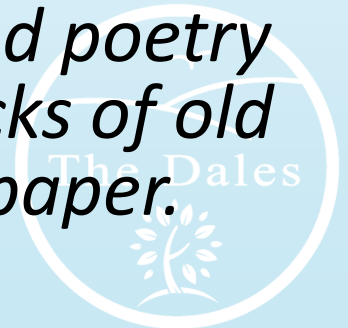
- Work as 1/2 groups. Choose an artwork. Each person writes 2 words or short phrases about it on 2 separate post-its. Look at your words and arrange them as a poem. Rearrange them until you are happy then stick them onto paper.
- *This could be scribed for reluctant writers as an interesting way of responding to artworks, photos of friends, etc*



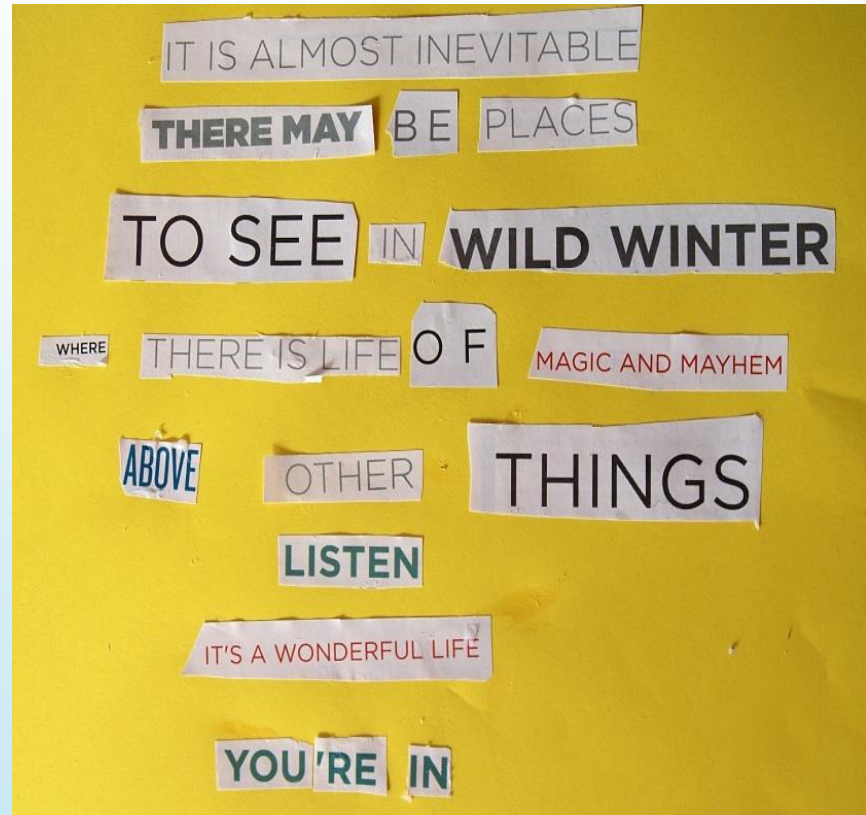


# Found Poetry

- Work as 1/2 groups. Find powerful words in the pages of the magazines. Cut them out then arrange and rearrange them into powerful poetry. When you are happy, glue them onto paper. Decorate your poem if you wish to.
- *Found poems give language to students who may struggle to find the right words. Found poetry is easily accessible, hands on, and fun. Easy to set up, all you need to do to implement found poetry in your classroom is gather together stacks of old magazines, scissors, glue, and colourful paper.*



# What's in a word?



## The Big Plan:



### A few ideas . . .

- Orienteering/treasure Hunt
- Whodunnit – a crime is committed in school!  
Classes become detectives to find clues about who did it!
- Visit Live Tales, group story-making for KS2, see booklet
- A Family Learning challenge
- A class challenge
- A personal challenge – what do children want to challenge themselves to do?
- STEAM challenges – see Rachel Hartley



# Staff Collaboration

- Classes paired together using the strengths and skills of the teachers. E.g Amble Class (physical strength) and Newbiggin Class (music).
- Bamburgh Class (science) and Rothbury Class (ICT) worked together to solve murders and mysteries.



# Feedback

Q1. How many teachers/non-teaching staff were involved in the project? How many pupils were affected by the project? Were other people (e.g. parents, external organisations etc.) involved in the project?

All staff, pupils. Some parents, carers.

Whole school.

Everyone in school was involved with the project.

3-4 staff, 9 pupils. Parents for scavenger hunt challenge.

Five members of staff in Woodhorn class. We involved parents by informing them of our challenge and sending home a Woodhorn Challenge of the Week relating to independence and life skills e.g. brushing teeth independently

1 teacher, 2 TAs, 8 pupils. Challenge theme - started John Main Award (to continue throughout the year).

All staff in school were involved in planning (big plan) meeting, delivery. Feedback from teachers. All pupils worked with the theme of challenge.



Q2. How did you plan the project theme? How did you work collaboratively?

Planning meeting. In consultation with classroom team.

Visited class teachers of classes that I'm working with to discuss class theme and how they'd like PA to be incorporated.

We come together normally. This time we didn't - we just had class time.

Based each week of learning on a particular challenge based on something the children still found tricky e.g. zipping own coat. Did baseline at beginning and awarded stars.

We worked collaboratively as a team to plan which strands of a subject would be suitable to cover e.g. time in Maths, habitats in Science.

Discussed theme with other teachers and decided on solving a mystery / field work. Mystery - looked at book "I want my hat back" - who stole the hat? Field work - John Main Award - garden work / environment / Plessey Woods visit.

Big planning meeting - teams worked together to try out different cross-curricular challenges them. Planned challenges for their pupils.





Q3. How do you feel about the project now? Did you get more energy and motivation? Was it a heavier workload?

As this is the penultimate project, I have found the planning stage to decrease in time and effort.

Project worked well. Able to mirror planning for partner classes.

I would like to go back to the big plan event with the school for each theme - not just Erasmus.

Found it a tricky topic to plan for, particularly for younger classes. Was a good way to identify areas that children needed support with and to focus on.

Planning collaboratively is beneficial to share knowledge and skills. It involves all staff so all staff can understand the purpose of learning opportunities.

School is undergoing a lot of change - opening a new school / new Head Teacher / new staff / new children so this all impacted on time this half term.



Q4. What did you do well during this project theme? What will you do differently next time?

I think this project theme went well. The hook and ending really engaged the children.

Theme was very successfully accessed through drama.

I loved the idea of the challenge tree so you can show the children their achievements and watch them grow.

More research for an appropriate power of reading text. Use of weekly challenge worked well for those who could understand. Stars were a good motivator and we will continue their use into the next topic.

The challenge to be independent was relevant to the needs of our children and children were proactive in challenging themselves. As a consequence, some children can now tie shoelaces and dress independently.

It is nice to plan my class's curriculum and a theme. However, as phonics and maths are setted, this cannot be worked into the theme as the children are a mix of different classes. It would be easier with a more tangible theme but still tricky.

Thinking of ways to work together. Thinking of a wide range of challenges to include everyone.



Any other comments?

I could have covered so much more and made relevant cross curricular links if I had more time: either a full term or more timetabled sessions.

Big plan for every project.

Big plan for every theme.

Was a difficult topic for planning for younger year groups. Was useful for assessment and developing particular skills.

We had hopes to eliminate our topic in an independent focused visit to Asda using a public bus. As a result of class changes, this became difficult to facilitate.

Science linked to topic. Introducing John Main Award as environmental challenge.

Big plan great for collaboration. Upper school have conflicting ways of working - streaming / creative learning.



# What's Next

- Elementary my dear,





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