



# Extension and Enrichment

Whole school	Website
Statutory?	No
Reviewed	December 2016
Next review	Under review

## INTRODUCTION

At King's Ely we are committed to meeting the educational needs of all our students by providing an environment which encourages them to maximise their potential and develop their talents and abilities to the full.

Two of our core aims are:

- in every context to promote high expectation, strong self-esteem, and soaring achievement;
- to foster creativity and independence of mind; incite a love of learning and a life-long zest for education.

We recognise the need to promote appropriate opportunities to support **all** our students in achieving these aims.

# KING'S ELY SENIOR & KING'S ELY INTERNATIONAL

## Definition

Extension and Enrichment is part of the effective education of all students. We recognise that learning is not merely a linear process as prescribed by externally prescribed syllabi, rather an organic process facilitated by teachers in order to enable our King's Ely students to maximise their potential. In this way, the process of extending and enriching students requires both an appreciation of the abilities of every individual, and a range of employed strategies to excite and inspire each one to achieve. This may be through the application of conventional syllabus-led learning ideas to new situations ('*Enrichment*') or through intellectual extension beyond conventional syllabus learning ('*Extension*')

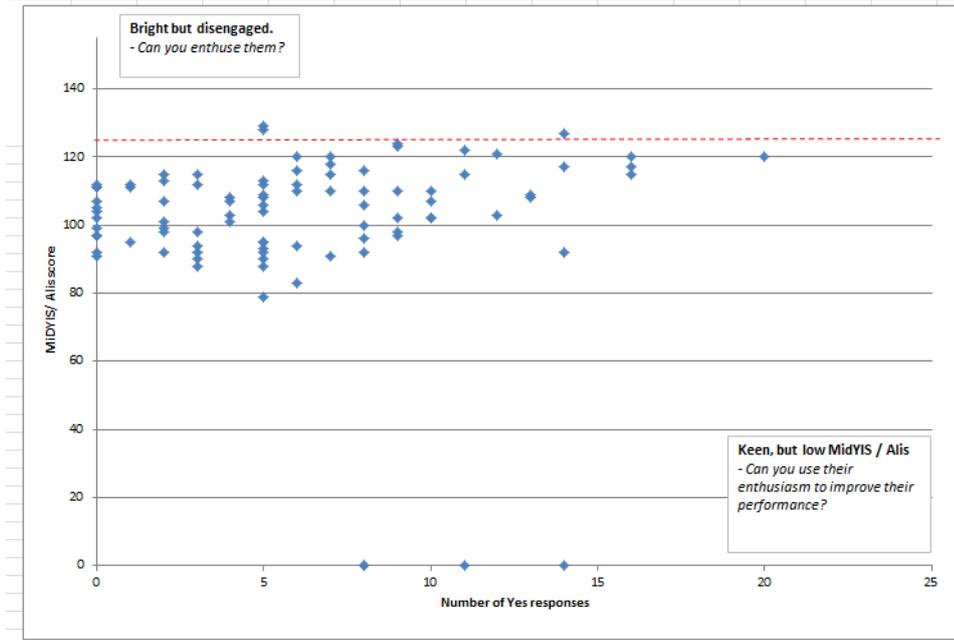
## Identification

Effective Extension and Enrichment begins with the process of knowing and understanding our students at an academic level. At King's Ely small set sizes enable teachers to know and understand students well. As such it is expected that classroom teachers will provide extension and enrichment opportunities in the course of their everyday teaching.

In addition, Heads of Department are given more general information about every student in their care once per year through a process of review performed by every teacher in the school and drawn together by the Extension and Enrichment Coordinator. The process is outlined below:

1. Every student is assessed by every one of his or her teachers against one of five criteria. Teachers simply answer 'Yes' or 'No' according to their own perception of the student. Statements are:
  - Our best students will:*
    1. Analyse and synthesise ideas between topics and/or subjects
    2. Ask penetrating questions
    3. Have an appetite to learn beyond the syllabus
    4. Possess a high skill base
    5. Reflect profoundly on their learning and act on feedback
2. The KES Extension and Enrichment coordinator draws together all information from all students and plots data on a scatter graph of 'number of Yes responses' vs. MiDYIS or Alis (as appropriate) score. Information is passed back to Heads of Department. An example is below:

Number of 'Yes' responses vs. MidYIS/ Alis score Graph for ALL



3. From this information it is quick to identify students who are either particularly enthusiastic or, alternatively, underachieving. It is expected that Heads of Departments and consequently classroom teachers will employ strategies with these students to assist them to realise their potential.

## Provision

We aim to:

- Create an ethos where academic aspiration is celebrated as the norm, wherein our students feel comfortable and secure;
- Deliver the environment for our students to be challenged, to test their limits and be able to accommodate both success and failure in a climate of support;
- Encourage our students to become independent learners;
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstance on learning and achievement.

Provision takes place on five levels:

- Classroom teachers will look to extend and enrich wherever possible in the course of their day to day teaching.
- The Extension and Enrichment Coordinator runs a weekly 'Big Thinking Club' to which students of all abilities and aspirations are encouraged to attend.
- Heads of Department will look to provide opportunities for Extension and Enrichment within the department. This may be through visiting speakers, Educational visits, Work experience recommendations or inter-departmental activities etc.
- The Tuesday Afternoon Enrichment programme of courses allows opportunities for Years 11 to 13 students to be enriched in a constantly changing range of courses as

laid on by volunteer teachers. Some examples are: Composing a Song for Eurovision, Sugarcraft Cake Decoration, The Aeroplane Appreciation Society, Science Communication, Philosophy of Science, The school newspaper (the KESTrel), History of Art, The Sherlock Holmes School of Self Defence etc.

- The Extension and Enrichment Coordinator will assist the Heads of Department and Heads of Sixth Form as required in providing external stimuli for all our students. This may be in the form of assemblies, Cathedral services, Year Group talks, presentations, inter-departmental activities and so on

## **Monitoring Effectiveness**

The Extension and Enrichment Coordinator looks to encourage, monitor, support and evaluate Extension and Enrichment activity across the senior section. The Enrichment and Extension Coordinator will undertake a yearly audit to track initiatives and provision taking place within school. Each Department will either have a representative designated 'link' teacher or the Head of Department themselves (at the HoD's discretion) to liaise with the Extension and Enrichment Coordinator. Extension and Enrichment Coordinators in KEA, KEJ and KES will meet regularly to discuss identification, provision and students that are about to transfer to the next part of the school.

The responsibility for the KES Extension and Enrichment policy lies with the KES Extension and Enrichment Coordinator.

This policy and its effectiveness will be reviewed regularly by the Extension and Enrichment Coordinator, who will also maintain documentation of students' progress and achievements.

## **Continuing staff development**

- The Extension and Enrichment coordinator will keep up with current thinking on gifted and talented provision;
- The Extension and Enrichment coordinator will develop INSET for staff, utilising outside speakers where appropriate;
- Teachers will be encouraged to explore subject specific information

## KING'S ELY JUNIOR

The essence of KEJ is its very rich tapestry of experience; it aims to provide the widest and most fertile educational experience possible.

### Enrichment

There are 4 main supporting components to the maintenance and development of enrichment in KEJ.

1. Habits of Mind. Lessons – the aim of every lesson is to be a rich experience for the pupils. The learning habits are the guiding principles; embedding creativity, stimulating questioning from the pupils, strengthening resilience, promoting reflection and developing collaboration. This is achieved in a huge variety of ways from the use of innovative resources, exciting challenges and varied teaching styles.
2. Specialist teachers and facilities – KEJ pupils are taught by specialist teachers in key areas of enrichment (Sport, Music, Art, DT, Drama and Food Tech) throughout the whole school. Years 3 and 4 are taught by dedicated class teachers. From years 5 onwards the academic curriculum is also delivered by specialists.
  - Sport (every pupil from Y5 onwards will have the opportunity to represent the school or house in team matches; KEJ plays against 20 other schools),
  - Drama (Y3-6 – all pupils will perform on stage in a public performance each year and Y7&8 will have the opportunity to act/sing in plays produced to a professional standard) and
  - Music (there are 30 peripatetic music teachers offering individual tuition, orchestra, jazz band, string band, and choirs for year 3-8; there were 150 successful grade exams 2015-16 from grades 1-8 of which just over 25% gained a distinction.

These areas provide competitive opportunities with intra and inter school experiences and many audience experiences both big and small. The specialist teacher who has a deep knowledge of the subject will drive the development and inspire interest.

3. Activities program – every day there are a wide range of activities available to Y3-8 to participate during and after school. At present there are more than 65 activity sessions per week, the majority take place after school (*Mandarin is to be added soon*). There is an open door policy for the high quality and pupil friendly library. Some of the more specialist activities incur a charge – Archery, Golf, Judo and Life Guarding.

The number activities on offer have doubled in the past 2 years and KEJ is continually adding to and develop other opportunities.
4. Broad curriculum – each pupil has a core curriculum of more than 10 different subjects, trips and residential courses. Most subjects have a visitor or trip each year in each year group.

## **Extension**

Each pupil is extended within lessons; this is tailored to the age and ability of the pupils and supported by setting pupils (Y5 onwards) plus optional extra-curricular activities for the 'Most Able' pupils.

## **Identification of Most Able pupils.**

Academic assessment and monitoring is embedded in the daily life; Teacher Assessment, AfL, half-termly grades, end of unit tests, twice yearly exams, InCas, MidyS all play a part in the identification of the 'Most Able' pupils which are then placed a register.

For KEJ it is important to protect these pupils from over extension and the effects of negative stress.

## **Activities**

The number and type extension activities are appropriate in maintaining their work/life balance. Examples of these activities for these pupils include National Maths Challenges and Shakespeare Competition; Inter Schools competition at Cambridge University, support and encouragement to play for county and national teams. These undertakings are arranged sensitively so as not to have a negative effect on those pupils who are not participants.

## **KING'S ELY ACREMONT**

We believe that every child has strengths and deserves enrichment and, therefore, it is our aim to include every pupil in our programme

### **Provision:**

- Early detection and intervention for pupils who are showing strengths and skills in different curriculum areas;
- Class teacher makes a referral to the Enrichment Co-ordinator. The Coordinator monitors all on-going assessments and detects strong results and performers;
- ICPs are jointly written by class teachers and the Enrichment Coordinator;
- Enrichment Coordinator provides the class teachers with support, advice and ideas;
- Specialist learning resources are available from the Learning Hub;
- Occasionally, individual pupils are given separate support, encouragement and recognition. Their personal strengths are acknowledged and developed;
- Throughout the year there is a rolling programme of enrichment activities, which take place mainly in the Learning Hub.

### **Activities include:**

**Year 1** - Philosophy Club, Art Enrichment, Speech/ Drama and Mathematics Extension and Enrichment.

**Year 2** - Philosophy, Debating, Brain Academy Mathematics, Science Sparks, Writers' Workshop, Wacky Wordsmiths' Poetry Writing and Appreciation and Art Enrichment.

At KEA, pupils are given the opportunity to showcase their work and achievements in assemblies and to parents at our Summer Performance.

## **Early Years Foundation Stage**

The Early Years vision for learning seeks to enable each child to reach his or her potential. Our ethos is inclusive and we aim to meet the needs of all children who have additional needs, which may range from being more able, gifted and talented, having English as an additional language or having specific learning differences.

The Early Years curriculum and assessment system covers:

- personal, social and emotional development: supporting children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities;
- physical development: providing opportunities for young children to be active and interactive developing their coordination, balance, control, and movement;

understanding the importance of physical activity and making healthy choices in relation to food;

- communication and language; providing access to a wide range of reading materials – books, poems, and other written materials; providing opportunities for children to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves; encouraging and supporting children to read and write with confidence;
- literacy; providing children with the support to lay the foundations for later reading skills, have fun with books and stories; building a wide vocabulary through reading and writing
- mathematics: providing children with opportunities to explore, solve problems and to apply their knowledge; to practise and improve their skills in counting and calculating practically using addition/subtraction; multiplication/division; shape, space and measure including time and money;
- understanding the world: guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment;
- expressive arts and design: supporting children to explore, play and make things using a wide range of media and materials, providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, performance and design and technology

## **Identification**

All staff are involved in the procedures for identification, provision and assessment of gifted and talented children. As there is no single measurement with which to identify able, gifted and talented pupils, we adopt a broad-based inclusive approach, gathering evidence from a wide range of sources. There is careful and detailed daily observation of all children, and termly assessments are made against the statements in ‘Development Matters’.

Children may be identified as able, gifted and talented when

- they are performing ahead of their peer group or age;
- they demonstrate their abilities or thinking through challenging teaching and learning opportunities
- they are recognised as being of high intelligence;
- parents and teachers have recognised a particular gift or talent which could include such things as physical talent, mechanical ingenuity, visual and performing arts, outstanding leadership and social awareness and creativity
- transition documents or baseline assessments identify their abilities,

We are careful to take into consideration the needs of pupils with English as an Additional Language, additional learning needs, health, home environment and

behavioural issues. Particular gifts or talents can be masked or inhibited for some of these pupils, and a whole range of strategies may be needed when assessing their abilities.

It can be difficult to identify and support young AGT children for the following reasons:

- a child's development may be uneven and can show peaks in certain areas which later plateau or tail off;
- a child's development in one areas may be advanced (e.g. numeracy), but may be far less advanced in other areas (e.g. physical development);
- a child's verbal language development may be advanced, leading adults to assume that there is accompanying intellectual understanding. This can lead to unrealistic expectations of the child.

The following signs may be indicators of high ability in young children, especially if there are several of these:

- unusual alertness in infancy, possibly needing less sleep;
- long attention span;
- high activity level;
- smiling or recognising parents very early;
- advanced progress through developmental milestones;
- enjoyment and speed of learning;
- easy and expressive language development;
- fascination with books;
- curiosity;
- excellent (precocious) sense of humour;
- abstract reasoning and problem-solving skills;
- vivid imagination;
- sensitivity and compassion.

Where children are identified as being able, gifted or talented, an ICP will be written, in consultation with parents, Head of EYFS and the KEA Enrichment Co-ordinator.

Individual Challenge Plans include:

- reason(s) for the IEP;
- an analysis of the child's strengths and successes to underpin targets and strategies;
- 3 or 4 short-term achievable targets;
- provision to be put in place;
- when the plan is to be reviewed, preferably every term; if appropriate revised targets;

## **Provision and Support**

We believe that every child has strengths and deserves enrichment and, therefore, it is our aim to include every pupil in our programme. Provision includes:

- A creative curriculum, responsive to children's interests and including problem solving opportunities, sustained thinking, open ended questioning and challenge
- Creating a climate where success is valued and celebrated in all areas of the setting
- Celebrating of unique and unpredictable outcomes
- An environment which enables children to extend and enhance their learning, allowing independent access to resources
- The talents and contributions of all children are displayed and celebrated
- Differentiation within the class or section of the Nursery
- Themed sessions each week in science and nature, art, music, Spanish, and P.E.
- Visiting speakers and educational trips to enhance the topic
- Challenge books in Reception from the Lent term with differentiated and open ended challenges
- Talking buttons in Nursery to challenge the children to complete various tasks
- Ability grouping for group times in the Nursery, enabling us to stretch our most able pupils
- Reception children joining Year 1 for phonics or maths sessions
- Careful assessment provides an overview of children's progress and enables each Key Person to identify areas of need, and to plan any additional support or enrichment and extension activities which may be required for individual children.