



Policy 3.11

Kitebrook Preparatory School Enrichment Policy **(Including boarding, day and EYFS pupils)**

Updated:	30.08.23
Reviewed by:	BRS
Next Review date:	01.09.24

1. Aims of the Kitebrook school with regard to enrichment:

1.1 A fundamental principle in our role as educators should be to take advantage of children's natural curiosity and to foster in them an internal drive to learn. In doing so we need to be aware that children learn in different ways and pupils of all abilities need to be supported along their educational journey. At Kitebrook we bring these together through the concept of an **enriched curriculum**. The core definition of enrichment is to use a variety of methods, media and means to communicate and reinforce a given subject or topic.

1.2 At Kitebrook enrichment involves:

- Focusing on a theme, subject or skill and developing it in depth
- Placing the basic curriculum subjects within a wider context
- Linking learning with ideas and experiences outside the regular curriculum

1.3 Providing more advanced materials to extend pupils of different abilities. There are two principal ways in which the enriched curriculum should be delivered:

- Through differentiated main classroom teaching
- Through additional activities

2. Recognising and Identifying Different Abilities

2.1 The School Learning Development Department and class/specialist subject teachers, identify children via Michaelmas CAT Scores. Children with standardised scores of 120+ are invited to attend enrichment sessions in STEAM, Maths and English. Specialist teachers are also canvassed and nominations added to the Enrichment programme - these are the top 3 or 4 students in each year group, starting with Year 3 and continuing into Year 8.

3. The Enrichment Coordinator ensures that:

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- All teachers set appropriate challenges for those placed on the enrichment tracker
- All teachers follow the enrichment overview which outlines the aims and objectives for each child and area of enrichment.
- Teachers liaise with Subject Leaders to provide appropriate resources where necessary.
- A hard copy resides with the Head and in the Learning Development Department.
- All enrichment evidence is logged on the evidence document created by the Enrichment Coordinator.

4. Enriched Curriculum and Quality First Teaching

4.1 All teachers in all classes provide for a higher level of thinking skills in the regular curriculum by enrichment and extension work as part of quality first teaching through differentiated provision. This should involve the following steps and methods:

- Identify enrichment objectives in addition to core learning objectives
- Deliver whole class enrichment lessons which take a current topic and extend it in one or more directions: in depth, breadth, context or linking – allowing the group to explore

4.2 When providing whole class enrichment lessons or projects teachers should be clear about where the enrichment lies. Enrichment can be seen in terms of the development of certain qualities of mind. These include: problem solving, creative thinking, initiative and self-direction, discovery, higher order thinking

skills, profound personal interests, self-acceptance and the courage to be different. These are known as 'Teacher Initiated Enrichment Opportunities'.

5. Enriched Curriculum in Additional Activities

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- Subject specialists will look for opportunities to extend learning outside the classroom
- After school clubs, or lunch and break times with the specific purpose of extension/support
- Activity Days and Master Classes
- Day and residential visits
- The use of specialists e.g. teachers from senior schools, visiting artists and authors
- Booster sessions/lessons for individuals
- Outdoor Education
- School Blazer Badges where there is freedom to explore at greater depths ie History, Nature, Eco

6. Further Development

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- As the child progresses through the school, it may be beneficial to discuss the benefits of an external assessment
- Possible Scholarship in identified talents/skills

6.2 Please also refer to the school's Curriculum policy.