



Extension and Enrichment

Whole school	Website
Statutory?	No
Reviewed	January 2021
Next review	January 2023

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 (INCLUDING 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.)

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.

Identification

Effective extension 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 asked each year to identify students who would benefit from extension opportunities in that subject. This process is informed through a review of standardised testing (MiDYIS and ALIS data), provided by the KES Extension Coordinator), a review of pupil work and performance, and discussion in departmental meetings. HoDs then feedback to the Extension Coordinator with the names of pupils who would benefit from extension activities in their subject, also noting what extension activities, if any, these students are already engaging in. HoDs also feedback to the Extension Coordinator what extension opportunities will be offered in their subject each year. From this information, along with MiDYIS and Alis Data, the KES Extension Coordinator has an overview of pupils who might benefit from academic extension, along with a list of what extension opportunities individual pupils are already accessing. From this, pupils can be directed and encouraged to engage in extension activities that best suit their academic needs.

All pupils are encouraged by their Tutors to take part in the enriching Co-Curricular programme, focusing particularly on their areas of interest. Year Nine should all be undertaking at least one co-curricular activity beyond the classroom and the Tutor will have oversight of this. Enrichment opportunities are reviewed each term and an updated list published to all pupils and parents. A wide range of sport, art, drama, music activities are available for pupils from recreational to elite level.

Provision

- Classroom teachers will look to extend and enrich wherever possible in the course of their day to day teaching.
- Heads of Department will look to provide opportunities for both extension and enrichment within the department. This may be through visiting speakers, Educational visits, Work experience recommendations or inter-departmental activities etc.
- The Extension Coordinator and Heads of Department will encourage identified students to engage with the school's extensive programme of extra-curricular academic extension opportunities. Examples of which include: The Avicenna Club, History Café, Existentialist Café, and the Da Vinci Club. Pupils who express an interest in specific career paths will be directed to the relevant extension activity; e.g., for potential vets and medics, there is The Avicenna Club, and for STEM careers, we have the Da Vinci Club. Pupils will also be encouraged to take up partnership opportunities with overseas schools through initiatives such as the Turing scheme for student mobility (replacement for Erasmus).
- The Extension Coordinator, along with Heads of Department, will direct pupils to engage with external academic competitions. Our pupils regularly take part in Maths and Science Olympiads and enter national essay competitions organised by Oxbridge colleges and other universities.
- Sixth form pupils will be encouraged to take up Extended Project Qualifications (EPQs) to encourage academic research and writing.
- The Extension 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.
- 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.

Monitoring Effectiveness

The Extension Coordinator looks to encourage, monitor, support and evaluate extension activity across the senior section. The 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 Coordinator. Extension 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 policy lies with the KES Extension Coordinator in liaison with the Vice Principal Academic.

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

Continuing staff development

- The Extension Coordinator will keep up with current thinking on gifted and talented provision;
- The Extension 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.

Definition

KEJ's definition of Extension and Enrichment echoes that of the KES and KEA. Teachers are expert facilitators of learning and plan and provide opportunities for pupils to discover the world as well as themselves. While there are clear expectations of objectives for pupils to achieve during their KEJ journey, this is carefully delivered so as not to compromise the individuality of each pupil. As such, the intention of provision is to allow pupils to be inspired and encouraged to welcome challenges. Extension is ubiquitous within the learning process, but it is recognised as the provision of stimuli which extend beyond the core curriculum, reserved for pupils who show exceptional capabilities and potential. Enrichment is recognised as the provision of stimuli which add value and memorable experience to the learning journey of all pupils.

Identification

We believe that all pupils will benefit from enrichment opportunities. Identification of more able pupils is important for appropriate extension opportunities to be delivered. Methods of identification vary and are formally organised throughout the year, across all year groups. Assessments include INCAS or MidYIS at the start of each year, followed by half termly grading, more formal testing of English and Mathematics for Years 3-6 and all subjects for Years 7 and 8 twice annually, and end of topic tests across subjects, deployed at subject leader's discretion. Written and computer assessments are intended to identify excellence; however, it is not the only tool for doing so. Teacher assessment is significant to identifying pupils who require greater challenge. Staff are recognised as playing a vital role in identifying talents and aptitudes as a result of their proximity to a pupil's daily experience. As such, core departments and key stage leaders meet regularly to share information and discuss pupil welfare. The coordinator will ensure that this information is passed on annually to receiving teachers.

The Extension and Enrichment Coordinator analyses data from the annual INCAS and MidYIS with a view to comparing Developed Ability, or excellence in particular areas, with core subject results. Discrepancies between results are noted and ideas for provision as a result are considered.

We endeavour to support transition of pupils between sections at King's Ely. This means staff handover from KEA to KEJ and KEJ to KES so that provision for those already identified as more able is in place as quickly as possible.

Provision

An overall summary of provision is available on Firefly on the KEJ Extension and Enrichment page. This page also contains a wide range of resources and advice for both pupils and teachers. Provision varies as the school stays up to date with current thinking and both local and global opportunities. This map serves as a detailed overview of provision across all subjects studied by Years 3-8. It includes enrichment opportunities and extension opportunities. Each department has provided details of opportunities under the headings of 'Enrichment Opportunities', 'Inspirational People', 'Reading Materials', 'Websites and Apps' and 'Places to Visit'. This has been collated into a single booklet for parents and pupils to access via the Portal as optional extension work, for example, during holidays.

Provision of Extension:

Extension of pupils is present in all lessons as all pupils are challenged to extend themselves. From Years 4 onwards, sets are put in place across academic subjects to develop excellence. Those in top sets are expected to be challenged in a manner above that of the core ability of students. This could be in the format of access to curriculum (such as extension programs), access to rich resources (such as visiting professional workshops), access to competitions (such as the KEJ Writing Competition) or access to more challenging assessments (such as Primary Maths Challenges).

The activities and clubs program (available on the Extension and Enrichment Map on Firefly) show the abundance of activities which are available for pupils in their extra-curricular time. Some clubs are by 'invite-only' and these are intended to develop key skills and excellence. Others are for all, or specific age groups so that access to opportunity is fair.

Provision of Enrichment

Enrichment of pupils is achieved through trips and events organised by subject and year group leads. Each subject aims to have a trip, or form of visiting professionals, for each year group at least once in the academic year for each Year Group. These trips are open for attendance of all pupils and the intention is to provide opportunities for pupils to see their curriculum content 'come to life'.

Because enrichment is best provided throughout the year, rather than as a 'bolt-on' event. In Years 3 and 4, classes mainly stay together with their age-specialist teacher. Increasingly, as pupils move up the school, pupils are placed in sets and are taught by subject specialist teachers who teach closely to the individual's need. Pupils access subjects such as Sport, Music, Art, DT, Languages, Drama and Food Tech. Teachers work in subject departments from Year 5 upwards and the curriculum increases in breadth.

Pupils represent their school in sports fixtures against other schools and house fixtures ensure that all pupils have access to the opportunity to represent a larger group. From Year 3-6 all pupils perform in a dramatic arts performance each year and in Years 5-8 there is the

opportunity to act and sing at the highest standard. In Years 7 and 8, pupils receive one lesson a week named 'Enrichment' except for those playing in the orchestra (one of our Extension opportunities) and pupils rotate between staff who are able to teach in an area of their passion.

In Year 8, all pupils take part in a Personal Enrichment Project in the Summer Term. This is an opportunity for pupils to research and present a piece of work on an area of particular interest to them. The projects are reviewed and graded by KES staff, many of whom will be Year 9 Tutors.

In addition to academic enrichment, KEJ recognise the importance of pastoral enrichment. This is available to pupils in the form of residential in Years 4, 5 and 6. These residential are across an increasing number of days and distances, culminating in a Year 6 trip to Wales for 5 days. The intention of the trip is to provide pupils with leadership and teamwork challenges, developing life skills and resilience.

Monitoring Effectiveness

Staff meet regularly to discuss the wellbeing of pupils and their achievements are shared and celebrated in assemblies and/or the weekly newsletter. Staff constantly reflect on the success of pupils and pupil progress meetings occur weekly within core subjects. Assessments exist throughout the year with two annual assessment weeks which provide leaders with opportunity to discuss and adapt provision for pupils.

KING'S ELY ACREMONT

At King's Ely Acremont we aim to develop all children intellectually, socially, and emotionally, and to provide them with a challenging and enriched curriculum. We endeavour to provide all pupils, in EYFS and Key Stage 1, with appropriate enrichment and extension activities, giving them the opportunity to gain new experiences, develop skills and interests beyond the curriculum.

Provision of Extension

Our extension programme provides opportunities for pupils to further deepen their knowledge, understanding, and skills in different areas of the curriculum. This may take the form of project-based work (see the Extension and Enrichment area on Firefly) led by our Enrichment and Extension Coordinator, or within lessons, through differentiation and challenge, supported by individual class teachers or key workers in Nursery. The Extension and Enrichment Coordinator is responsible for tracking and monitoring the progress of those pupils working above age related expectations and ensuring that information is shared with colleagues in KEJ at the point of transition from Year 2 to Year 3.

Identification

A number of staff are involved in identifying children who may benefit from the extension programme, including EYFS Key Workers, Class Teachers, the Extension and Enrichment Co-ordinator, Deputy Head and Head. There is no single measurement with which to identify children; we adopt a broad-based inclusive approach, gathering evidence from a wide range of sources including formative and summative assessments along with feedback from parents. It may be:

- they are performing ahead of their peer group or age (i.e. scoring highly in standardised tests)
- 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 some young 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 area 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

Provision of Enrichment

Our enrichment programme aims to enhance the curriculum by providing pupils with the opportunity to develop new interests, learn new life skills, and challenge themselves. Pupils can expect to take part in numerous educational opportunities during the school day, including visits to museums, theatres and workshops, as well as benefiting from other activities in school, such as themed days, visits by speakers, topic based assemblies (i.e. Language of the Month), individual music lessons, musical workshops and other performances.

Each term, pupils, in Reception and Key Stage 1, choose from a range of enrichment opportunities which take place on a Friday afternoon. These might typically include cooking, projects involving the local community, speech and drama, art, electronics, healthy lifestyles, outdoor learning, enterprise, and design and technology projects.

The curriculum is further enriched by clubs and activities, which are organised at lunchtimes and after school for all year groups, covering a broad spectrum of interests including art, sport, dance, modern foreign languages, sewing, forest school, and ICT. Clubs reflect the expertise of the staff and the interests and enthusiasm of pupils.

Identification

We believe that every child deserves enrichment and, therefore, it is our aim to include every pupil in our programme. Our creative curriculum is responsive to children's interests and includes problem solving opportunities, sustained thinking, open ended questioning, and challenge. We aim to create a climate where success is valued and celebrated, and the talents and contributions of all pupils are acknowledged.

Monitoring Effectiveness

Termly pupil progress meetings take place to analyse the progress of each pupil, celebrate success and implement extension, and support, opportunities for children that need it. In addition to this, staff regularly discuss the wellbeing of all pupils and share their achievements, which are then celebrated in assemblies and/or the weekly newsletter. Summative assessments take place throughout the year which provide further opportunities to review pupils' performance and adapt provision accordingly.