



# Extension and Enrichment

Whole school	Website
Statutory?	No
Reviewed	November 2023
Next review	November 2025

## **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. 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 specification, 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/Thursday Lesson 8 Enrichment programme of courses allows opportunities for Years 9 to 13 students to be enriched in a constantly changing range of courses.

## **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; for example NACE materials.
- 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 PREP**

### **Definition**

KE Prep'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 KE Prep 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, and Schemes of Work should provide opportunities for all pupils to exhibit the NACE Characteristics. 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. 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 periodic grading, more formal testing of English and Mathematics for Years 3 and 4, in English, Mathematics, and Science in Years 5 and 6, and in English, Mathematics, Science and MFL in Years 7 and 8 at least annually. In addition, end of topic tests across subjects are 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 because 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 Deputy Head (Academic), the Heads of Year together with relevant Heads of Department analyse 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.

The Teaching and Learning Co-Ordinator in King's Ely Prep, liaises with staff to ensure that all potentially able pupils are identified in all areas of the curriculum such as Art, Drama, Sport, Music etc including those learners at risk of underachieving, such as those with special educational need. Individual learners may be highly able in one or several domains but not in others; for this reason, Schemes of Work should provide opportunity for pupils to exhibit the NACE characteristics in subject specific, as well as generally. Staff are encouraged to identify pupils, as those more able in their subject area, by looking for evidence of the NACE Characteristics in their subject area.

To support transition of pupils between sections at King's Ely. "Transfer meetings" are held to ensure that staff handover from KEA to KE Prep and KE Prep to KES includes discussion about those pupils who have been identified as able.

## **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 through music ensembles and Choirs, there is the opportunity to perform musically at the highest standard. All pupils receive one lesson a week of music enrichment, depending on their age, experience, talent, they may receive taster lessons on a variety of instruments or join ensembles.

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 by KES staff, many of whom will be Year 9 Tutors.

In addition to academic enrichment, KEP recognise the importance of pastoral enrichment. Residentials are open to pupils at different times in their years in the Prep School. Some of these are organised to provide pupils with the opportunity to experience leadership and teamwork challenges, and to develop life skills and resilience. In addition, there are other residentials from time to time such as trips to Iceland and ski trips.

The provision of daily Co-Curricular enrichment clubs and activities is overseen by the Deputy-Head Co-Curricular and managed by the KE Prep Activities Co-Ordinator. Details of this enrichment programme can be found on SOCS.

Heads of Department will also document enrichment provision in their SharePoint areas.

## **Provision of Extension:**

Depending on the ability range within a cohort, sets are adjusted and put in place across academic subjects to allow pupils to work at a pace and depth suitable to their current level of understanding whilst still giving all pupils the opportunity to extend themselves. Those in higher groups are expected to be challenged in a manner above that of the core ability of students.

Year 7 and Year 8 pupils who are identified as potential academic or STEM Y9 scholarship applicants are invited to meet with the Heads of Year 7 and 8. The Heads of Year, support these pupils by giving them some optional challenges which may involve presentation skills, critical thinking, interview practice, and portfolio preparation.

Year 7 and Year 8 pupils who are identified as potential Art, Drama, Dance or Sport Y9 scholarship applicants are invited to meet with the relevant Heads of Department. The Heads of Department help those students prepare them for their scholarship as appropriate to their subject area.

### **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 regularly 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. Tracking progress over time is monitored using the Insight software and reports generated by Incas and MidYIS.



## **KING'S ELY ACREMONT**

### **Definition**

Extension and Enrichment at King's Ely Acremont is embedded in the creative curriculum and taught by experts in the pre-prep age range. We aim to empower children to challenge themselves in a dynamic learning environment. The EYFS and pre-prep curriculum provides opportunities for children to exhibit the NACE characteristics throughout all subjects. Enrichment opportunities are responsive to our values and enhance the curriculum, providing many experiences that are unique to our setting. Our approach echoes the definitions of Extension and Enrichment throughout KEP and KES, with an ethos and culture of high expectations and aspirations for all.

Our PSHE programme at KEA teaches children emotional literacy and resilience in an age-appropriate manner, and class teachers provide ongoing pastoral support to all children. Self-esteem, confidence, self-belief and making mistakes in the learning environment are important qualities that underpin challenge, and we aim to instil these in all children. Embedded within all the learning at KEA is the need to develop the learning habits that support and enhance our learning. We particularly focus on resilience, collaboration, curiosity, creativity and reflective learning.

### **Provision of Extension**

Extension opportunities further deepen pupils' knowledge, understanding, and skills in all areas of the curriculum. Addressing the needs of more able learners can raise achievement for a much wider group of learners by increasing challenge for all, and therefore our curriculum is designed to ensure there are opportunities for all children to flourish.

Challenge for all learners is embedded in the curriculum. The curriculum is planned carefully to develop more complex content as children progress through each year group, including a programme of unique experiences that have been developed to encompass our ethos and values in a manner that is sufficiently challenging for all learners. Planning references NACE subject specific characteristics of more able learners throughout. There are carefully planned opportunities for children to develop complex language and vocabulary skills in each year group. Digital resources are carefully selected to enhance the curriculum and the school library is stocked with a range of texts to challenge at every age and stage.

The KEA curriculum is planned around carefully curated core books and themes that ensure learning is relevant and meaningful to children, incorporating their interests and significant local and world events. Care is taken to ensure curriculum planning considers the protected characteristics of all children and promotes equality, diversity and British Values.

We believe that all pupils should receive effective encouragement and support and if they need specialised or extra help because of exceptional ability they should have the same entitlement as those pupils who find learning difficult. This may take the form of project-

based work or within lessons, through adaptive teaching 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 KEP at the point of transition from Year 2 to Year 3.

## **Identification**

We aim for a holistic approach of identification of more able pupils. Children are identified as more able through a variety of methods, supporting the ethos that high ability will be demonstrated differently in everyone, depending on their educational background, family background, home learning environment, personal motivation, confidence and interests. We gather evidence from a wide range of sources, including formative and summative assessments along with parental feedback.

NACE subject specific characteristics of more able learners are included in KEA curriculum skills mapping and used by teachers when planning, to ensure more able learners can be identified across the full range of curriculum subjects. A number of staff are involved in identifying children who may benefit from extension, including EYFS Key Workers, Class Teachers, the Extension and Enrichment Co-ordinator, Deputy Head and Head of KEA.

Assessment data is used to identify more able children within a cohort and national contexts. This includes baseline and end of year assessments along with in-year progress checks and assessments to determine developed ability and cognitive reasoning. The professional judgement of staff is also central to identifying more able pupils. Pupil Progress Meetings are held regularly throughout the year to share information on academic and pastoral progress. This information is also shared as part of the transition process between KEA and KEP.

## **Provision of Enrichment**

Every child deserves enrichment and, therefore, it is our aim to include every pupil in our programme, which reflects the unique experiences that children encounter in their time at KEA Pre-Prep and Nursery. Our curriculum is responsive to children's interests and includes problem solving opportunities, sustained shared thinking, open ended questioning, and challenge. 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, assemblies, individual music lessons and taster sessions, musical workshops and other performances. Outdoor learning opportunities and Forest School are embedded in our curriculum.

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 projects involving the local community, STEM, art, healthy lifestyles, outdoor learning, woodwork 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.

Nursery and pre-prep classes are mainly taught by an age-specialist practitioner/class teacher and access specialist teaching in Music, Sports, Dance/Drama and MfL.

### **Partnership with Parents and Carers**

We acknowledge and understand the importance of the Home Learning Environment on children's achievement and success at school. Regular parent communication ensures families are well informed about the progress their children are making throughout each year and the results of standardised assessments are shared annually. Parents are invited to termly parent consultation meetings and in KEAN, regular 'focus weeks' give families the opportunity to see current attainment and next steps. Curriculum content is shared with parents regularly, along with subject specific guidance linked to the teaching of key skills and subjects, for example phonics and mental arithmetic.

### **Professional Development**

Ongoing professional development is essential for all staff to ensure that high quality teaching and learning and holistic support for all learners, including the more able, is effective. Professional development is provided by both internal and external providers.

### **Monitoring Effectiveness**

Termly pupil progress meetings take place to analyse the progress of each pupil, celebrate success and implement extension, and provide support opportunities for children that would benefit. 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. Collaborative moderation takes place across year groups and within the KE family of schools.