



## Learning Extension and Enrichment Policy

<b>Person responsible</b>	Head of Learning Enrichment
<b>Last update</b>	March 2024
<b>Frequency of Review</b>	Annual
<b>Date of next review by Governors</b>	Spring 2025

## INTRODUCTION

At St. Christopher's The Hall School, we recognise and celebrate that all children learn at different rates. It is our endeavour to challenge all pupils with their learning, while continuing to stretch and extend those Pupils within the School who are academically more able.

## AIMS

- To support the abilities, personal qualities and talents of all children
- To identify Pupils who are more able and ensure that these children receive an education appropriate to their abilities
- To provide differentiated teaching that makes learning challenging and enriching
- To promote higher order thinking and conceptual understanding within more able Pupils
- To utilise a variety of questioning skills to further and deepen understanding
- To stimulate more able and talented children through extra-curricular activities and through curriculum enrichment
- To foster and support high teacher expectations
- To work in partnership with parents/carers to help them promote children's learning and development

## DEFINITION & IDENTIFICATION

In order to ensure suitable provision, assessment data, along with teacher judgement is used to identify Pupils who fall into the following categories:

**Most Able** pupils are those who achieve, or have the ability to achieve in one or more academic subjects, demonstrating abilities more advanced than their year level peers.

**Able, Underachieving** pupils are those pupils who have scored highly on innate intelligence tests but are not realising their potential in classroom or attainment assessments.

**Talented** pupils are those pupils who show an exceptional aptitude in one or more of the following areas - Art, Music, Drama, Physical Education, Computing and Modern Foreign Languages.

## PROVISION WITHIN THE SCHOOL

All pupil progress will be monitored via termly pupil progress meetings between the Head of Learning Enrichment, Deputy Head, and classroom teachers. Assessment data is analysed alongside teacher judgement and provision is then allocated to further enhance students' learning.

Pupils demonstrating that they are more able will be offered increased challenges and opportunities to extend and deepen their understanding of concepts, to ensure they reach

their full potential. Identification of a pupil as more able is flexible, rather than fixed, to accommodate for pupil growth and development.

The classroom or specialist teacher will be responsible for ensuring that the needs of more able Pupils are met through best classroom practices.

Best classroom practice includes:

- reflecting on, monitoring and evaluating the needs of the most able Pupils when planning
- knowledge and use of prior assessment and future targets to inform pace, depth and breadth of lesson content
- effective use of questioning to promote deeper levels of critical thinking and understanding of concepts.
- designing open ended work tasks that challenge and promote higher order thinking
- allowing more able Pupils to continue working independently within the classroom on tasks rather than participating in direct teacher instruction with the class
- ensuring both pupil and teachers have high expectations

Pupils identified as talented will be closely monitored by staff and encouraged to participate in the wide range of activities on offer both in school and out of school. We are very proud to offer an extensive and enriching curriculum. Clubs at lunchtime or after school support academic subjects as well as creative endeavours.

Our Music department offers enriching activities such as choir and orchestra, and there are many opportunities that exist for performing in concerts and assemblies within school; while externally children are encouraged to take part in music festivals and community events. The School hosts a music examiner one per term and supports Pupils as they prepare for these exams.

Our Physical Education department offers an extensive number of sporting clubs: judo, hockey and football to name but a few. Our Physical Education department is also able to provide advice into Sport clubs outside of school.

Specialist staff will also mentor talented Pupils, particularly in the case of children when attaining district or county level representative sport; or in the lead up towards external music and drama exams or scholarship auditions. This will occur on a case by case basis and be organised at the discretion of the specialist teacher.

## GROUP PROVISION

Across the whole school, pupils' needs will be catered for through small intervention groups, and team-teaching. This provision is fluid and will be re-assessed termly.

## PROVISION FOR ABLE UNDERACHIEVERS

Where underachievement has been identified, this will be discussed with the classroom teacher, Head of Learning Enrichment and parents. Suitable strategies will be discussed and put in place. Monitoring of strategies and interventions will be completed, with progress reviewed at the end of each half term.

## RECORD KEEPING, TRANSFER AND TRANSITION

Assessment data will be kept by teachers to monitor and demonstrate that the pupil is working consistently at a higher level than their peers. The details of the children identified as more able or talented will be passed on to next teachers or to the next school as appropriate.

## ROLE OF THE HEAD OF LEARNING ENRICHMENT

The role of the Head of Learning Enrichment is to ensure that provision is in place and effective for all children identified as Working in Greater Depth and Exceptionally Able within the school. Teachers are supported and kept up to date with the best methods for identification, planning techniques and teaching strategies that benefit our More Able and Talented pupils.

The Head of Learning Enrichment identifies all children at Greater Depth, and then works to:

- ensure that these children are being planned and catered for.
- support with the planning and provision of enrichment groups;
- investigates best practice and uses this to inform strategy and share with teachers
- monitors and adjusts provision to meet current needs;
- reviews the policy;
- consults with SLT, staff and governors.