

RATIFIED BY EDUCATION COMMITTEE: 14TH NOVEMBER 2017
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REVIEW DATE: FEBRUARY 2019



Brentwood School

PREPARATORY

POLICY FOR ACADEMIC ENRICHMENT

This policy is applicable to all Preparatory pupils including those in the EYFS.

Introduction

At Brentwood Prep as we are committed to offering a broad and exciting curriculum as well as identify new opportunities to further enrich our pupils academically and personally. We prioritise our Academic Enrichment programme being inclusive for all pupils and it allowing them to develop their thinking, gain new perspectives and put their learning to use in real-life contexts.

Academic Enrichment is also an essential pillar of our provision for our pupils' development of the IB Learner Profile.

All children have the right to a broad, balanced and relevant education that serves to provide continuity and progression whilst taking individual differences into account. In our school we aim to provide a curriculum that is appropriate to the specific needs and abilities of all of our children. We plan our teaching and learning in such a way that we enable each child to aspire to the highest level of personal achievement. This policy outlines the school's practice and procedures relating to academic enrichment for all, as well as specific support put in place to extend exceptionally able or talented pupils.

We embrace a 'growth mindset' philosophy and believe that all children have the potential for profound intellectual, cultural, emotional and spiritual growth. Consequently, we consider all of our pupils to be able and talented and, at Brentwood School, we extend the provision of academic and co-curricular enrichment to all. This inclusive approach is predicated upon a recognition that it is our responsibility, as educators, to help all children to identify their particular intellectual passions, to nurture their creative instincts, to develop their cultural sensitivities and to support their sporting potential. This individualistic approach, underpinned by a firm belief in the unique potential of each child, guides and informs provision for all pupils.

All children possess the potential to improve their level of performance and to become more "able" by acquiring, consolidating and developing their skills through the application of a conscientious and assiduous work ethic and the provision of learning opportunities that inspire and challenge them.

Teachers monitor the performance and progress of all children using a rigorous cycle of assessments and examinations. Whilst we identify some pupils as exceptionally 'able and talented' (Those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group) our approach is dynamic and proactive and relies upon putting in place coherent strategies and providing meaningful opportunities for each individual child. We endeavour to recognise and develop the potential of all our pupils and we believe that each child has a unique contribution to make to our community and society.

Provision

- The Preparatory School Enrichment Week in the Trinity Term;
- Challenge mornings whereby pupils engage in creative, challenging and inquiry-based tasks and put their learning into practice in real-life contexts;
- Cross-curricular links are sought for pupils to make key connections and deepen their learning across skill areas;
- Our Co-curricular programme is vast and provides multiple opportunities for pupils to extend their academic interests;
- We will facilitate our pupils' interests in a particular area of the curriculum and encourage them to complete Independent Research Projects;
- Setting in Mathematics and differentiation, or use of ability groupings, in lessons;
- Provision of peripatetic music and drama lessons, together with specialist art and sports coaching enables talented pupils to develop and realise their potential;
- Our pupils benefit from visiting speakers, educational visits, out-of-school competitions and the opportunity to take on responsibilities around the school;
- We host regular exceptionally able and talented workshops in a variety of subjects
- We encourage a culture where it is perceived by pupils as a positive quality to work hard and to excel.

Resources and Strategies:

All teachers cater for the needs of all pupils in their classes.

In particular, teachers:

- have high expectations of all pupils and set challenging learning objectives;
- foster the development of higher-order skills such as analysis, evaluation, synthesis, judgement, creative thinking, persuasive writing and delivering presentations;
- ask higher-order questions (cf. Bloom's taxonomy), that will engage and challenge pupils and encourage deeper thinking;
- plan lessons and activities that enable pupils to access top grades;
- make clear the criteria for success;
- encourage responsible risk-taking, unusual ideas and creative solutions;
- seek opportunities for cross-curricular links;
- set investigative or problem-solving tasks requiring autonomy and self-motivated research on the part of pupils;
- develop independent research skills;
- provide opportunities for pupils to work collaboratively;

- encourage pupils to reflect on and take responsibility for their own progress and set targets for improvement;
- recognise and reward flair, as well as achievement and effort and, in so doing, make explicit what has been achieved, so that others can see how to get there;
- identify pupils who may need stretching further in the classroom, or encouraging to engage in co-curricular programmes and additional Academic Enrichment initiatives that are provided.

Staff Development and Training

The school makes use of staff training and whenever possible, enables staff to attend courses and conferences on issues regarding exceptionally able and talented children.

The Head of Academic Enrichment at the Prep School also disseminates to staff relevant professional articles when appropriate and undertakes to provide appropriate meeting time, periodically, for review and discussion of the policy and consideration of teaching strategies.

The Prep Head of Academic Enrichment can also offer staff training on any relevant strategies for providing academic challenge within the curriculum, as identified in liaison with the Teaching and Learning team at the Preparatory School and Senior School.

Leadership and Management

The Prep Head of Academic Enrichment acts as coordinator for enrichment activities beyond the main curriculum, as well as takes responsibility for overseeing the inclusion of enrichment opportunities within Teaching and Learning. In addition to this, other key tasks include:

- Maintaining record keeping in consultation with other staff;
- Monitoring the school's provision for pupils identified as being exceptionally able or talented;
- Monitoring the progress of pupils identified as being exceptionally able or talented;
- Identifying, providing and facilitating learning opportunities that stretch and challenge all pupils.

**THIS POLICY IS DUE FOR RATIFICATION AT EDUCATION COMMITTEE
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