



## Brentwood School

### Academic Enrichment Policy

<b>Policy Owner:</b>	Deputy Head Academic - Senior School Deputy Head Academic - Prep School		
<b>Relevant to:</b>	Whole School (3-18)		
<b>Relevant Legislation/Guidance:</b>	<a href="#">Independent School Standards Regulations (2014)</a> <a href="#">The Equality Act 2010</a>		
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	Teaching and Learning Policy	Trips and Visits Policy	

## **WHOLE SCHOOL ACADEMIC ENRICHMENT POLICY** **(including provision for Gifted and Talented)**

This policy shows how the School enables “pupils of exceptional ability” to make progress, in accordance with Independent Schools Standards Regulation (ISSR) 2(2)h.

### **Introduction**

Our School vision statement is, “We enable our pupils to become the best version of themselves by developing Virtue, Learning and Manners.” One of our School aims is, “We provide a range of opportunities designed to enable every pupil to further their potential, enjoy their learning and achieve the best possible academic outcomes.” In order to deliver our School vision and achieve our School aims, we must ensure that every child in our School, from the least able to the most able and including those with exceptional ability, regardless of starting point, aptitudes, talents, current or past achievements, has the opportunities and support to achieve the best outcomes for them. We plan our teaching and learning in such a way that we enable each child to aspire to the highest level of personal achievement in whatever field this may be.

Excellent provision for pupils with exceptional ability is part of excellent provision for *all* pupils: excellent teaching and learning, differentiation, challenge and stretch, making learning relevant to pupils’s lives, which are all explicit components of our Teaching and Learning Policy. Excellent provision includes approaches to lessons, as well as clubs and societies, projects and trips outside lessons. Our approach is inclusive in that we help all pupils to identify their particular intellectual passions, to nurture their creative instincts, and to support their potential. This policy outlines the School’s practice and procedures relating to academic enrichment for all, and the specific support extended to pupils who show especial **passion, interest, engagement, commitment or enthusiasm (PIECE)**.

### **Growth mindset**

At Brentwood, we do not believe a pupil’s ability is fixed. We embrace a ‘growth mindset’ philosophy and believe that all pupils can cultivate their talents, aptitudes, interests and temperaments, through their efforts, their strategies, and help from others.<sup>1</sup> Whereas attainment or achievement are determined by past success or performance in summative assessment tests in a subject or activity, a pupil’s ability in a subject or activity is shown through their passion, interest, engagement, commitment or enthusiasm (PIECE), compared to age-relative expectations. As such, it is possible for a pupil demonstrating *PIECE* attributes to underachieve comparatively in tests, examinations or other assessments. All our pupils are, in principle, able to demonstrate *PIECE* in a variety of areas.

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<sup>1</sup> Carol S Dweck, ‘*Mindset*’, 2017, London: Robinson.

## **Identification of pupils**

We use a wide range of strategies to identify pupils demonstrating passion, interest, engagement, commitment or enthusiasm (*PIECE*) in a subject or area, and record these in our centralised *PIECE* registers. The Heads of Academic Enrichment in both the Preparatory and Senior School and those charged with similar responsibilities within our feeder schools share information relating to academic performance to ensure a smooth transition to the Senior School.

Brentwood has a process of identification and termly review. Both the Preparatory and the Senior School *PIECE* registers are evolving documents that are reviewed at least termly. The identification process is inclusive and designed to identify pupils with potential as well as those already performing at a high level, using the growth mindset understanding of the *PIECE* attributes outlined above (rather than a percentile from tests or assessments). Our identification strategies do not disadvantage any group of learners on the basis of circumstance, ethnicity, gender, disability or specific learning needs, because there is no limit on who can show passion, interest, engagement, commitment or enthusiasm.

## **The purpose of the *PIECE* registers:**

Senior School	Preparatory School
<ul style="list-style-type: none"> <li>● To identify and track those pupils that Departments have decided are <i>PIECE</i> in their subject or area.</li> <li>● For teachers to ensure that those identified are being stretched and challenged in their subject or area, monitored by HoDs.</li> <li>● For those pupils identified to be encouraged to participate in wider academic enrichment and reading (e.g. Junior Colloquium/JSABs).</li> <li>● For the Head of Academic Enrichment, in liaison with Heads of Year, to identify <i>PIECE</i> pupils with comparatively low attainment, so they can explore reasons why and provide support if needed. This is in keeping with our growth mindset philosophy because we would expect that pupils showing <i>PIECE</i></li> </ul>	<ul style="list-style-type: none"> <li>● To identify and track those pupils who are identified as <i>PIECE</i> in a particular subject or subjects.</li> <li>● To utilise the register to ensure that identified pupils are stretched in class and encouraged to participate in enrichment activities, such as <i>PIECE days</i> and our co-curricular programme.</li> <li>● To support Heads of Department and Heads of Year in ensuring that <i>PIECE</i> pupils are stretched and challenged through in class activities, homework and wider learning to maximise their progress.</li> <li>● For the Head of Academic Enrichment, in liaison with Heads of Year and Heads of Department, to identify <i>PIECE</i> pupils with comparatively low attainment, so they can explore contributing reasons and provide support as needed.</li> </ul>

should ultimately attain; if such pupils are not attaining over time, we need to investigate why and whether there are steps we can take to help.

- To help inform the awarding of academic subject prizes for Prize-Giving on Speech Day.
- To support selection of pupils for oversubscribed academic enrichment trips and visits, along with attendance at academic clubs and societies, projects, and approaches to learning data.

- To support and manage the selection of pupils for enrichment days such as AIM Higher Writing and Maths days.

### **Monitoring Provision**

Teachers monitor the performance and progress of all pupils using a regular cycle of assessments and examinations. Whilst we maintain a list of those pupils identified as demonstrating especial passion, interest, engagement, commitment or enthusiasm (*PIECE*), 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 this is harnessed by our commitment to 'growth mindset', as well as the understanding that a pupil's ability can evolve over time. We believe that each child has a unique contribution to make to our community and society, while developing new perspectives to put their learning into real life contexts.

Both of the Heads of Academic Enrichment support Heads of Year and form tutors in tracking and monitoring *PIECE* pupils. The Heads of Academic Enrichment, working with Heads of Year, form tutors, and Heads of Department, ensure that any *PIECE* pupils who are underperforming are set targets for improvement. We also expect all *PIECE* pupils to be engaging with enrichment opportunities offered by the School (though, for a busy pupil, there is not a requirement that they engage in opportunities associated with every area in which they may have been identified as *PIECE*, but rather that they are engaging with some of those opportunities); again, this is monitored by departments and tutors through target-setting, as well as the Heads of Academic Enrichment and Heads of Year.

The Preparatory School Head of Academic Enrichment helps to ensure that a wide variety of clubs are on offer to pupils through liaison with the Director of Co-curricular. This is well established for Years 2 to 6, through a programme of various enrichment activities such as *PIECE* Days. Children in Key Stage 2 are further stretched through our inclusive Enrichment Programme, a weekly timetabled slot for each year group with activities based around core

strands (Forest School, Outdoor Education, STEAM, Physical Challenge and Performance, Languages and Culture and Leadership, Life skills and Wellbeing). Enrichment Week, for all pupils from Foundation to Year 6, provides enrichment opportunities designed to support the academic curriculum and development of Brentwood Learning Profile attributes.

For EYFS and Year One, these pupils are stretched through their lessons as part of the creative curriculum and through a co-curricular programme, however the enrichment programme is expanding to include more events for EYFS and year one pupils. All pupils are included on the *PIECE* register.

The Senior School Head of Academic Enrichment oversees our Junior Colloquium and Junior Sir Antony Browne Society (JSABS) academic societies, and liaises with Heads of Department and co-curricular leaders regarding other academic societies, debating societies (including the Sir Antony Browne Society, SABS), Model United Nations, sport, performing arts, and outdoor education. Our Assistant Head of Academic Enrichment seeks enrichment opportunities beyond the classroom, in the guise of trips, outreach programmes and University visits. Heads of Department monitor the quality and nature of provision for *PIECE* pupils in their area and ensure implementation throughout the department. By virtue of the registers, individual teachers know who is designated as *PIECE* within each year group, as well as within their specific subject. They monitor the progress of individual pupils and endeavour to meet their needs, for example, by providing differentiated tasks or resources in lessons and contributing to the academic enrichment and co-curricular provision within their subject area. The Deputy Head (Academic) in the Senior School monitors the quality of provision for Oxford and Cambridge University applicants and he is assisted by the Director of the IB Diploma Programme and Director of Sixth Form. Designated members of staff are responsible for preparing pupils applying for highly competitive courses such as medicine, dentistry, veterinary science, engineering and law.

### **Responsibilities for teachers and Heads of Department:**

All teachers cater for the needs of *PIECE* pupils in their classes, whether those classes are banded or of mixed ability. In particular teachers:

- encourage a culture where it is perceived by pupils as a positive quality to work hard and to excel;
- have high expectations of all pupils and set challenging learning objectives;
- pitch lessons and activities to the top end of the ability range, with appropriate scaffolding so that all pupils can access and meet learning objectives<sup>2</sup>;
- foster the development of higher-order skills such as analysis, evaluation, synthesis, judgement, creative thinking, persuasive writing and delivering presentations;

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<sup>2</sup> Cambridge International, 'Great Teaching Toolkit Evidence Review', 2020, pp.30-40, <https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf>

- ask higher-order questions that will engage and challenge pupils and encourage deeper thinking. Examples include, [Pause-Pose-Pounce-Bounce](#)<sup>3</sup>, [open ended and no hands up questioning](#)<sup>4</sup>;
- encourage responsible risk-taking, unusual ideas and creative solutions;
- provide meaningful feedback that requires pupils to engage with feedback and improve<sup>5</sup>;
- seek opportunities for cross-curricular links;
- set investigative or problem-solving tasks requiring autonomy and self-motivated research on the part of pupils;
- teach pupils independent research skills so they can pursue their own lines of enquiry, for example in the Year 10 Human Universe, HPQ, EPQ and IB Extended Essay;
- provide opportunities for pupils to work collaboratively;
- provide pupils with access to wider reading via our Academic Enrichment Library Reading Lists;
- support pupils with [revision strategies and proactive study lists](#), in order to develop their skills and knowledge independently over time<sup>6</sup>;
- encourage pupils to reflect on and take responsibility<sup>7</sup> for their own progress and set targets for improvement;
- recognise and reward passion, interest, engagement, commitment and enthusiasm, as well as achievement and approaches to learning and, in so doing, make explicit what has been achieved, so that others can see how to get there;
- use the *PIECE* register to identify pupils who may need stretching further in the classroom, or encouraging to engage in co-curricular programmes. Concerns about underachievement are shared with the relevant Head of Department, Year Group teams, and Head of Academic Enrichment.

Heads of Department in Prep and Senior are responsible for:

- identifying *PIECE* pupils and ensures they are meeting the needs of those *PIECE* pupils in their subject or area;
- monitoring *PIECE* pupils in their subject area and putting in place supportive measures for pupils with comparatively low attainment;
- considering the needs of *PIECE* pupils when creating and updating schemes of work and learning objectives;

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<sup>3</sup> Sherrington T., 'Chartered College of Teaching Pause-Pose- Pounce-Bounce', 2019, <https://my.chartered.college/wp-content/uploads/2018/10/7.-Pose-Pause-Pounce-Bounce-1.pdf>

<sup>4</sup> Doherty J., 'Skilful questioning: The beating heart of good pedagogy', 2021, <https://my.chartered.college/early-career-hub/skilful-questioning-the-beating-heart-of-good-pedagogy>

<sup>5</sup> Education Endowment Foundation, 'Teacher Feedback to Improve Pupil Learning', 2022, [https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/EEF\\_Feedback\\_Recommendations\\_Poster.pdf?v=1680606978](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/EEF_Feedback_Recommendations_Poster.pdf?v=1680606978)

<sup>6</sup> Quigley A., 'Education Endowment Foundation: Metacognition and Self-Regulated Learning', 2022, p.8, [https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/Summary\\_of\\_recommendations\\_poster\\_2021-10-27-151056\\_qiiz\\_2021-10-29-074723\\_miux.pdf?v=1680605929](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/Summary_of_recommendations_poster_2021-10-27-151056_qiiz_2021-10-29-074723_miux.pdf?v=1680605929)

<sup>7</sup> Education Endowment Foundation, 'Summary of Metacognition and Self-Regulated Learning', 2022, [https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/Summary\\_of\\_recommendations\\_poster\\_2021-10-27-151056\\_qiiz\\_2021-10-29-074723\\_miux.pdf?v=1680605929](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/Summary_of_recommendations_poster_2021-10-27-151056_qiiz_2021-10-29-074723_miux.pdf?v=1680605929)

- establishing programmes of acceleration and/or enrichment in their subject, including lesson activities, departmental societies, projects or other activities;
- creating subject-specific activities which stretch, challenge and motivate all pupils;
- rewarding and celebrating achievement within their subject;
- ensuring new members of the department are trained in the use of, and are implementing, this policy;
- devoting time regularly (within the context of departmental meetings and INSET) to discussing pedagogical issues and to ensuring high expectations.

### **Wider Provision for *PIECE* pupils:**

<u>Senior School Provision</u>	<u>Preparatory School Provision</u>
<ul style="list-style-type: none"> <li>● The co-curricular programme caters for pupils, for example, through academic clubs and societies, sports teams, musical ensembles and concerts, art and drama clubs, debating and public-speaking, exhibitions, productions and workshops.</li> <li>● A weekly Headmaster’s Award to reward particular academic endeavour in the curriculum.</li> <li>● Year 8 Headmaster’s Award develops this further with a focus on extending academic interests.</li> <li>● Years 7 and 8: Junior Colloquium.</li> <li>● Year 8: A residential academic enrichment trip in June.</li> <li>● Years 9 and 10: JSABS.</li> <li>● Sixth Form: enrichment lectures for whole year groups given by visiting speakers.</li> <li>● Provision of peripatetic music and drama lessons, together with specialist art and sports coaching.</li> <li>● There are special programmes for potential Oxbridge, Medical, Dentistry and Veterinary Science pupils as well as potential Law pupils. These pupils are mentored and have support sessions.</li> <li>● All Year 11 pupils undertake the Higher Project Qualification (HPQ).</li> </ul>	<ul style="list-style-type: none"> <li>● Setting and banding in some subjects in Key Stage 2 and differentiated tasks in lessons across the year groups allows all learners to be stretched appropriately.</li> <li>● Cross-curricular links are sought for pupils to make key connections and deepen their learning across skill areas. A fully creative curriculum in Key Stage 1 supports inquiry and deeper learning for our younger pupils.</li> <li>● Awards presented to the pupils linked to the Brentwood Learner Profile, encouraging the pupils to be inquirers, knowledgeable thinkers and independent learners, among other core values.</li> <li>● Challenge mornings whereby pupils engage in creative, challenging and inquiry-based tasks and put their learning into practice in real-life contexts.</li> <li>● We facilitate our pupils’ interests in a particular area of the curriculum and encourage them to complete Independent Research Projects in Year 6, linked to the Primary iPQ qualification.</li> <li>● The provision of peripatetic music and drama lessons, together with specialist art and sports coaching, enables pupils to develop and realise their potential.</li> <li>● Our pupils benefit from a wide range of visiting speakers, educational visits and</li> </ul>

- All Lower Sixth pupils undertake either the Extended Project Qualification (EPQ) or IB Extended Essay.
  - We encourage and celebrate engagement with external competitions and awards, examples include: BEBRAS, subject specific Olympiads, Faraday challenges, debating and essay competitions.
  - Opportunities for pupils to receive specialist coaching outside of school are also encouraged in the form of attendance at specialist music schools, sports clubs, academies and conservatoires.
  - Borough, county and national representative honours are encouraged and celebrated.
  - The rewards system, including colours, provides acknowledgement and praise of pupil achievements.
  - Mentoring Programme: in some cases, *PIECE* pupils are assigned subject teacher or peer mentors to ensure that they are being provided with opportunities to develop their interests.
- out-of-school competitions.
- Our co-curricular programme is vast and provides multiple opportunities for pupils to extend their interests, for example, through sports teams, art, drama and musical theatre clubs and modern foreign language sessions. Various enrichment clubs such as Outdoor Activity and Forest School clubs further support leadership skills.
  - Pupils are encouraged to pursue interests outside of school and their involvements and successes at sports clubs, academies and music schools are celebrated in whole school assemblies and through social media.
  - Pupils who represent their borough, county or country are encouraged and celebrated during assemblies.
  - The Preparatory School runs an Enrichment Week during the Trinity Term, during which the pupils take part in a wide array of activities designed to enrich academic learning and BLP attributes.
  - The Enrichment Programme for Key Stage 2 provides deeper learning opportunities each week.
  - Our pupils benefit from the opportunity to take on responsibilities around the school, such as becoming a House Captain or Librarian.