



Brentwood School

Academic Enrichment Policy

Policy Owner:	Deputy Head Academic – Senior School Deputy Head Academic – Prep School		
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Relevant Legislation/Guidance:	Independent School Standards Regulations (2014) The Equality Act 2010		
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	Teaching and Learning Policy	Trips and Visits Policy	Assessment 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, as part of all pupils making good progress according to their ability, in accordance with ISI Framework Section 2 Ref 54.

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, adaptation, 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. This policy outlines how we identify pupils with exceptional ability (sometimes called “Gifted and Talented”) and how we track their progress. However, 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 special **passion, interest, engagement, commitment or enthusiasm (PIECE)**.

Growth mindset

At Brentwood, we do not believe a pupil’s potential is limited. 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.¹ We encourage pupils’ passion, interest, engagement, commitment and enthusiasm (PIECE) in their subjects

¹ Carol S Dweck, ‘*Mindset*’, 2017, London: Robinson.

and activities, which builds intrinsic motivation to cultivate their talents and aptitudes. All our pupils are, in principle, able to demonstrate *PIECE* in a variety of areas.

Identification of pupils with exceptional ability

While believing in growth mindset, the School also has the responsibility to monitor and ensure that all pupils are making progress. This includes pupils with exceptional ability. Whenever pupils sit standardised tests standardised against a national cohort e.g. CAT4 or MidYIS, the Heads of Academic Enrichment in both the Preparatory and Senior School generate lists of pupils who are in the top 2% (nationally-standardised score 131+) and top 5% (nationally-standardised score 125+) of ability nationally. We recognise that standardised testing can be seen in some senses as a blunt instrument for identification. Test scores reflect a snapshot in time and pupils can have off-days or have concentration lapses in parts of tests. A low score does not necessarily mean a pupil has low ability. However, high scores are more likely indicative of high ability, as high scores cannot easily be achieved by lucky guessing. As such, if pupils sit a new standardised test, we may add new pupils to the 2%/5% lists but not remove pupils previously identified.

The Heads of Academic Enrichment monitor and track these identified pupils at tracking grade and reporting points and identify any causes for concern. They then liaise with Heads and Deputy Heads of Year (Senior School) and year group staff (Prep School) to agree next steps as part of our regular process of academic reviews of pupils. [see *Assessment Policy*]

Monitoring Provision

Teachers monitor the performance and progress of all pupils using a regular cycle of assessments and examinations. Teachers ensure that those identified on the 2%/5% lists are challenged and stretched in their subject area, through adapted learning tasks, alternative resources, or extension inside or outside the classroom. However, in keeping with our growth mindset *PIECE* approach, we have no limit to aspiration and any tasks, resources and activities are available to all pupils, rather than restricted to those on the 2%/5% lists. 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.

We also expect all 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 potential; pupil participation is monitored by departments and form tutors, as well as the Directors of Co-curricular and Heads of Year. The Heads of Academic Enrichment liaise with the Directors of Co-curricular each term to check that pupils with exceptional ability are participating in co-curricular activities.

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. Children in Key Stage 2 are further stretched through our inclusive Activities Programme, a weekly timetabled slot for each year group with activities based around core strands (Forest School, Outdoor Inquiry, STEAM, Physical Challenge and Performance, Languages and Culture, and Leadership, Life skills and Wellbeing). Enrichment opportunities are woven throughout the PYP Programme of Inquiry to support the academic curriculum and development of the IB Learner Profile.

For EYFS and Year One, these pupils are stretched through their lessons as part of the IB Primary Years Programme (PYP) and through a co-curricular programme.

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), public-speaking, quiz teams, 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 in their area and ensure implementation throughout the department. The Deputy Head (Academic) and Director of Sixth Form in the Senior School monitor the quality of support for applicants to Oxford and Cambridge Universities. 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 all pupils in their classes, including those with exceptional ability, 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 objectives²;
- foster the development of higher-order skills such as analysis, evaluation, synthesis, judgement, creative thinking, persuasive writing and delivering presentations;

² 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](#)³, [open ended and no hands up questioning](#)⁴;
- encourage responsible risk-taking, unusual ideas and creative solutions;
- provide meaningful feedback that requires pupils to engage with feedback and improve⁵;
- in Prep, teach through a transdisciplinary approach and in Senior, 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 6 Exhibition, 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 time⁶;
- encourage pupils to reflect on and take responsibility⁷ 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 2%/5% lists to identify pupils who may need stretching further in the classroom, or encouraging to engage in co-curricular programmes, while ensuring all opportunities are available to all pupils. Concerns about underachievement are shared with the relevant Head of Department, Year Group teams, and Head of Academic Enrichment.

Heads of Department (and Subject Leaders) in Prep and Senior are responsible for: considering the needs of exceptionally able pupils when creating and updating schemes of work and learning objectives;

- establishing programmes of acceleration and/or enrichment in their subject, including lesson activities, departmental societies, projects or other activities;

³ 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>

⁴ 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>

⁵ 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

⁶ 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

⁷ 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

- 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 CPD) to discussing pedagogical issues and to ensuring high expectations.

Wider Academic Enrichment Provision:

<u>Senior School Provision</u>	<u>Preparatory School Provision</u>
• 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. • A weekly Headmaster's Academic Endeavour Award to reward particular academic endeavour in the curriculum. • Year 8 Headmaster's Challenge Award develops this further with a focus on extending academic interests. • Years 7 and 8: Junior Colloquium. • Year 8: A residential academic enrichment trip in June. • Years 9 and 10: JSABS. • Sixth Form: enrichment lectures for whole year groups given by visiting speakers. • Provision of peripatetic music and drama lessons, together with specialist art and sports coaching. • 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. • All Year 11 pupils undertake the Higher Project Qualification (HPQ).	• Setting and banding in some subjects in Key Stage 2 and differentiated tasks/adaptations in lessons across the year groups allows all learners to be stretched appropriately. • Transdisciplinary teaching and learning within the PYP through inquiry led learning enables pupils to make key connections, deepen their learning across skill areas and develop their skills of inquiry. • Awards presented to the pupils linked to the Learner Profile, encouraging the pupils to be inquirers, knowledgeable, thinkers and independent learners, among other core values. • We facilitate our pupils' interests in the curriculum and all pupils complete the PYP Exhibition in Year 6. • The provision of peripatetic music and drama lessons, together with specialist art and sports coaching, enables pupils to develop and realise their potential. • Our pupils benefit from a wide range of visiting speakers, educational visits and 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

- 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, pupils are assigned subject teacher or peer mentors to ensure that they are being provided with support and opportunities to develop their interests; such mentoring is available for any pupil including those who are exceptionally able.

language sessions. Various enrichment clubs such as Outdoor Inquiry 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 Learner Profile attributes.
- Throughout the year, pupils take part in a wide range of activities designed to enrich academic learning and Learner Profile attributes such as trips, visits and in school workshops. These are planned within the Unit of Inquiry to develop both children's understanding and experience of the area of study e.g. when considering the central idea 'Exploration leads to discoveries, opportunities and new understandings' children may visit the British Museum to learn about exploration in many different countries and contexts.
- The Activities 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 Prefect, House Captain or Librarian.