



Curriculum Enrichment Policy (Prep School including EYFS)

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This policy is considered a 'live' document and will be updated as statutory guidance is released

Bede's is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

Vision, Mission and Values

Our Vision

Where every child finds joy in their pursuit of brilliance

Our Mission

We continue to craft a more joyful education.

- Cultivating a vibrant learning experience, motivating us to pursue our individual best.
- Providing a festival of opportunity, enabling us to discover new passions and develop new talents.
- Building a kind-hearted community, inspiring us to enhance the lives of others.

Our Values

Be Compassionate

Because a caring community fosters belonging.

We expect our community to show kindness to people of all ages, genders and ethnicities, maintaining campuses where every person feels joyful and energised.

Be Courageous

Because fortune favours the brave.

We challenge our community to stand up for what is right, providing them with a safe environment where they can take bold action in pursuit of brilliance.

Be Curious

Because wisdom can be found off the beaten track.

We encourage our community to discover unlikely passions and hidden niches, releasing them into a wealth of opportunities inside and outside the classroom.

Be Conscientious

Because dedication is a spearhead of success.

We ask our community to throw themselves wholeheartedly into every endeavour, taking responsibility for their journey and inspiring others to do the same.

Policy Principles/Aims:

The curriculum for each year group at Bede's School focuses on promoting learning, personal growth and development. We provide pupils with a curriculum that is broad, stimulating and designed to facilitate the highest possible levels of attainment by those who follow it - programmes of study that imbue children with a wealth of skills, a depth of knowledge and an irrepressible curiosity.

Statutory Guidance:

None.

Associated Trust Policies:

Curriculum Policy
SEN Policy

Inclusive of Exceptionally Able Children and those with Higher learning Potential

1. Introduction

- I. The curriculum for each year group at Bede's School focuses on promoting learning, personal growth and development. We provide pupils with a curriculum that is broad, stimulating and designed to facilitate the highest possible levels of attainment by those who follow it - programmes of study that imbue children with a wealth of skills, a depth of knowledge and an irrepressible curiosity. Our curriculum enrichment offer is vital in effectively delivering the vibrant Bede's curriculum to our pupils.
- II. Our approach to curriculum enrichment is threefold:
 - a) We are dedicated to ensuring that each individual lesson offers an enriched learning experience, appropriately differentiated to ensure every child makes progress and is challenged and stimulated.
 - b) In addition to enriching lessons, pupils who are identified as having a higher learning potential will have targeted enrichment activities within each relevant lesson. For example, if a child is identified as working significantly above the expected level in maths, or has the potential to be working significantly above the expected level, then an appropriate challenge must be set within the lesson, to ensure the child makes the maximum amount of progress possible.
 - c) Our Curriculum Enrichment Coordinator will collaborate with Heads of Department and Heads of Faculty to plan a program of enrichment experiences throughout the year, which will complement our curriculum and will ensure that all of our pupils, regardless of ability, experience an enriched curriculum.

2. Aims

- I. At Bede's, it is our aim to meet the individual learning needs of all the children across the curriculum. We understand and appreciate that every child develops skills and learns in a variety of ways. Careful, flexible planning and effective differentiation will ensure that these needs are effectively catered for.
- II. We endeavour to provide quality opportunities with the breadth and depth of challenge to dramatically enhance the learning and development of all our children.
- III. When our children leave Bedes we will have provided them with the enrichment they deserve in order to prepare them for a future where their previous experiences and exposure will be a driving force for learning.

3. Implementation

- a) Core curriculum offer - how will we ensure that every lesson is a 'vibrant learning experience'?
- I. Heads of Department will ensure that long term planning or curriculum maps provide excellent opportunities for curriculum enrichment across the age groups. When planning in the short

term, teachers will ensure that each lesson is delivering our Trust mission: **We continue to craft a more joyful education.**

- II. In the first instance, Quality First Teaching will cater for the needs of all children, including exceptionally able children and those with higher learning potential. Lessons are carefully designed to ensure that all pupils will make excellent progress in lessons through effective differentiation.
- III. To support the excellent curriculum offered here at Bede's, we also provide an enriching learning environment, packed with a variety of age and stage appropriate resources and engaging displays.
 - b) How do we cater for children with higher learning potential?
 - I. As professionals, we are collectively responsible for the enrichment of our curriculum and should be striving to develop ideas and ways for this to be achieved. Our professional expertise is used to identify children who desire/need further enrichment due to their exceptional ability and or higher learning potential.
 - II. Children with higher learning potential are identified through both formative and summative assessment opportunities, teacher judgement and results from previous settings.
 - III. Children who consistently display the following characteristics may be identified as exceptionally able or having higher learning potential:
 - i. Excellent intellectual ability
 - ii. Specific academic or sporting aptitude
 - iii. Creative or productive thinking
 - iv. Leadership ability
 - v. Exceptional ability in visual or performing arts
 - vi. Exceptional curiosity
 - vii. Ingenious use of their initiative
 - viii. Use a wide range of words and phrases - may prefer adult conversation
 - ix. Originality of ideas
 - x. Are able to self-teach new skills
 - IV. All staff are involved in identifying a child who displays any or all of these qualities and should highlight the child to the relevant Head of Department. In turn, this generates discussion between Heads of the curriculum area and faculty, to ensure that the identification is accurate and that the child will benefit from intervention. These children will be added to our register for children with higher learning potential and their specific needs will be catered for through effective differentiation and by targeted areas of enrichment that would benefit their learning and development.
 - V. When a child is added to the register for a specific subject, the class teacher will be made aware by their Head of Department so they can include targeted additional provision for that child in their medium and short term planning.
 - VI. We are in a particularly privileged position having a Senior School as part of our School Trust. Through inter-departmental links between the Senior, Prep, Pre-Prep and Nursery we are able to draw on the knowledge of our colleagues in preceding and succeeding phases to ensure

we differentiate our learning opportunities appropriately. Thus, exceptionally able children and those with higher learning potential are able to make excellent progress in each and every session.

VII. Below are some of the areas where we offer more specific areas of curriculum enrichment for our exceptionally able children and those with higher learning potential:

- i. Sporting academies run by specialised coaches
- ii. Masterclasses in a variety of subject areas
- iii. Legat Dance
- iv. Local business enterprise workshops

c) Program of enrichment experiences

I. In addition to our daily lessons, our enriched curriculum offers children at all stages of learning with a greater variety of activities, workshops, visits and extra-curricular sessions. These will help develop a variety of skills, including the exploration of improving their 21st century skills:

- i. Critical thinking/reasoning
- ii. Creativity/creative thinking
- iii. Problem solving
- iv. Metacognition
- v. Collaboration
- vi. Communication
- vii. Global citizenship

II. With the development and exploration of these skills within our enriched curriculum, our children will grow in knowledge, understanding and confidence.

III. All staff should strive to create and plan ways in which the Bede's curriculum can be further enriched. All ideas and suggestions should be presented and or discussed with Faculty Head/s and the Curriculum Enrichment Coordinator. In turn, the Faculty Heads will determine, along with the Senior Deputy, the costing implications; timetabling, organisation and relevance. All risk assessments and necessary paperwork must be created and submitted via the appropriate route.

IV. The enriched curriculum offer is planned and implemented by the Curriculum Enrichment Coordinator, in collaboration with Heads of Departments and Faculty. It is the responsibility of the Curriculum Enrichment Coordinator to ensure there is a program of relevant enrichment experiences for each academic year.

V. Across the entire curriculum, and with the support of the Head of Department where appropriate, our Faculty Heads aim to incorporate the best opportunities for pupils to extend their knowledge and understanding of the subjects we offer. These are done through some of the following:

- i. School residential trips both in the UK and abroad
- ii. School day trips (museums, galleries and forest schools etc.)
- iii. Inviting speakers and outside agencies to provide workshops or seminars on specific subjects/topics

- iv. Taking part in local enterprise workshops and community projects
 - v. Incorporating STEM sessions within the curriculum
 - vi. School Council
 - vii. Eco School Committee
 - viii. Visiting theatre groups
 - ix. Specialised performing arts and music shows
 - x. Sports fixtures
 - xi. Assemblies
 - xii. Charity work
 - xiii. After school Activities
- VI. At Bede's it is of paramount importance that we provide a selection of activities as part of our enriched curriculum. These activities are set on Mondays, Tuesdays and Thursdays and offer the children at Bede's a wider range of opportunities to explore learning and develop skills. Members of staff are required to set and design their activities accordingly so that they embrace the development of the children taking part (please refer to the Activities Policy for further guidance). Children should be encouraged by staff to choose a wide range of activities that may interest them.

4. Curriculum Enrichment for children with SEND

- I. Bede's Trust recognises that every child is an individual, with specific learning needs. Our aim is to educate the 'whole child', to ensure that all children feel happy, secure and make the maximum amount of progress possible for their individual ability. We recognise that ability can differ between subject areas, and we encourage a 'growth mindset' attitude among our staff and children. This means that a child's ability is not 'set', and can change in time and with the level of effort a child commits.
- II. It is entirely possible that a child on the SEND register could also be on the register for children with higher learning potential. Bede's Trust is committed to ensuring that a child's needs are wholly catered for, and will make 'reasonable adjustments' where necessary. This includes any child who has a 'protected characteristic' under the Equality Act 2010.

5. Curriculum Enrichment for the EYFS

- I. While the EYFS is a vital part of Bede's Prep, there is a greater focus on personal development through settling at school and learning to interact with peers. Children's individual needs are catered for through Quality First Teaching, including effective differentiation, and through child-led learning, including the use of quality continuous and enhanced provision. The focus will be on the child attaining a GLD for the EYFS, and pupils will not be assigned to the register for children with higher learning potential until they reach KS1.
- II. As in all year groups, children in the EYFS will still receive an enriched curriculum through their daily lessons, and will be included in the enriched curriculum program designed by the Head of Curriculum Enrichment, where appropriate.

6. Equality and Equity

- I. The curriculum is balanced and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their

economic well-being. Please refer to the School's separate PHSE and RSE policy. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside School, as well as being advised of the support the School can provide.

- II. The written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and are in line with the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The School provides full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

7. Monitoring, Evaluation and Review

- I. Every year our enrichment opportunities are reviewed within faculty meetings and department meetings. New ideas are created so that our children get a rich and vibrant variety of enrichment opportunities. As a staff, we are committed to challenging our ideas and pushing our creative boundaries in order to drive our enriched curriculum forward into the future.
- II. Our children at Bede's are regularly monitored and assessed, and we look carefully at identifying those children who may be exceptionally able and those children who have the potential to learn and achieve at a higher level in any area of the curriculum.
- III. We use a central register where we can track and monitor children who have been identified by staff as excelling across the curriculum or showing signs of higher learning potential. Each child that is identified on the register will have the areas where they demonstrate their excellence or learning potential recorded in detail.
- IV. The register will be reviewed regularly and assessment data will be evaluated to ensure that all children on the register are making the maximum amount of progress possible. Children may be added or removed from the register at any point in the academic year.
- V. Furthermore, we will seek pupil, parent and staff voice on the enriched curriculum to ensure that our offer is effective and achieves the intended results.