



**SHERBORNE HOUSE
SCHOOL**

Enrichment Policy

This policy applies to all pupils in the school, including EYFS

Created	November 2016
Revised	May 2017
Date for revision	July 2018

1 Rationale for the Policy

Our school values all children equally and endeavours to ensure that each child should have the opportunity to achieve their full potential in an environment that provides support, challenge and enrichment opportunities.

2 Definition of Enrichment

Enrichment is the term applied to those 'children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)'. (Identifying Gifted and Talented learners – getting started DCSF, 2008)

Please note the more detailed explanations below:

Able pupils

'Able pupils' refers to students who achieve, or have the ability to achieve, above average (compared with the attainment of other students in their year group at Sherborne House School) in one or more of the National Curriculum subjects.

Gifted pupils

Gifted refers to students who achieve, or have the ability to achieve, ***significantly*** above average (compared with the attainment of other students in their year group at Sherborne House School) in one or more of the National Curriculum subjects other than art, performing arts or physical education.

Talented pupils

Talented refers to those students who achieve, or have the ability to achieve, ***significantly*** above average in art, performing arts or physical education compared with the attainment of other students in their year group at Sherborne House School.

According to Renzulli (1986), giftedness not only involves above average ability but also involves task commitment and creativity. Task commitment and creativity have been included for the following reasons:

- *To let students know that there is more to being on the Enrichment register than high achievement in test scores. Commitment and application of ability is also required.*
- *To help curriculum areas to identify those pupils who have the potential to be highly productive and not just the pupils who come in with high target grades.*
- *To raise awareness of the fact that provision for Enrichment also needs to encourage task commitment and creativity.*

Strategic Aims of this policy

- *To ensure that children continue to develop their full potential irrespective of race, gender, culture, religion or ability.*
- *To provide all pupils with activities, both in the classroom and outside that are*
- *Challenging and ability appropriate, aiming that all children should be operating within their Zone of Proximal Development in all lessons.*
- *To provide additional enrichment activities for those children identified as gifted or talented.*
- *Recognise that good teaching that challenges more gifted and able pupils in the classroom will impact positively on all pupils' learning.*

Objectives

- *To develop a whole school approach towards planning, provision and support for gifted and able children.*
- *To provide work and experiences of a suitably challenging nature, tailored to individual's skill set.*
- *Encourage the use of the higher order thinking and learning skills in all lessons.*
- *To ensure planning is differentiated for gifted and able children, including higher order questioning planned in.*
- *To ensure staff understand how to identify gifted and able students in line with the criteria agreed by all staff.*

Identification

Children will be identified based on the following combination of factors:

- *Prior attainment (they should be performing within the top 5% of their cohort.*
- *Displaying a number of the characteristics of a Gifted and Able pupil, beyond that of a more able student. (see characteristics list below).*
- *Teacher observations and evidence from class.*

Characteristics of a Gifted and Able Pupil (as agreed by teaching staff in April 2016)

- *Ability to transfer skills and knowledge.*
- *Positive response to challenge.*
- *Problem solving skills.*
- *Intrinsic motivation/a natural love of learning.*
- *Seeking of depth – “why?”*
- *Creativity – independence in decision making.*
- *Follows independent lines of enquiry.*
- *Pursues tangents.*
- *Takes risks.*

- *Synthesis – the ability to produce something new from existing experience.*
- *Seeks adult attention and higher order discussion.*
- *Subject specific excellence in depth of knowledge.*

Register

Children identified will be placed on a register and consultation will take place with the Enrichment co-ordinator, subject co-ordinators, class teacher and SENCo. The register will be reviewed and updated twice a year.

- *Pupils currently on the register remain on the register if they are continuing to perform at a significantly above average level.*
- *Pupils who have consistently met the Gifted and Able criteria could be added to the register.*
- *Pupils currently on the register can be identified as “at risk” of not meeting the Enrichment criteria. **(teachers must give brief reasons to the Enrichment Coordinator for this in writing. The reasons could include: behaviour concerns, homework concerns, effort concerns, absence, attainment concerns and must include any intervention that has been put in place).** An individualised program will then be agreed and monitored for the next term with the aim of moving that child out of the “at risk” zone and back to achieving as a gifted and able pupil.*
- *Pupils could be removed from the register if they have failed to meet the criteria after a term of being “at risk”. **(A brief report as to why this child has not moved from “at risk” must be submitted by the class teacher).***

In class provision

Gifted and Able pupils should be provided for in lessons through the following means:

- *Enrichment and extension.*
- *Working with others of like ability.*
- *Differentiation.*
- *Higher order questioning (all teachers have been provided with a copy of Bloom’s taxonomy of higher order questions).*
- *Challenge within subject areas.*
- *Applying skills & understanding across curriculum areas.*
- *Development of thinking skills (P4C /Student Choice)*

Opportunities for enrichment should be identified on five minute plans in red.

Extra-curricular provision/Enrichment opportunities for Gifted and Able pupils

- *Enrichment days.*
- *Competitions.*
- *Musical and sporting opportunities.*
- *Working with outside agencies and specialists in workshops.*
- *School clubs*
- *School Council*
- *Masterclasses*

Subject specialists, SENCO and outside specialists may be consulted in organising the best possible enrichment opportunities for Gifted and Able pupils.

Monitoring of provisions for Gifted and Able pupils

The Enrichment Leader, senior members of staff and subject co-ordinators will monitor and evaluate provision for Gifted and Able children through the schools monitoring process, including:

- *Learning walks*
- *Lesson observations*
- *Planning scrutiny and lesson evaluation scrutiny*
- *Book scrutiny*
- *Pupil interviews*
- *Data analysis*
- *Tracking of enrichment chances available to ensure a breadth opportunity across the curriculum.*

The Enrichment leader will report on the breadth of opportunity and provision being made in termly subject reports to governors.

Related Policies:

- Assessment Policy (2016)
- SEND Policy (2016)

Policy Written by:

Mrs Hannah James (Enrichment Coordinator)

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