



Calmore Infant School
Learning Enrichment Policy

Approved Governors January 2022

Review January 2024

Enrichment Policy

At Calmore we recognise that all children have individual needs and strengths. Whilst we recognise that challenge is not just for the more able pupils, it is crucial we are providing a curriculum that has suitable breadth, depth and relevance. We believe that it is important that children have opportunities of **enrichment in their area of strength to captivate the pupils' enthusiasm for learning and enhance their progress and personal development.**

Using the principles of Growth Mindset and our Learning Heroes that represent the key learning attitudes of resourcefulness, resilience, building relationships and reflection, we create a climate of challenge and reflection. We aim to empower our children to extend and develop their own thinking and learning. We consider partnership with parents and other settings as being of paramount importance to make certain that the children are able to fulfil their greatest expectations.

Aims

We will support all our children's areas of strength by providing:

- Opportunities for **pupils' spiritual, moral, social and cultural** development is promoted successfully through varied activities and opportunities.
- Team building and leadership opportunities, visits and working with other schools to provide essential life skills and develop life long learners.
- An environment where the children feel supported and are happy to explore their ability, take risks and communicate what they're learning with peers and teachers. They will also feel confident enough that they are able to relax, have fun and believe in their own abilities.
- Teachers and teaching assistants who support and expect and encourage excellence for all.
- Teaching that ensures their thinking is challenged and develops their own learning in a range of styles.
- Regular times to reflect, evaluate and set targets individually with peers or with the support of a teacher. During this reflection they will know that 'having a go,' being challenged, finding things hard or learning from a task is more important than getting it right.
- Opportunities to engage in exciting and demanding discussion and debate, asking searching questions and considering informed answers.
- Create a positive learning environment that fosters the **children's** self-esteem and confidence which encourages children to respect the ideas and attitudes to others.

Guidance

Ofsted Inspectors will pay particular attention to whether the most able pupils are making progress towards attaining the highest standards and achieving as well as they should across the curriculum. They will also consider whether the more able pupils are receiving the support they need to reach their full potential

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. Teachers should use appropriate assessment to set targets which are deliberately ambitious (**National Curriculum in England, December 2014**).

Whole School Teaching Approaches that ensures a broad and balanced curriculum

- Effective Teaching and learning strategies

Excellent quality first teaching ensuring every child is challenged through a culture of high expectations and aspirations.

Learning is vivid and where possible real developing understanding and reasoning through enquiry, creativity and problem solving.

The teachers will adapt their teaching style depending on whether the children need to be taught, scaffolded, facilitated or consulted.

There is a culture ensuring children feel confident and happy, willing to take risks, make mistakes and discuss what they have learned or found out.

- Enabling curriculum and enrichment opportunities

The curriculum will create opportunities for greater reflection, consideration of difficult questions, problem solving, making connection between past and present learning and regular use of higher order thinking skills.

It will give the children the opportunity to work independently and with peers, encouraging them to reason, reflect and set their own targets.

The curriculum will also offer a range of enrichment activities including clubs, visits and visitors.

Opportunities to work with experts and other local schools, both primary and secondary.

This will maximise the variety of activities available to enrich the learning opportunities in **the children's area of strength**.

Children will be provided with opportunities to become leaders, ambassadors and school experts enriching learning for all.

- Assessment for learning

Teachers will use questioning, observations and work to make assessments and ensure challenges are pitched at the right level.

Children's areas of strength will be recognised to ensure they get the right enrichment opportunities.

The assessment for learning and the teachers' tracking data will be used to ensure that all the children will be very clear in the targets they are working towards, the criteria that will be used to assess their work, the feedback they will gain and how they will make future progress.

Good communication is key both between teachers across the school and also with the junior schools as the children move up.

- **School Organisation**

Each teacher is responsible for planning and reviewing the provision for all children and will seek guidance from the specific subject leaders.

Teachers need to work in collaboration with the Inclusions Manager and other specialists.

- **Strong Partnerships beyond School**

Partnership with parents is crucial to ensure the children have the opportunity to reach their potential.

It is also important that we have strong links with other schools so that we can share opportunities and expertise to enrich our curriculum.

To extend the range of opportunities, we try to establish links with as many sports clubs and out of school clubs as we can to enable us to signpost these to our children to try to ensure they have a broad range of opportunities and interests.

Responsibility and Roles

It is the responsibility of all class teachers, with the help of the teaching assistants, to identify and teach all children. Parents, too, will be encouraged to identify and foster the abilities and talents of their children.

The Senior Leadership will have the responsibility of monitoring and reviewing support and progress of all children.

Review and Assessment

Review and assessment will be part of an on-going process linked to data analysis of how specific groups perform. Assessment may be made by the use of careful and effective questioning and discussion.

Effective assessment enables children to start at a higher level and so meet more challenging work.

Parental I nvolvement

Parents will be fully involved with the support of able children. Progress reports will be made. Support at home will positively encourage and extend all children in a broader context. We will encourage parents to praise effort rather than outcome to reduce pressure and promote positive self esteem. We will promote the need to have fun and value the journey and not necessarily the answer, to ensure the children foster the love of learning and problem solving.