Policy 3.11

Kitebrook Preparatory School Enrichment Policy

(Including boarding, day and EYFS pupils)

Updated:	01.09.26
Reviewed by:	SLB
Next Review date:	01.09.27

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1. **Aims of the Kitebrook school with regard to enrichment:**

1.1 The Kite Innovation Award will roll out at the start of Michaelmas term for Middle & Senior pupils. The Kite Innovation Award, which forms part of our enrichment programme. This award recognises students who have demonstrated *exceptional creativity, critical thinking, and innovative problem-solving* in their learning.

1.2The award is about more than just bright ideas - it's about encouraging students to think differently, challenge assumptions, and apply their learning in meaningful ways both academically and the whole individual awards are an exciting opportunity for Middle and Senior School pupils to develop holistically through a diverse range of activities. The programme is structured across three progressive levels of achievement: Bronze, Silver, and Gold.

1.3To achieve each level, pupils must complete a set number of activities within four core categories:

- **Community**
- **Skill**
- **Co-Curricular**
- **Physical**

Award Criteria:

- **Bronze:** 2 activities per category,
- **Silver:** 3 activities per category
- **Gold:** 4 activities per category

1.4 Friday afternoons Compass Curriculum incorporating Kite Innovation Award. A key part of our enrichment offer is the Compass Curriculum, which supports pupils' personal development and helps them build the knowledge, skills and confidence they need to thrive both in school and beyond. Alongside the Compass curriculum, pupils benefit from opportunities to engage with the wider community, experience new cultures and perspectives, develop practical and employability skills, and take part in activities that promote wellbeing, resilience and independence.

The Compass Curriculum has been introduced to all Pupils Years 3-8. Compass Curriculum has been timetabled every Friday afternoon. The Middle school pupils are completing half termly projects delivered by their form teachers. Senior pupils are planning projects that will span across the whole academic year. Year 6 'Project Stagnum; designing and building a pond, Year 7; Project Via; linked to the Romans and Project Green Racing; building KIT cars and planning to enter races once constructed.

Staff are creating Compass Curriculum Schemes of learning to evidence each project and evidence how it will be achieved working with our current Kite Innovation Award with a tracking and recording spreadsheet and in addition pupil prep diaries.

1.5 Tracking Progress and Recognition:
A dedicated tracking system (outlined in the spreadsheet below) will be used to monitor and record each pupil's progress through the programme. Upon completion of each level, pupils will be awarded a Kite Badge as a symbol of their achievement, commitment, and contribution to school life beyond the classroom.

1.6 A fundamental principle in our role as educators should be to take advantage of children's natural curiosity and to foster in them an internal drive to learn. In doing so we need to be aware that children learn in different ways

1.7 and pupils of all abilities need to be supported along their educational journey. At Kitebrook, we bring these together through the concept of an **enriched curriculum.** The core definition of enrichment is to use a variety of methods, media and means to communicate and reinforce a given subject or topic.

1.8 At Kitebrook, enrichment involves:

- Focusing on a theme, subject or skill and developing it in depth
- Placing the basic curriculum subjects within a wider context
- Linking learning with ideas and experiences outside the regular curriculum

1.9 Providing more advanced materials to extend pupils of different abilities. There are two principal ways in which the enriched curriculum should be delivered:

- Through differentiated main classroom teaching
- Through additional activities

2. Recognising and Identifying Different Abilities

The School Learning Development Department and class/specialist subject teachers identify children via Michaelmas CAT Scores. Children with standardised scores of 120+ are invited to attend enrichment sessions in STEM, Maths and English. Specialist teachers are also canvassed and nominations added to the Enrichment programme - these are the top 3 or 4 students in each year group, starting with Year 3 and continuing into Year 8.

3. The Enrichment Coordinator ensures that:

- All teachers set appropriate challenges for those placed on the enrichment tracker
- All teachers follow the enrichment overview, which outlines the aims and objectives for each child and area of enrichment.
- Teachers liaise with Subject Leaders to provide appropriate resources where necessary
- All enrichment evidence is logged on the evidence document created by the Enrichment Coordinator.
- There are 10 Senior Enrichment sessions running on a weekly basis, Tuesday afternoon, Middle School has 14 to choose from. They include STEM, History, Art, Young Entrepreneurs, Sports Enrichment, Servant Leadership, Music Makers, Debating & Public Speaking, Calligraphy, DT, Community & Charity Events.
- I will liaise with Enrichment
- Sarah W to take photos of the different sessions being offered each week- SB to regularly put photos on the Middle & Senior Kite.
- Devise an Enrichment booklet to showcase what Kitebrook offers Enrichment wise, to prospective Parents.
- SB has outlined the new Kite Innovation Award to Parents- SB has spoken to Middle & Senior pupils at the start of term to explain what the award is and how to achieve the different levels.

4. Enriched Curriculum and Quality First Teaching

All teachers in all classes provide for a higher level of thinking skills in the regular curriculum by enrichment and extension work as part of quality first teaching through differentiated provision. This should involve the following steps and methods:

- Identify enrichment objectives in addition to core learning objectives
- Deliver whole class enrichment lessons which take a current topic and extend it in one or more directions: in depth, breadth, context or linking – allowing the group to explore

When providing whole class enrichment lessons or projects, teachers should be clear about where the enrichment lies. Enrichment can be seen in terms of the development of certain qualities of the mind. These include: problem solving, creative thinking, initiative and self-direction, discovery, higher order thinking skills, profound personal interests, self-acceptance and the courage to be different. These are known as 'Teacher Initiated Enrichment Opportunities'.

Add academic enrichment- subject specific- This will be carried out during timetabled curriculum lessons. Subject specific teachers will use adaptive teaching methods & materials to stretch the most able. The names of the pupils will be communicated to the Head of Academic so they are aware who is receiving this extra provision linked to potential scholarship applications externally and internally.

5. Enriched Curriculum in Additional Activities

- Subject specialists will look for opportunities to extend learning outside the classroom
- After school clubs, or lunch and break times with the specific purpose of extension/support
- Activity Days and Master Classes
- Day and residential visits
- The use of specialists e.g. teachers from senior schools, visiting artists and authors
- Booster sessions/lessons for individuals
- Outdoor Education
- School Blazer Badges Kite Innovation Awards for Middle & Seniors, Bronze, Silver & Gold.

6. Further Development

- As the child progresses through school, it may be beneficial to discuss the benefits of an external assessment
- Possible Scholarship in identified talents/skills

Please also refer to the school's Curriculum policy.