



Shenington Church of England Primary School

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Excellence Through Endeavour

"Let your Light Shine" – Matthew 5:16

POLICY DOCUMENT

Enrichment and Challenge

At Shenington Primary School we recognise that some children are more able. To cater for their needs we provide a broad, balanced and challenging curriculum. We will ensure that they are given the opportunity to develop and extend their abilities to their full potential whilst nurturing their spiritual, moral, social and cultural development.

To ensure this provision we will:

- Set high expectations for all children
- Differentiate according to ability
- Provide work at high cognitive levels
- Early interventions/ Booster group work outside of main class teaching
- Provide opportunities to develop skills and talents
- Develop programmes of enrichment within subject areas
- Maintain strong partnership with parents

Children who are exceeding well above the age related expectations will be registered when identified by:

- Teacher or support staff observation and assessment
- Parent consultation and discussion
- Baseline assessment
- Standardised tests
- SAT's

Children who are exceeding well above the age related expectations children's needs will be met by:

- Differentiated and flexible learning
- Broad, balanced and challenging curriculum provision
- Enrichment and extension of tasks and activities
- Use of ICT as a tool to enrich ability
- Provision of appropriate resources

Children will be given the opportunities to challenge their talents and abilities through:

- Enrichment days
- Residential visits
- School clubs
- Musical activities
- Drama events
- Sporting Events
- Homework

Provision may involve organisational strategies such as the following:

Specific

- **Specific budget allocations** – to facilitate the work of the Enrichment and Challenge Coordinator and of relevant challenge projects;
- **Expert provision** – visitors to Sherington making a contribution to the teaching with special knowledge, skills and understanding;
- **Specialist teaching** – recruitment and deployment of teachers who have a background of specific expertise with children of known ability in the subject concerned;
- **Focused teaching** – setting aside specific, planned time to engage with identified individuals or groups of children in line with their attainment and progress;
- **Withdrawal across year groups** – a nominated group of children taken out of their normal classroom to work with a teacher or other adult;
- **Setting** – facilitating smaller teaching groups of pupils with similar attainment levels, including groups of higher attainers.
- **Access** – to Enrichment & Challenge events.

In-class approaches

Class teaching that responds to the needs of the children may involve strategies such as:

- **Challenge** – providing activities and experiences which engage interest, and stimulate thought and action at a high level;
- **Enrichment** – adding breadth and range to a child's attainment and progress through activities and experiences which consolidate and widen the child's knowledge, skills and understanding;
- **Extension** – providing opportunities for children to increase the depth of their knowledge, skills and understanding;
- **Specialist teaching** – providing teaching that utilises the particular skills and expertise of individual teachers;
- **Team teaching** – team-based approaches in a year group, or in the whole of the school, which enable the skills or enthusiasms of particular teachers to be made more widely available to the children;

- **Differentiation** – modifying the learning experiences of enrichment and challenge children so as to promote the opportunities for them to engage primarily in higher-order thinking;
- **Out-of-class activities which may include:**
 - Extra-curricular clubs;
 - Music or sports practice and performance, or competition opportunities;
 - Special events – e.g. field trips, residential visits;
 - Providing out-of-school activities within the community;
 - Challenge projects.
 - Visits by experts – e.g. dance groups etc.

Progress will be monitored and evaluated by:

- Pupil self-assessment
- Teacher assessment
- Co-ordinator assessment
- Review and monitoring process
- Record keeping and evidence
- School Governor

Policy approved by:	The Full Governing Body
Policy adopted:	December 2024
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