

# Grant's Braes School

## ENRICHMENT PROGRAMME

### Updated June 2017



#### **Rationale**

A key feature of the Grant's Braes School Curriculum, that broadens and sustains our students' learning, is the provision of a range of Enrichment and Extension Programmes.

Enrichment Programmes are fun, diverse opportunities that are sourced by either teachers, outside agencies, community members, specialist events or competitions. Extension Programmes are similar but offer extra support above what is delivered within their class in areas where students excel in.

These opportunities may occur daily, weekly, termly or yearly. They may be planned and ongoing, or respond rapidly to the developing priorities and strengths of individual students or groups of students.

#### **Definitions**

##### Enrichment

To enhance and extend children in an area they show an interest in. The children, at times, have a 'voice' and put themselves forward for these opportunities.

##### Extension

A programme that is developed to extend and challenge the learning of a child. Students don't choose to be part of an extension group as this must be determined by the classroom teacher using academic results.

#### **Purposes**

- To ensure students with special interests and abilities are identified and their individual needs met.
- To encourage and assist students with special interests and abilities to achieve their potential.
- To enable the 'enrichment co-ordinator to plan and implement a variety of learning activities as determined by the students individual needs.
- To utilize expertise and strengths amongst our community .
- To raise student and parent awareness of opportunities and challenges available to students with special interests and abilities.
- To ensure enrichment activities are not only offered to 'exceptional academics' within our school but that **all** children

have an equal opportunity to experience and participate in an enrichment programme tailored for their individual interests.

- To provide opportunities for under achievers to give them a sense of achievement and the feeling of success.
- To provide mixed ability groupings across the school to continue our strong sense of school community and collaborative approach.

### **Guidelines**

- Curriculum areas to be considered to ensure coverage across the curriculum is offered.
- Selection - (see below).
- Evidence to be documented on etap and google drive register.
- Professional development to be sourced and offered to appropriate leaders.
- Consideration when selecting well below and below children
- Teachers should take particular note of students who may be difficult to identify. These include:
  - *Students from non-English speaking backgrounds*
  - *Students with learning needs*
  - *Underachieving students*
  - *Students from low socio-economic backgrounds*
- Children to be involved in no more than **one** Enrichment Programme at a time unless this has been discussed with the teacher in-charge.
- Parents to be notified of child's involvement in enrichment and extension opportunities.
- Evidence of reflection and self assessment to be developed using google slides that can be shared with the appropriate classroom teachers.

### **Selection Process**

Several factors are considered during the selection process. We encourage the use of 'student voice' and asking the children for their input during the process. Opportunities are first offered to the students and they are asked to show interest. Once those children have been identified we consider who has already been offered an enrichment programme and ensure ALL children are getting equal opportunities. Teacher judgment is then used to decide who shows interest in a particular curriculum area, who has a strength or who needs an opportunity to 'hook' into something to develop confidence and worth. This should be discussed at syndicate and class level.

When children that are below or well below in the curriculum are being considered for an 'enrichment' opportunity careful consideration must be shown. They must be provided equal opportunity, but the time spent out of the classroom must be monitored. Enrichment programmes must be over and above their

extra support and they must not be removed from the classroom programme during any intervention time.

Teachers need to be vigilant when selecting 'at risk' children but in turn we need to ensure these children are provided with equal opportunities.

Gareth Taylor  
**PRINCIPAL**

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