



Name of policy	Academic Enrichment Policy
Date approved	September 2019
Date to be reviewed	September 2020

Introduction

The governors and staff at Trinity Academy acknowledge the potential of each student and will act to stretch and challenge all. This is achieved by providing every child with a broad, varied and inspiring programme of opportunities. Within this context, additional provision and monitoring is given to students with high levels of academic and/ or artistic potential (termed 'most able') within the school. This is because, nationally, this group of students tend to underachieve.

Principles

At Trinity Academy, there are two forms of academic enrichment:

- **Academic Enrichment for All** – Any provision used to raise the aspirations and maintain high expectations for all students.
- **Stretch and Challenge Opportunities for the Most Able** – A provision that stretches and challenges most able students in a particular academic or artistic pursuit.

Children classed as 'most able' include:

- Individuals who have shown very **high cognitive functioning**, in comparison to their peers
- Individuals who **demonstrate high aptitude** for performance-based subjects, such as Art, Dance, Music and sport

Academic Enrichment for All

All teachers are expected to maintain high expectations of their students. This includes the creation and delivery of a curriculum which inspires, challenges and engages all students. This will include:

- Teaching in a manner that allows children to develop deep levels of subject knowledge and domain-specific skills
- Encouraging students to challenge ideas and received wisdom and to develop intellectual curiosity
- Not planning for any age-related ceilings on achievement
- Precise praise for high achievement and outstanding outcomes
- Emphasising the importance of academic resilience and practice
- Developing confidence

Teachers are encouraged to scaffold support for those who may struggle to achieve to high academic standards through:

- Carefully structured resourcing and sequencing of work that build towards a final high-quality end-product
- Modifying work rate and pace according to need
- Rehearsal, redrafting and deliberate practice of written and verbal answers
- The quantity of help offered by a teacher to complete a task
- Structured and deliberate conversations, debates and questioning

Students will also be challenged outside of the classroom through a rich offering of co-curricular clubs, including department-run clubs. Departments are encouraged to arrange trips for entire year groups or for all students studying their subjects. These include visits to museums, art galleries and talks set up by universities or societies. Specific monitoring and support is expected to be in place for students from disadvantaged backgrounds, Looked-After Children and those with SEND – groups that, at a national level, are at risk of underperforming.

Stretch and Challenge for the Most Able

Identifying the ‘Most Able’

Students are classed as ‘most able’ with high cognitive functioning through:

- High Key Stage 2 scores
- High aptitude scores, as assessed through CAT testing and school subject entrance exams
- High academic performance compared to peers in formative and summative assessments

The school recognises that students with high aptitude for Art, Dance, Music and sport are unlikely to be identified through standard academic aptitude testing. Teachers of these subjects will identify these students early in their time at the school through formative and summative assessment methods. Teachers will inform the Academic Enrichment Coordinator (AEC) for further monitoring.

Stretch and Challenge for the Most Able

Activities that stretch and challenge the most able may be coordinated by the EAC with the support of Heads of Department, the Pastoral Support Lead and teachers. Such opportunities include:

- Speakers and visits
- Debating opportunities
- Co-curricular opportunities
- Entry into competitions that promote stretch and challenge for the most able
- Cross-secondary school partnering

- Leadership opportunities working with local primary schools
- International partnering opportunities

Wherever possible, the school will look to personalise the provision for the most able students and to ensure any unmet needs are met. A particular focus is placed on supported most able from backgrounds at risk of underperforming – including students from disadvantaged backgrounds (PPI), Looked After Children and those with SEND. Support for these individuals may include:

- Personalised tracking with SMART targets for improvement
- Regular review meetings with an allocated member of staff
- Use of diagnostic tools for strengths and development
- Peer, staff or external coaching
- One-to-one intervention in subject areas
- Discussion with parents

Monitoring, Reviewing and Reporting

The AEC will manage the list of most able students and share the list with staff. This list will be used for internal monitoring purposes only and details will not be shared with parents. The AEC will also monitor the content, delivery and impact of academic enrichment on a termly basis using summative termly assessments, analysis of curriculum plans and teaching practice. The AEC may also use student interviews and surveys, attendance to co-curricular activities and visits and reflection opportunities in Friday Form Time to assess impact of any provision. Outcomes will be presented to senior staff and governors on a termly basis. This will include academic performance, pastoral indicators (attendance and behaviour) and subjective measures (such as confidence, engagement and ambition).

Policies Linked to the Academic Enrichment Policy

- Assessment Policy
- Teaching and Learning Policy
- Children in Care Policy
- Pupil Premium Policy

Monitoring and Review

The school will review this policy annually at the start of the new Academy and then bi-annually once embedded, assessing its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

