

Enrichment

Vision

At Ark Evelyn Grace Academy, we believe that enrichment is a fundamental part of our school's mission to help our students become cleverer and kinder every day. This is because the opportunities that our enrichment programme offers allows students to explore interests outside of the curriculum and develop specific areas of the curriculum further – both of which support their understanding of why they are working so hard to become cleverer in their usual lessons. Our highly skilled staff share their interests and specialisms with students in a nurturing, exciting and challenging space during enrichment time. The enrichment programme also pushes them to develop their character strengths, helping them to develop as people, becoming kinder every day and seeing themselves as leaders who are developing into successful and happy students and young professionals.

Enrichment poster:



Enrichment
at Ark Evelyn Grace Academy

We all do an enrichment activity each week!

We choose from a wide range of activities!

We know these activities help us to become cleverer and kinder every day!

OUR CIRCLE OF STRENGTHS

- Eloquence
- Curiosity
- Leadership
- Integrity
- Confidence
- Responsibility

The poster features a central circular diagram with six segments, each containing an icon and a character strength: Eloquence (speech bubble), Curiosity (lightbulb), Leadership (person with arrow), Integrity (scales), Confidence (smiley face), and Responsibility (hand holding heart). The diagram is surrounded by images of students participating in various activities like reading, playing basketball, playing guitar, and using a smartphone. The text is presented in a mix of blue, orange, and green colors, with decorative dotted lines separating the sections.

Intent

Participation – we believe that enrichment is a crucial part of student development. All key stage three students take part in at least one enrichment each week. Key stage four students will take part in enrichment if they are not required for intervention or directed study.

Backwards planned – our enrichment activities are planned with a final outcome in mind, whether that be a performance, a tournament or an experiment. The skills and knowledge that students need to develop to be able to be successful in the final outcome are mapped out across the term. This supports staff to create well-structured, purposeful enrichment sessions.

Knowledge-rich – within our enrichment activities, staff identify key knowledge that students would benefit from knowing not only to be successful in the final outcome at the end of the term, but also to increase their cultural capital so that they are able to enter into further study and professional life with a broad understanding, supporting them to be leaders within their chosen fields.

Vocabulary-rich – staff planning enrichment activities choose five tier 2 and five tier 3 words that they will use throughout the term in order to support students to develop mastery within the activity itself, whilst also expanding their vocabulary so that they are able to engage with the challenging texts that they encounter in our curriculum.

Mastery – whilst we believe that students should have a wide range of experiences to support them to broaden their cultural capital and to have a greater understanding of where their hard work in their studies in the regular curriculum may take them, we also support mastery within enrichment for those students that want to continue to develop their skills in one specific area.

Implementation

Enrichment offer – Every member of teaching staff and all learning support assistants (LSAs) offer at least one enrichment each week (it may be more than one dependant on the member of staff's role and responsibilities). Enrichment suggestions are collected by the leader on enrichment, who draws up an overall offer. This is based on offering a broad range to widen our students' cultural capital, HOD suggestions, supportive pairings (for LSAs and new staff), timings across the week and student interest.

Planning enrichments – Staff leading enrichment plan the following key elements in advance: final outcome for the enrichment (e.g. performance, tournament, competition); weekly outline; key knowledge and skills; five tier 2 and five tier 3 words. Staff also plan for ways to support those students who stay in the activity each term by offering opportunities to develop leadership by teaching new members of the enrichment, leading certain activities, or developing their own skills further by going into even greater depth, exploring new knowledge, further skills and a greater range of tier 2 and 3 vocabulary.

Student choices – All students must do at least one enrichment each week. Following a lunch assembly, in a tutor session dedicated to enrichment, all students are provided with a booklet that features all of the enrichments on offer, including a brief description (blurb) outlining what that enrichment entails, why they should choose it, how it will develop them and the character strengths that it will help them to develop. Students make their first, second and third choices, and the leader on enrichment uses these to allocate enrichments to students.

Impact

Attendance – 100% students in at least one enrichment each week. Registers taken by all staff.

Monitoring – weekly learning walks from SLT, behaviour reports from DOLs.

Staffing - All staff offering at least one enrichment. Clarity on those that are to offer more, with clear reference to loadings and departmental responsibilities.

Planning – Every enrichment has an end outcome, outline, key knowledge and vocabulary list. These are collated by the leader on enrichment and used to measure impact.

Celebrating success – tournament results in school website, performances in assemblies and after-school events.

Student voice – each term, students will be surveyed in tutor time to gauge how far we are meeting their interests through our enrichment offer. This will be used as part of our reflection process to ensure that our offer is developing students in the areas that they want to master or try out for the first time.

Enrichment timeline

| Autumn 1 | | |
|-----------------|---|--|
| Week 5 | <ul style="list-style-type: none"> ○ All enrichment offers collated. JRO to ensure all teaching staff and LSAs offer at least one. | <ul style="list-style-type: none"> ○ Briefing ○ Shared spreadsheet ○ HOD/DOL support |
| Week 6 | <ul style="list-style-type: none"> ○ Timings and rooming finalised. ○ Blurbs written in Monday training ○ Pupil booklet produced. | <ul style="list-style-type: none"> ○ FFI to allocate training time ○ Shared in Weds SLT ○ Shared with staff in Friday briefing and bulletin |
| Week 7 | <ul style="list-style-type: none"> ○ Planning session in Monday training/co-planning meetings ○ JRO to deliver 2-minute launch in assembly. ○ Pupil booklet shared in Monday's tutor session. Pupil choices collated, and enrichments allocated. | <ul style="list-style-type: none"> ○ FFI to allocate training time ○ Assembly rota updated ○ Daniel given lead time on printing ○ JRO to plan tutor session ○ DOL support |
| Autumn 2 | | |
| Week 1 | <ul style="list-style-type: none"> ○ Enrichment registers on Bromcom | <ul style="list-style-type: none"> ○ Shared in Weds SLT |

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| | <ul style="list-style-type: none"> ○ SLT given enrichment registers and locations for on-call/gate support ○ JRO and SLT to conduct LWs | <ul style="list-style-type: none"> ○ DMC to support with registers |
| Week 2 | <ul style="list-style-type: none"> ○ Detentions monitored by JRO for non-attendance ○ Admin team to support with phonecalls home for non-attenders | <ul style="list-style-type: none"> ○ DOL support ○ Admin team given lead time and What to Do on calls home |