

DEFINING ITS INTENT,
RATIONALE,
IMPLEMENTATION AND
IMPACT

Cleeve Meadow Enrichment Programme

On the timetable as Project

Now to be known as
Enrichment

Week A - Wednesday
Period 5 (Football from 1.30)

Week B – Thursday Period 2

Intent of Enrichment Sessions/ Programme

To provide the opportunity for all students

- to develop and discover their interests and talents
- to build their confidence, self-esteem and motivation through pursuing their interests
- to learn and develop key transferable skills (Skillsbuilder skills) whilst pursuing their interests and to see the relevance of these skills outside as well as inside the classroom
- to build and develop their character in line with the school's key values (Positivity, Empowerment, Well-being) and morals (Work hard, be respectful, grow)
- to make a contribution towards others ie those who they are working with, the wider school and the wider community
- to benefit from the wider holistic learning experiences that would traditionally be offered as part of extra-curricular after school-activities

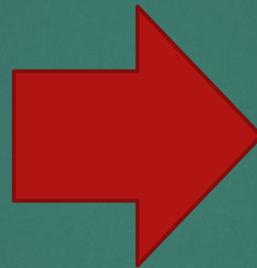
Rationale – Reasons for Enrichment programme

▶ Good (2)

- ▶ The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- ▶ The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- ▶ The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- ▶ The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.

Ofsted – Personal Development –

Ofsted value Enrichment



▶ Outstanding (1)

- ▶ The school meets all the criteria for good in personal development securely and consistently.
- ▶ Personal development is exceptional.
- ▶ In addition, the following apply:
- ▶ The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- ▶ There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
- ▶ The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- ▶ The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.



Education
Endowment
Foundation

These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means (e.g., improving maths by playing chess); develop children's character (e.g., their motivation or resilience); or pursue wider goals because these are held to be important.

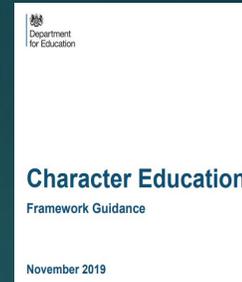
At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.

Rationale – Reasons for Enrichment

EEF VALUE IT

Rationale – Reasons for Enrichment programme

Dfe see Enrichment as one of the vehicles for delivering a “character education”



D. How good is our co-curriculum ?

- Does it cover a wide range across artistic, creative, performance, sporting, debating, challenge, team and individual etc. so all pupils can both discover new interests and develop existing ones?
- Do we make use of or promote local, national or international programmes or organisations? (e.g. uniformed organisations, Duke of Edinburgh, National Citizen Service etc.)
- Is provision of high quality and does it challenge pupils and build expertise? Is participation sustained over time?
- Are there ample opportunities for pupils to compete, perform etc., and is success acknowledged and celebrated?

E. How well do we promote the value of volunteering and service to others?

- Are age-appropriate expectations of volunteering and service to others clearly established?
- Are opportunities varied, meaningful, high-quality and sustained over time?
- Do volunteering and service opportunities contribute to breaking down social barriers? Are they effective in making pupils civic-minded and ready to contribute to society?

The Definitions of 'Character'

13. Character education is not new. Schools in a survey by NatCen Social Research and the National Children's Bureau³ used a wide variety of curricular and extra-curricular activities to provide character education, including: assemblies, subject lessons, dedicated character education lessons, sports, performance arts clubs, outward bound activities, hobby clubs, and subject learning clubs. These opportunities help young people to explore and express their character and build the skills they need for resilience, empathy and employability.

- Alongside the school's ethos and taught curriculum there is strong provision for co-curricular activities. The programme is designed to focus on high quality activities across a wide spectrum of different domains (for example cultural, creative, sporting, physical, service-oriented, volunteering) which enable pupils to participate over time, learn and improve in their chosen activities and compete or perform as appropriate. Participation is enabled for all pupils in the school, including the least advantaged pupils, through a careful understanding of the most common barriers to participation. Activities which offer pupils experiences which they would not otherwise get, taking into account their

range of service activities and participate in them more frequently¹¹. In their inspections of schools under sections 5 and 8 of the Education Act 2005, Ofsted will be considering both the quality and range of provision and whether the least advantaged pupils take part in the co-curricular offer^{12 13}.

Rationale – Reasons for Enrichment programme

We have a gap in the timetable where it's possible to implement

Project/Meaningful Mastery unclear, lacking focus and does not necessarily reflect the students' needs at Cleeve Meadow

Logistical difficulties of all students being able to stay for wider learning in any after school activities

Enrichment sessions can be positioned (alongside planned lunchtime clubs) as the school fulfilling its wider educational offer.

Ambition:

Can support the school's aim of ensuring every child meets their potential

Ensuring every child meets their potential

Communication	Skills for Life	Carving Pathways
Empowering confidence and self expression	Building skills for adulthood	Building career paths through opportunity
Literacy Speech & Language P4C Skills builder Zones of regulation Debate Club	Safeguarding Therapeutic interventions Daily Wellbeing Relationship education Zones of regulation Behaviour self-management health and wellbeing School Roles	<u>Academic Curriculum</u> Careers Vocational learning Skills Builder Meaningful Mastery Super goals Ambition tutors College/ apprenticeship
Enrichment	Enrichment	



Outcomes:

Qualifications Pathways Skills Relationships



Implementation

- ▶ Week A - Wednesday Period 5 (Football from 1.30)
- ▶ Week B – Thursday Period 2
- ▶ Students can choose from the following activities:
- ▶ Media
- ▶ Dance
- ▶ Football
- ▶ Gardening
- ▶ Arts and Crafts
- ▶ Chess, Board games and Lego
- ▶ Friendship group involving drama games

(These activities were created to enable students to explore their interests and pursue ambitions in line with their supergoals)

Implementation



“Enrichment is an opportunity for students to learn and develop key transferable skills (Skillsbuilder skills) whilst pursuing their interests and to see the relevance of these skills outside as well as inside the classroom”

Whilst Enrichment offers students an opportunity to develop interests and build confidence, in line with the redefined desired intent of the sessions there now need to be some subtle changes to the sessions.

Enrichment becomes a way (but only one of the ways *) for students to develop the skills they are working on through the school's Skillsbuilder programme.

* Skillsbuilder is a cross-curricular programme and the actual Skillsbuilder sessions (Skillsbuilder videos/sessions etc) will continue to be delivered elsewhere and throughout the curriculum. Enrichment can just be another route for students to develop these skills.

Implementation



What this means – Staff leading the Enrichment sessions will now:

- Need to ensure that links are made in the Enrichment activities to the Skillsbuilder skill the students are currently working on e.g at the moment Speaking
- Plan some opportunities for students to develop that particular skill (e.g speaking) whilst pursuing their activity in the session(see next slide). The particular skill can be (but doesn't have to be) an explicit objective to the enrichment session
- Make a fuss of when students successfully demonstrate this skill and at times model this skill explicitly to the students.
- Capture the evidence of the student successfully demonstrating that skill (photograph) and log it on the system e.g Sonny speaking clearly to someone he knows about his lego model

What these learning opportunities could look like:



Plan some opportunities for students to develop that particular skill (e.g speaking) whilst pursuing their activity in the session.

The particular skill can be - but doesn't have to be - an explicit objective to the enrichment session

Getting Started: Speaking clearly and effectively

This doesn't have to be as formal or as constant as in subject lessons, but at the very least some link should be made to the SkillsBuilder skill they are currently working on in school in every Enrichment session.

Possible examples

Games – A student has to explain the rules to another student

Football – Some students to speak in front of and demonstrate a training drill e.g dribbling to the rest of the group

Gardening – Gardening students have to take a few other selected students on a tour of the plants and show them the work they have been doing

Dance – when devising a routine students have to persuade others in their group why one routine is better than another

Media – when creating a video about Cleeve Meadow school students have to discuss and think about what might need to be explained further to the audience to help them understand

Step 4

Learners speak effectively by thinking about what their listeners already know



Recording of evidence

Enrichment Folder (Google drive)

Within each enrichment activity there will be a folder for each student.

Those leading the enrichment sessions will upload photos to the student's folder (clearly labelled) showing the skillsbuilder skill/criteria the student is demonstrating.

Form TAs can later print these out to place into each student's Independence folder (blue folders).



Titled as - Step One student speaking to somebody he knows about how to control a ball

Implementation

Whilst Enrichment offers students an opportunity to develop interests and build confidence, in line with the redefined desired intent of the sessions there now need to be some subtle changes to the sessions.

The other key emphasis : “Enrichment is an opportunity for all students to make a contribution towards others ie those who they are working with, the wider school and the wider community”

What this looks like – As well as the focus on skillsbuilder skills, enrichment activities should also link to and provide opportunities for students to make a contribution

Make a contribution to other students they are working with

Autumn 1

Students are encouraged to help and support others within their group

Make a contribution to the school

Autumn 2

Students should think about how their enrichment group can make a contribution to the school ie students can work towards showcasing their enrichment group at an exhibition held at the school (parents invited).

Make a contribution to wider community

Spring

Students should think about how their enrichment group can make a contribution to the wider community e.g help organise a football tournament, create paintings for an old age people's home, create a fund raising video for a relevant cause.

Make a contribution to a school/community event

Summer

Students should think about how their enrichment group can contribute to a sports day

This doesn't have to be the focus of every single enrichment session, but at some point during each term some sessions should be planned to enable students to make a contribution towards others

What's the difference?

- ▶ More realistic, straightforward and clearer focus than “Meaningful Mastery”
- ▶ Now Enrichment focussed
- ▶ Less Enterprise project based – although some aspects of this
- ▶ Less language about students leading the sessions – although there is still scope for this especially when students are working on Leadership (Skillsbuilder)
- ▶ Clearly targeted at fulfilling some of Ofsted's Personal Development category



Future Considerations

- ▶ Enrichment sessions can help feed into KS4 students gaining qualifications
- ▶ Possibility of those KS4 students seen as suitable for Duke of Edinburgh Award or those completing Sports leadership qualifications could join some Enrichment sessions to help them complete sections of the Award
 - ▶ (e.g Physical Section – taking part in Dance, Football
 - ▶ Skills Section –Helping to coach football club, helping to lead the Dance Club)

Impact of Enrichment – Expectations and Measures

1. All students will take part in a weekly enrichment session of their choosing
(Measure – Enrichment activities registers)

2. Students report high levels of engagement and increased confidence in Enrichment sessions
(Measure – Termly student surveys about what they enjoyed and what they learnt)

3. All students can learn, develop and apply transferable key skills to an activity of interest to them
(Measure – Evidence of students learning Skillbuilder skills in Enrichment sessions in their Independence folders)

4. All students will have had the opportunity to make a meaningful contribution towards others, the school and the wider community.
(Measure - Sources of evidence could be : Formation of school football team, Enrichment contributions to school fairs, Media group's videos uploaded to school website, contributions to school assemblies (e.g a Dance routine, or an anti-bullying video), funds raised from school fairs, contributions to school sports day etc..)

5. All Enrichment sessions have a planned opportunity/link to enable them to learn a key skill (Skillbuilder) or provide them with an opportunity to make a contribution towards others
(Measure - Periodic learning walks ensuring there are explicit opportunities/ links.)