



# LEARNING ENRICHMENT POLICY

## (Junior School)

(This document is available on the school website or on request)

*Reviewed September 2017*

This school believes that every pupil enrolled at QEJ Junior School has an entitlement to develop their full potential and recognises a pupil's right to a broad, balanced, relevant and challenging curriculum appropriate to their individual abilities, talents and personal qualities.

The learning enrichment policy is underpinned by the schools anti-bullying policy and disability access policy.

At QEJ Junior School support for learning is seen to include pupils whose gifts and talents require extension and support. The Learning Support Department is referred to as The Learning Enhancement Centre.

### **It is the aim of the school to:**

- Help pupils develop their personalities, skills and abilities to their full potential
- Provide appropriate teaching which makes learning challenging and enjoyable
- Provide equality of educational opportunity
- Provide additional educational support on a priority/needs basis

### **Identification**

A pupil has learning enrichment needs if he has a specific learning disability which calls for special educational provision to be made, has been identified as needing specific support in a specified area of the curriculum, or if he requires extension beyond the regular curriculum.

Pupils are identified as having learning enrichment needs if they are not making progress within a curriculum that:

- Sets suitable learning challenges
- Responds to pupil's diverse learning needs
- Overcomes potential barriers to learning

A pupil will be placed on the learning enrichment register if the pupil fails to make adequate progress within this differentiated curriculum. This will be ascertained through consultation with the pupil, form and subject teachers (if different) and parents, as well as school tests, standardised tests and regular subject assessments. Teacher assessment of classroom performance is also of great value and is often a first point of identification.

Once a pupil has been identified as having a learning need, support is offered according to the level of need and provided it is within the ability of school staff and resources to address it.

## **Parent Concerns**

Parents concerns are listened to and valued in their contribution to the identification of pupils with learning support needs. The first port of call should always be the pupil's subject teacher or tutor. In the Junior School pupils are then referred to Mrs. Lucy Taylor who will, if necessary liaise with the Head of Learning Enhancement (HLE).

Pupil progress is monitored and revised regularly with pupil and parent involvement a priority.

**NB** Parents are welcome to acquire assessments and reports from Educational Psychologists and independent tutoring centres however, although these will be read and certainly taken into consideration, QEH is not accountable to carry out all the recommendations set out within those reports.

## **Extension/enrichment**

Pupils who have been identified as having needs for extension/enrichment activities will be offered extra sessions from the Head of Learning Enrichment, after consultation with Form Teachers and parents. On entrance, boys who perform at a level that takes them above an identified assessment score (nominally 125), will have the opportunity to be placed on the Gifted and Talented (G&T) register, created by the HLE and the Form Teachers. This register will be kept centrally in the School Office, as well as by those teachers most concerned with the individual's academic development.

All pupils in Years 3 and 4 will be offered extra sessions in small groups for a limited number of weeks given the Head of Learning Enhancement. These sessions will follow the 'Brain Train' scheme. From these sessions the HLE, in consultation with the Form Teachers, will compile the G&T register. Regular assessments will also be used to inform these discussions.

Pupils in Years 5 and 6 who are on the register will be offered extension sessions, which will include FPS (Future problem solving) and Extension Maths. These pupils will also be offered the opportunity to get involved in other activities throughout the year, including special trips, workshops in school, and team events such as the National SATIPS Quiz, UK Maths Challenge, and UK Robotics Challenge.