

# Academic Enrichment and Extension Policy

## Senior School

### Definitions

This policy represents the Bedford Modern Senior School provision of enrichment and extension opportunities for Years 7-13. The following definitions have been decided on to help inform this policy:

- *Enrichment*: to spark curiosity and interest; any form of opportunity which exposes students to a discipline or topic which is not ordinarily covered in the curriculum.
- *Extension*: to add depth to a student's understanding; to promote higher-order thinking processes such as critical thinking and problem solving.
- *Gifted Behaviour*: an interaction between three traits - above average ability, high levels of task commitment, and high levels of creativity.
- *More Able*: students identified in either Strand 1 or Strand 2, as outlined below.

### Aims and rationale

This policy is centred on the concept of *challenge for all, in the context of the most able*. This means that Academic Enrichment and Extension is focused on a culture of setting high expectations for all students or, otherwise, 'teaching to the top'. This concept is supported by the National Association for Able Children in Education (NACE<sup>1</sup>).

Within this provision it is important to recognise the needs of all students, including those identified as more able. As emphasised by the Department of Education<sup>2</sup>, The Sutton Trust<sup>3</sup>, and Ofsted<sup>4</sup>, we have a duty to ensure that the needs of these students are met. Indeed, this approach is fundamental in ensuring high standards for all students and is in line with the spirit of the Equality Act of 2010.

### Enrichment and extension inside the classroom

*Challenge For All* means to teach higher-level ideas and knowledge which is accessible to all students. It aims for students to experience success by aiming content at the highest achievers and then enabling everyone to reach that goal through scaffolding and adapted support<sup>5</sup>. There is no default mode in which stretch and challenge is achieved inside the classroom; it is infinitely variable and depends on teaching style, discipline, and environment.

Within the classroom, extension may be achieved through:

- Curriculum design - Heads of Subject must ensure schemes of work are sufficiently challenging for all learners.
- Flexible grouping - Use setting and flexible grouping, as relevant, to allow the most able to 'accelerate' at an appropriate pace.

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<sup>1</sup> [About NACE](#)

<sup>2</sup> [Teachers' standards: overview \(publishing.service.gov.uk\)](#)

<sup>3</sup> [PotentialForSuccess.pdf \(suttontrust.com\)](#)

<sup>4</sup> [The most able students.pdf \(publishing.service.gov.uk\)](#)

<sup>5</sup> Megan Mansworth, *Teach to the Top*, 2021.

- Adaptive teaching - Plan activities that stretch gifted students as part of adaptive teaching, alongside support for SEND students.
- High academic expectations - Teachers encourage and enforce expectations using relevant teaching, department, and behaviour policies.

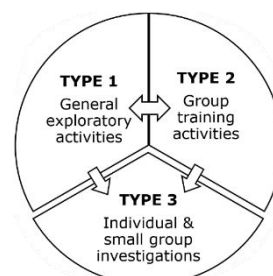
Please note that the above are suggestions and are not prescribed either to staff or students. Enrichment and extension will vary depending upon the student, their interests and those of the subject.

## Enrichment and extension outside the classroom

Enrichment and extension opportunities at BMS have been organised in the context of Joseph Renzulli's Schoolwide Enrichment Model. The model is internationally recognised by schools which have successfully implemented schoolwide enrichment with a focus on developing the strengths and talents of all learners.

The triad model involves three types of enrichment:

- Type 1: General exploratory activities.
  - To expose students to a wide variety of disciplines and topics which are not ordinarily covered in the curriculum.
- Type 2: Group training activities.
  - To promote the development of thinking processes: critical thinking, learning how-to-learn skills, communication skills, research and reference skills.



Types 1 and 2 enrichment are available to all students with the overarching aim of stimulating new interests.

Students who become interested in pursuing an area of self-selected study may opt-in for Type 3 enrichment. These students would likely exhibit gifted behaviours of a more able student and willing to commit time and effort to assume the role of an independent enquirer.

- Type 3: Individual and small group investigations.
  - To provide opportunities for students interested in pursuing a self-selected area of study.
  - It is expected that Type 1 and 2 would feed into, and inspire, Type 3.

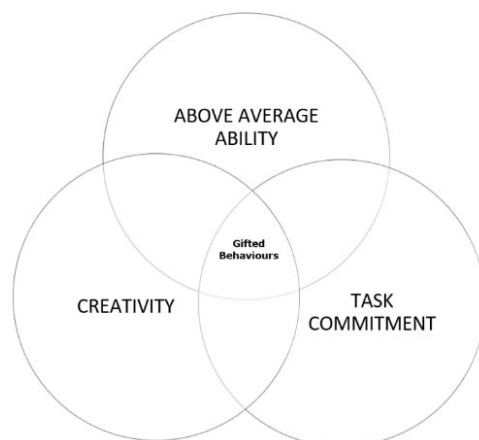
| Examples of enrichment activity at BMS |                                                                                                                                                                                                                                                                                                 |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Type 1</b>                          | Academic Enrichment and Extension Days; departmental projects, trips, visits, lectures, workshops, and other similar activities; co-curricular clubs and societies; use of the Super-curricula Booklet; enrichment clusters at KS5.                                                             |
| <b>Type 2</b>                          | Extended Tutorial sessions which focus on 'how-to-learn' skills; delivered by teachers in subject-specific environments; provision of CPD so teaching staff are equipped to pass skills onto students. Students would be given more advanced training if they follow up with Type 3 Enrichment. |
| <b>Type 3</b>                          | Examples of Type 3 Enrichment are, in its nature, unique to the student. However, formal examples include project qualifications (HPQ at KS4 and EPQ at KS5); The Scholar Programme for KS3.                                                                                                    |

## Developing Gifted Behaviours:

In addition to providing a challenging learning environment for all students, we aim to encourage Gifted Behaviours in students who show potential to develop an interaction between three learning traits: above average ability, high levels of task commitment, and high levels of creativity.

This is a shift from a traditionalist or absolutist view that giftedness is fixed and it avoids

labelling students as 'gifted' or 'not gifted'. Students who demonstrate an interaction of all three behaviours would benefit from tailored provision; including Type 3 Enrichment and challenging classwork.



## Identification and Monitoring of the More Able

Strand 1 identifies students with high intellectual potential informed by baseline testing (overall MidYIS scores equal to or greater than 131).

Strand 2 students are nominated by subjects. This exists to capture a wider and more flexible range of giftedness based on current behaviours. Strand 2 recognises that some students demonstrate gifted behaviours in a particular subject even if their overall academic profile is uneven. Gifted behaviours can be defined as an interaction between three traits: high ability, commitment and creativity. Baseline tests do not always fully capture such strengths.

A central register of both strands is available to all academic staff. It is reviewed annually after the Autumn Term.

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**October 2025**  
**Review Date October 2027**