

# **Enrichment and Extra- Curricular Policy**

## **Kettlethorpe High School**

**26/27**

**Approved By:** Governing Body

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## Contents

|                                                            |    |
|------------------------------------------------------------|----|
| Mission, Vision & Ethos: MVE .....                         | 3  |
| Mission .....                                              | 3  |
| Vision .....                                               | 3  |
| Ethos .....                                                | 3  |
| Rationale.....                                             | 4  |
| Aims .....                                                 | 4  |
| Definition of Enrichment.....                              | 4  |
| Strategic Principles .....                                 | 5  |
| Success Indicators .....                                   | 5  |
| Entitlement to Enrichment.....                             | 6  |
| Civic Engagement.....                                      | 6  |
| Arts and Culture .....                                     | 6  |
| Nature, Outdoors and Adventure .....                       | 7  |
| Sport and Physical Activity .....                          | 7  |
| Wider Life and Future Skills .....                         | 7  |
| Equality of Access.....                                    | 8  |
| Safeguarding .....                                         | 8  |
| Student Voice and Community Engagement .....               | 9  |
| Partnerships .....                                         | 9  |
| Recording and Recognition .....                            | 10 |
| Monitoring Impact.....                                     | 10 |
| Continuous Improvement.....                                | 11 |
| Roles and Responsibilities.....                            | 11 |
| Related Policies .....                                     | 13 |
| Appendix A: Alignment with DfE Enrichment Benchmarks ..... | 13 |

## Mission, Vision & Ethos: MVE

At Kettlethorpe High School, staff and pupils embrace the school's mission, vision, and ethos. These should be at the forefront of our minds when aiming to develop well-rounded individuals, equipping them with the essential knowledge and adaptable skills, preparing them for real-world challenges and fostering lifelong learning.

### Mission

**‘Together, be the best we can be.’**

Working as a team to support each other, share our strengths, and strive for excellence in everything we do. We embrace collaboration, respect, and growth, so that we can achieve our dreams as individuals and as a community.

### Vision

**‘Present’**

Being fully engaged, both physically and mentally, in all aspects of teaching & learning and as a result creating a positive and focused environment for learning. We arrive on time, we are known, we are focused during lessons and actively participate in school activities to make the most of every opportunity.

**‘Achieving’**

Setting personal and academic goals, then working hard and persevering to reach them. We push ourselves to grow, overcoming challenges, and celebrating progress, whether it's through improved grades, developing new skills, or contributing to our school community.

**‘Excelling’**

Going beyond the minimum expectations and consistently striving for excellence in all areas—academics, extracurriculars, and personal development. We push our limits, demonstrate pride in our work, and continually seek ways to improve and make a positive impact.

### Ethos

- Be Kind
- Be Respectful
- Be Reflective
- Be Resilient
- Be Responsible

## Rationale

Kettlethorpe is committed to ensuring that all pupils have access to a rich, ambitious and inclusive programme of enrichment and extracurricular activities that enhances learning, supports personal development, promotes wellbeing and prepares young people for successful adult lives.

This policy reflects the Department for Education's *Enrichment Framework for Schools and Colleges* (2026) and is aligned with the DfE's eight Enrichment Benchmarks, which provide a national framework for evaluating and improving enrichment provision. The benchmarks emphasise strategic leadership, broad participation, accessibility, partnership working, outcomes and continuous improvement.

## Aims

The school's enrichment programme aims to:

- Support pupils' personal development, character, wellbeing and sense of belonging.
- Complement and extend the taught curriculum.
- Raise aspirations and broaden horizons.
- Improve attendance, engagement and positive behaviour.
- Develop leadership, teamwork, resilience and confidence.
- Promote equality of opportunity and social mobility.
- Enable pupils to discover and develop talents, interests and future pathways.
- Ensure every pupil can participate in a broad range of enrichment experiences regardless of background, need or circumstance.

## Definition of Enrichment

For the purposes of this policy, enrichment includes opportunities that take place:

- Before school
- During the school day
- At lunchtime
- After school
- At weekends

- During school holidays
- Through educational visits, residentials and community projects

Activities may include clubs, societies, competitions, performances, sports, leadership opportunities, volunteering, trips, careers-related learning and other experiences that extend beyond the formal curriculum.

## Strategic Principles

In line with DfE Benchmark 1, the school's enrichment programme will be strategically aligned with wider school priorities including:

- Personal Development
- Attendance
- Behaviour and Culture
- Curriculum Intent
- Careers Education
- Wellbeing and Mental Health
- Equality, Diversity and Inclusion
- Community Engagement

The enrichment programme will have:

- Senior leadership oversight within the School Development Plan
- Governor scrutiny and accountability.
- Clearly defined roles and responsibilities.
- Annual planning and evaluation processes.

## Success Indicators

- Increased enrichment participation
- Disadvantaged participation reflects school demographics
- Improved attendance
- Reduced persistent absence
- Positive pupil voice

- Increased leadership participation
- Increased cultural capital experiences
- Improved sense of belonging

## Entitlement to Enrichment

The school believes enrichment is an entitlement, not a privilege.

Every pupil should have regular opportunities across Key Stages 3 and 4 to participate in activities from all five categories identified within the DfE Enrichment Benchmarks:

### Civic Engagement

Examples include:

- Student leadership
- School council
- Volunteering
- Charity fundraising
- Debate clubs
- Mock elections
- Community action projects

### Arts and Culture

Examples include:

- Music
- Choir
- Drama
- Dance
- Creative writing
- Photography
- Art clubs
- Theatre visits
- Museum and gallery visits

## Nature, Outdoors and Adventure

Examples include:

- Duke of Edinburgh's Award
- Residential visits
- Eco-club
- Gardening
- Outdoor learning
- Environmental projects
- Fieldwork

## Sport and Physical Activity

Examples include:

- Team sports
- Fitness activities
- Dance
- Athletics
- Recreational sport
- Intra- and inter-school competitions

## Wider Life and Future Skills

Examples include:

- STEM clubs
- Enterprise projects
- Financial education
- Public speaking
- Digital literacy
- Coding
- Careers activities
- Employability programmes
- Cooking and life-skills programmes

The school will seek to ensure that pupils experience opportunities across all five categories throughout their secondary education.

## Equality of Access

The school is committed to ensuring that enrichment opportunities are accessible and inclusive.

We will:

- Monitor participation by year group, gender, disadvantage, SEND and other relevant pupil groups.
- Identify and remove barriers to participation.
- Offer activities at varied times and formats.
- Use funding streams, including Pupil Premium where appropriate, to reduce financial barriers.
- Provide reasonable adjustments for pupils with SEND.
- Promote activities actively to underrepresented groups.
- Consider transport, equipment and staffing implications when planning activities.

No pupil will be excluded from participation due solely to financial hardship where school support can reasonably be provided.

## Safeguarding

All enrichment activities will operate in accordance with:

- Keeping Children Safe in Education (KCSIE)
- School Safeguarding Policy
- Educational Visits Policy
- Health and Safety Policy
- Behaviour Policy
- SEND Policy

All staff, volunteers and external providers will be subject to appropriate safeguarding arrangements and risk assessment procedures.

## Student Voice and Community Engagement

In accordance with DfE Benchmark 4, pupils will play an active role in shaping the school's enrichment offer. [\[gov.uk\]](https://www.gov.uk)

The school will:

- Gather pupil voice regularly.
- Consult parents and carers.
- Use participation data to identify gaps in provision.
- Involve pupil leaders in planning events and activities.
- Respond to emerging interests and needs.

## Partnerships

The school recognises that effective enrichment is strengthened through partnership working.

The school will work with:

- Local sports organisations
- Arts and cultural organisations
- Employers and businesses
- Higher and further education providers
- Community groups
- Voluntary organisations
- National youth organisations
- Multi-academy trust partners (where applicable)

Partnerships will be developed to enhance opportunities, expertise and participation. This reflects DfE Benchmark 6.

## Recording and Recognition

The school will maintain records of enrichment participation.

This may include:

- Attendance registers
- Participation tracking systems
- Achievement records
- Student portfolios
- Awards and certificates
- Reporting to parents

The school will celebrate achievement through:

- Assemblies
- Newsletters
- Website and social media
- Awards evenings
- Displays
- Tutor and progress reports

In line with Benchmark 3, participation and achievement should be visible, valued and celebrated across the school community.

## Monitoring Impact

The enrichment programme will be evaluated annually through:

Quantitative Measures

- Participation rates
- Retention in activities
- Representation of key pupil groups
- Attendance trends
- Behaviour data
- Student leadership involvement

## Qualitative Measures

- Pupil voice
- Parent feedback
- Staff feedback
- Case studies
- Evaluation forms

In keeping with Benchmark 7, the school will consider the impact of enrichment on personal development, wellbeing, confidence, belonging, aspiration and wider outcomes.

## Continuous Improvement

Consistent with DfE Benchmark 8, the school will undertake annual review and improvement of its enrichment provision. [\[gov.uk\]](https://www.gov.uk)

The review process will include:

- Analysis of participation data.
- Consideration of pupil and parent feedback.
- Review against the DfE Enrichment Benchmarks.
- Identification of strengths and gaps.
- Establishment of improvement priorities for the following academic year.

Findings will be reported to senior leaders and governors.

## Roles and Responsibilities

### *Governing Body*

- Approves and reviews this policy.
- Provides strategic challenge and support.
- Monitors impact and equity of provision.

### *Headteacher*

- Ensures compliance with this policy.
- Provides strategic leadership.
- Allocates appropriate resources.

#### *Senior Leader Responsible for Enrichment*

- Coordinates the whole-school programme.
- Oversees quality assurance and evaluation.
- Produces annual enrichment reports.

#### *Staff*

- Promote participation.
- Deliver activities safely.
- Record attendance and monitor engagement.

#### *Pupils*

- Engage positively.
- Follow school expectations.
- Respect staff, peers and facilities.

#### *Parents and Carers*

- Encourage participation.
- Support attendance and engagement.
- Communicate relevant information to the school.

## Related Policies

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Educational Visits Policy
- Equality Policy
- SEND Policy
- Attendance Policy
- Careers Education Policy
- Health and Safety Policy
- Personal Development Strategy

## Appendix A: Alignment with DfE Enrichment Benchmarks

| DfE Benchmark                       | Covered Within This Policy |
|-------------------------------------|----------------------------|
| 1. Strategically aligned enrichment | Sections 4, 13             |
| 2. Broad and well-rounded offer     | Section 5                  |
| 3. Communication and celebration    | Section 10                 |
| 4. School community shaped offer    | Section 8                  |
| 5. Accessible and engaging offer    | Section 6                  |
| 6. Partnership working              | Section 9                  |
| 7. Outcomes-focused approach        | Section 11                 |
| 8. Continuous improvement           | Section 12                 |

Reference: Department for Education, *Enrichment Benchmarks* (June 2026). [\[gov.uk\]](https://www.gov.uk)