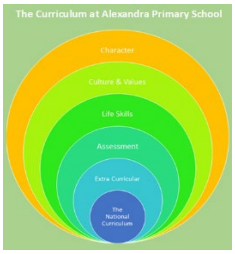

Enrichment at Alexandra Primary School

At Alexandra Primary School, enrichment is an integral part of our curriculum and of the experience we want every child to have. We believe that a rich education extends beyond the knowledge taught in lessons: children need opportunities to encounter new experiences, discover interests and talents, develop confidence and independence, and build the character and skills that will enable them to flourish in school and in later life. This reflects the Department for Education's view of enrichment as a core part of the school experience, bringing learning to life, widening experiences and helping children develop skills such as teamwork, problem-solving and communication.

Our enrichment offer is purposefully connected to our curriculum. Educational visits, visitors and workshops are planned to deepen and extend pupils' knowledge and understanding, providing experiences that make learning meaningful and memorable. Through visiting museums, galleries, places of historical and cultural significance, natural environments and other places beyond their everyday experience, children are able to see, experience and apply what they have learned in the classroom.

Workshops and visiting specialists similarly provide opportunities to encounter expertise, participate in practical learning and explore subjects in different and engaging ways. The DfE framework specifically recognises visits to museums and galleries, outdoor experiences, arts and cultural activities and other opportunities beyond the classroom as important elements of a broad enrichment entitlement.

Enrichment also extends beyond the taught curriculum. Through our programme of in-school and after-school clubs, pupils have opportunities to pursue existing interests and discover new ones across areas such as sport and physical activity, the arts, music, creativity, STEM and other wider interests. We want children to experience breadth rather than enrichment being limited to a small number of activities or pupils. This is consistent with the national enrichment benchmarks, which emphasise a broad and well-rounded offer with varied opportunities across civic engagement, arts and culture, nature and the outdoors, sport and physical activity, and wider life and future skills.

Importantly, enrichment at Alexandra is about who children become as well as what they know. Across trips, workshops, clubs, performances, competitions, responsibilities and wider school experiences, children have opportunities to develop the following:

- confidence
- resilience
- curiosity
- creativity
- teamwork and belonging
- communication
- leadership
- independence
- a sense of responsibility towards others
- a broader sense and understanding of the world around them.

Children learn to participate, contribute, take appropriate risks, persevere when something is difficult and experience the satisfaction that comes from developing a skill or achieving something together, whilst having fun along the way.

Alexandra Primary School is committed to ensuring that enrichment is an entitlement for every child, rather than an opportunity available only to those who already have access to such experiences outside school. We therefore consider participation, accessibility and inclusion when designing our offer, seeking to remove barriers and ensuring that pupils, including those with SEND and those who may otherwise have fewer opportunities, can participate meaningfully.

Ultimately, our ambition is that every child leaves school with more knowledge, more skills, broader experiences and a stronger sense of what they are capable of. Enrichment complements our academic curriculum: it helps children make connections, builds cultural capital, opens up possibilities and creates the experiences and memories that contribute to a rich and successful primary education. Enrichment should be a core part of school life: broad, purposeful, inclusive and connected to pupils' wider development. It should widen horizons, build confidence and belonging, develop transferable skills and give every child meaningful opportunities beyond the classroom.

Additional information can be found in the following documents:

- The APS Curriculum
- Topic Themes
- Trips and visits at APS
- School Club offer and APS After school club aims and expectations
- APS 50 Things to do
- Questions relating to the 3Is on the Curriculum

Enrichment Bench Marking

DfE benchmark	What this means	How we apply this at Alexandra Primary School
1. A strategically aligned enrichment offer	Enrichment should support the school's vision, curriculum, personal development and wider priorities.	At APS, enrichment is **woven through our curriculum rather than treated as an add-on**. Trips, visitors, workshops, clubs and wider experiences are selected because they deepen knowledge, develop skills and character, broaden horizons and support our ambitions for pupils.
2. A broad and well-rounded enrichment offer	Pupils should experience a breadth of opportunities, including arts and culture, civic/community activity, nature and the outdoors, sport and physical activity, and wider life/future skills.	We provide breadth through **educational visits, workshops, visitors, performances, cultural experiences, sport, outdoor learning and clubs, participating as a team in sporting or other events representing the school**. Our after-school clubs deliberately extend learning while allowing children to develop new skills and explore interests and talents.
3. A well-communicated offer that celebrates participation and achievement	Children and families should understand what is available, and participation and achievement should be valued.	We communicate opportunities to pupils and families and celebrate children's participation, developing the message that enrichment and achievement encompass much more than academic outcomes alone.
4. An offer shaped by the school community	Provision should respond to pupils' interests, needs and the school's particular context.	Our offer reflects **our children, our curriculum and our community**. We consider what experiences will add most value for Alexandra pupils, including opportunities that children may not otherwise encounter.
5. An accessible and engaging offer	Enrichment should be for **all**, with barriers to participation identified and addressed.	At APS, enrichment is an **entitlement, not a privilege**. We aim for all pupils, including those with SEND and children who may have fewer opportunities beyond school, to participate meaningfully. Our clubs are intended to build friendships, confidence, belonging and engagement as well as skills.

DfE benchmark	What this means	How we apply this at Alexandra Primary School
6. An offer that works in partnership	Schools should make effective use of organisations, families, community groups and specialist expertise.	We use **visiting specialists, workshop providers, educational and cultural organisations, community links and educational venues** to give children access to expertise and experiences that enrich what we can provide in school.
7. An outcomes-focused enrichment offer	Schools should be clear about what enrichment is intended to achieve and consider participation and impact.	We focus on three interconnected outcomes: **knowledge, skills and character**. Experiences should deepen children's understanding while developing attributes such as confidence, resilience, independence, creativity, teamwork, communication and leadership. We already track participation and attendance in after-school clubs through registers.
8. A continually improving enrichment offer	Schools should review participation, identify gaps and develop provision over time.	We can use **participation information, pupil voice, curriculum review and evaluation of trips, workshops and clubs** to identify who is benefiting, where gaps remain and what experiences should be strengthened or added.

Reviewed September 2026.

Monitored termly by SLG and Club lead, reported to Governors in HT report

Reviewed at least annually.