# Curriculum Enhancements Policy

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| **Staff Responsible:** | **Miss Ashleigh Thorne** |
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# Curriculum Enhancements

**Subject Identity: Curriculum Enhancements**

**Fingerprint Statement**

Curriculum Enhancements are a valuable part of learning at Ribbon Academy, providing pupils with meaningful opportunities to explore the world beyond the classroom. Through educational visits, community experiences and hands-on activities, pupils develop their understanding of people, places and environments while building confidence, independence and social skills. Curriculum Enhancements also introduce pupils to Careers Related Learning, helping them to discover different roles within the community and region, understand how skills are used in real-life jobs and recognise the pathways that connect learning to future opportunities. By making real-world connections, engaging with new environments and reflecting on what they observe, pupils enrich their learning and broaden their awareness of the wider world and the possibilities within it.

**Core Concepts and Themes**

Curriculum Enhancements at Ribbon Academy are underpinned by a set of core principles that ensure every experience is purposeful, engaging and enriching. These principles help pupils make meaningful connections between their learning and the wider world.

The key principles are:

**Exploration** – discovering new places, experiences and opportunities beyond the classroom

**Community** – developing an understanding of local, national and wider communities

**Independence** – building confidence, resilience and personal responsibility in unfamiliar settings

**Engagement** – actively participating in hands-on, real-world learning experiences

**Connection** – linking classroom learning to practical experiences and everyday life

**Personal Growth** – developing social skills, communication, wellbeing and cultural awareness and challenging stereotypes

The key outcomes for Careers Related Learning are taken from the Careers Development Institute (CDI) Framework:

**Grow throughout life** – Being aware of people who can help them and asking for help when needed

**Explore possibilities** – Discover jobs available in different sectors and the qualities / skills required

**Manage career** – Being aware that choice and opportunity make careers possible

**Create opportunities** – Identifying possible new jobs that might be needed in the future

**Balance life and work** – Recognising jobs required in the home and balancing these for wellbeing

**See the big picture** – Comparing jobs depicted in stories with real life

Together, these principles support pupils in broadening their aspirations, enhancing their learning and developing the skills, confidence and understanding needed to engage successfully with the world around them.

**Disciplinary Ways of Thinking**

These principles are brought together through experiential learning, which represents the approach to Curriculum Enhancements at Ribbon Academy. Pupils are encouraged to make sense of the world through meaningful first-hand experiences, applying their knowledge and skills in real-life contexts. Careers Related Learning is woven throughout these opportunities, enabling pupils to explore different jobs, meet professionals from a range of sectors and understand how learning connects to future pathways.

This includes:

- Experiencing learning beyond the classroom in a range of environments, including visits to workplaces and community organisations
- Developing confidence and independence in new situations
- Building connections between classroom learning and real-world experiences, including seeing how skills are used in different careers
- Engaging with local communities, cultures and places of interest
- Meeting visitors in school who share insights into their careers, roles and responsibilities
- Strengthening communication, social and practical life skills
- Reflecting on experiences to deepen understanding, broaden aspirations and support personal growth
- Being given the opportunity to take part in residential visits (from Y1-Y6)

Through this approach, Curriculum Enhancements enable pupils to develop curiosity, resilience and a greater understanding of the world around them, supporting them to make meaningful connections across a range of contexts and experiences.

**Curriculum Enhancements Documentation**

To ensure clarity, consistency and effective communication across all subject areas, key documentation is developed by the Subject Leader and shared with relevant teaching staff. This documentation includes:

1. **Subject Policy**
2. **Curriculum Rationale**
3. **Curriculum Enhancements Overview**
4. **Careers Related Learning Skills Overview**

Collectively, these documents set out the intent, coverage and implementation of curriculum enhancement opportunities, ensuring a coherent and progressive programme of trips, visitors, residential experiences and careers-related learning.

**Delivery of Curriculum Enhancements**

In collaboration with year group teams, the Curriculum Enhancements overview for the academic year is produced. Trips are planned to enhance the learning in subjects across the curriculum. Each child will participate in at least 5 trips across the year. This includes a residential experience. The school minibuses will

be used for transport to and from each trip. The school has employed 3 minibus drivers, who are First Aid trained. The process is detailed below:

Booking Trips

The Curriculum Enhancements Leader (CEL) is responsible for contacting venues and processing bookings. All bookings on the Curriculum Overview will be made by CEL. CEL will also add trips to the online Minibus Diary and Staff Calendar, both of which can be found on SharePoint. CEL will process the visits through the Evolve system. **If any staff member adds additional trips to the diary, they are responsible for adding events to the calendar and completing Evolve forms.** Purchase Orders will be sent directly to the Finance Office upon the booking of trips, where required.

Communicating with Parents/Carers

The CEL will produce letters for parents termly with dates and details of the trip. Children cannot attend a trip without written consent from parents/carers; therefore, the administration team will produce and communicate annual Google consent forms for each pupil. Class teachers are responsible for communicating with the administration team before the trip to confirm consent for each child. Class teachers also need to confirm which children have ordered a school packed lunch and collect this on the morning of the trip.

Pre-visit Checklist

Before each trip takes place, class teachers must complete the pre-visit consideration form:

**Things to consider before your trips:**

| | Areas | Notes |
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| **Staff** | 1. Stu will arrange. Please liaise directly with him if you have any questions or concerns. | |
| | 2. Meet with staff attending the trip to ensure they know what is happening on the trip and what to do in an emergency. | |
| | 3. Check if any children require medication during the trip and assign a member of staff to oversee this. Ensure a First Aid kit is prepared. | |
| | 4. All medication given (including First Aid) to be uploaded to medical tracker. Assign a member of staff to do this. | |
| **Transport** | 5. Consider parking: do you need to request cash from the Finance Office **before** you visit? | |
| | 6. Consider whether the Tyne Tunnel will be used. The Finance Office need to process this online **before** the visit, if so. | |
| **Activity** | 7. Confirm with Ashleigh T what is happening on your trip. | |
| | 8. Contact the venue and confirm arrangements (including parking). | |
| | 9. Post an event on Class Dojo (with reminders set) with details of the trip. | |
| | 10. Check with Nicola Ball for any parents/carers who haven't given annual consent to see if they have given consent for this trip. | |
| | 11. Ask Nicola Ball if any children have indicated that they need a school packed lunch and organise to collect this from the kitchen on the day of your trip. | |
| | 12. Pre-visit activities: do you need to complete anything in school to prepare children for the trip? | |
| | 13. Post-visit activities: how can you make the most of the learning opportunities after the trip? | |
| | 14. Consider if you need to take any resources with you: clipboards, iPods etc. | |

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| **Group** | 15. Complete minibus lists and hand a copy to Michelle Ord and **both** minibus drivers on the day of your trip. | |
| | 16. Brief both minibus drivers on the morning of your trip so they understand their role and responsibilities. | |
| | 17. Consider whether children need to be grouped for the activities that they are taking part in. | |
| | 18. Do any children require an extra risk assessment or modifications for the trip? Liaise with Kim Flower if necessary. | |
| **Environment** | 19. Arrange pre-visits, if you aren't familiar with the venue. You will need to know where toilets are and what to do in an emergency situation. **Pre-visits are strongly advised.** | |
| | 20. Consider the weather and if any extra precautions need to be in place for this. | |
| **Distance** | 21. How quickly could people get to you in an emergency? | |
| | 22. What time do you need to set off to get there and back in time? Minibus times are on the Minibus Diary on Sharepoint. Liaise with Michelle Ord if start/end times need to change, so she can advise the minibus drivers. | |

**Careers Related Learning**

CRL is embedded across the curriculum. Typical activities linked to CRL at Ribbon are listed below:

- Volunteers from the world of work visiting school to talk with children
- Discussions in lessons to support children to connect their subject learning to opportunities now and in the future
- Career-related learning trips e.g. to a workplace, museum or university
- Exploring the diverse routes adults have taken to get their current job e.g. vocational, academic, starting their own business etc.

Examples of CRL activities engaging with employers:

- Guess who? - Employers are invited into school. Children are then invited to ask a series of questions to try to guess the person's job, based on a number of clues.
- Workplace visits - children visit an organisation to gain a general overview of the company and wider industry, to familiarise them with its working environment and to provide them with guidance on how they could one day get into the industry. Workplace visits can include a variety of activities such as workshops, presentations, Q&A sessions, and site tours
- Career insights - Employers or business representatives come into school to speak about their job or career path, including the route they may have taken and the challenges they faced. Particular emphasis is placed at this stage, on explaining how certain subjects are relevant to working life.
- Career carousels - A range of volunteers come together to speak with groups of children about their jobs. Children will speak individually or in small groups to employee volunteers for a short period of time (commonly 5–15 minutes) about their job/career.

**Performance and Learning Evidence**

Evidence collation is key to support the learning process and the monitoring of Teaching and Learning by Subject Leaders and Senior Leaders. In order to evidence Curriculum Enhancements effectively, the following strategies have been implemented: -

- Year 1>6 – Earwig

**Please note: - Earwig is an online storage system used to evidence in class discussions and activities that contribute to the evidence of knowledge and skills of our learners**

**Evaluation**

Children and staff will evaluate each trip. Feedback will be used to inform planning for the next academic year.