



LANDAU FORTE ACADEMY

ENRICHMENT

TAMWORTH SIXTH FORM

CHOIR



Maximum Number (Must be a reasonable 10+)	Miss Meakin	Commitment once a week - Wednesday Period 6	Elizabeth Block
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Activity Overview:

The purpose of this enrichment activity is ultimately to improve the personal development of the student. The judgement for personal development focuses on the following areas:

- Developing responsible, respectful and active citizens who are able to play their part and know how to become involved in public life
- Developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- Promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- Promoting an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy
- Developing learners' character, which we define as the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives learners the qualities they need to flourish in our society
- Developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Developing learners' understanding of how to keep physically healthy and maintain an active lifestyle
- Developing an age-appropriate understanding of healthy relationships through appropriate relationship and sex education[footnote 62]
- Providing an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career
- Supporting readiness for the next phase of education, training or employment so that learners can make the transition to the next stage successfully

Does your activity link itself well to any of the above strands? Can you explain how?

The choir develops the student's confidence, resilience whilst building upon singing techniques. The students will experience a wide range of singing styles such as musical theatre, African spirituals, Disney, Classical music and much more. We will also prepare them for further education/ career in Music by embedding effective careers advice, teaching them about the audition process and preparing them for music auditions (singing). The students will explore a wide range of composers and performers. The students will have the opportunities to sing in unison, in harmony or as a soloist.

What is the final outcome for this enrichment activity? Date?

- School production Nov 24
- Celebration events 1 per academic year
- Christmas Show Dec 24
- Audition prep On going - For musicians only wanting to pursue this career or for students wanting to audition for a part/choir - this is as and when the need is.
- Summer concert July 25

Implementation Timeline

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Developing singing warm ups	Harmony development	Recap over all 3 pieces and finalise soloists	Developing singing warm ups	Harmony development	Recap over all 3 pieces and finalise soloists
Song 1, 2	Song 1, 2	Rehearsal and refine	Song 4, 5	Song 4, 5	Rehearsal and refine
Song 3	Song 3	Rehearsal and refine	Song 6	Song 6	Rehearsal and refine
Rehearsal and refine	Rehearsal and refine	Rehearsal and refine	Rehearsal and refine	Rehearsal and refine	Rehearsal and refine
Auditions for solos	Performance 1	Christmas Carol Concert	Rehearsal and refine Celebration evening	Auditions for solos	Summer concert – The Strawberry Prom

CONCERT BAND



Maximum Number (Must be a reasonable 10+)	Miss Meakin	Commitment once a week - Friday Period 6 3:35pm- 4:45pm	Elizabeth Block
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Does your activity link itself well to any of the above strands? Can you explain how?

The choir develops the student's confidence, resilience whilst building upon singing techniques. The students will experience a wide range of singing styles such as musical theatre, African spirituals, Disney, Classical music and much more. We will also prepare them for further education/ career in Music by embedding effective careers advice, teaching them about the audition process and preparing them for music auditions (singing). The students will explore a wide range of composers and performers. The students will have the opportunities to sing in unison, in harmony or as a soloist.

What is the final outcome for this enrichment activity? Date?

- School production Nov 24 - Pit band
- Rotary fun day Sept 24
- Open evening QEMS and 6th Form Sept/ Nov 24 - Showcased to parents
- Christmas Show Dec 25
- Sportsday Dec 25
- County events across the academic year
- Summer concert July 25
- Other events as we are booked
- Academy tour

Implementation Timeline

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Importance of rehearsal, seating, positioning within band	Assign positions for year to band	Pieces 1, 2 and introduce piece 3	Rehearsal and refine	Rehearsal and refine	Rehearsal and refine
Play through current repertoire	Start Xmas music	Rehearsal and refine	Rehearsal and refine	Rehearsal and refine	Rehearsal and refine
Rotary fun day performance	Start Xmas music	Rehearsal and refine	Rehearsal and refine	Rehearsal and refine	Rehearsal and refine
Introduce new piece 1 and 2	Start Xmas music	Rehearsal and refine	Rehearsal and refine	Rehearsal and refine	Rehearsal and refine
Auditions for sections and solos	Carol Concert	Rehearsal and refine	Rehearsal and refine	Rehearsal and refine	Summer concert – The Strawberry Prom Academy tour

DRAMA

Maximum Number (Must be a reasonable 10+)	Mrs Dodds	Commitment once a week - Friday Period 6	Elizabeth Block
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Does your activity link itself well to any of the above strands? Can you explain how?

The drama club will develop the students' confidence, resilience whilst building upon prior knowledge of drama skills. The students will experience a wide range of acting styles such as musical theatre, community theatre and acting for TV and Film. We will also prepare them for further education/ career in drama by embedding effective careers advice, teaching them about the audition process and preparing them for monologues by creating show reels. The students will explore a wide range of practitioners.

What is the final outcome for this enrichment activity? Date?

- School production Nov 25
- Show Reels Dec 25
- Audition prep DEC 25 On going
- Performance of community theatre to local care home July 25

Implementation Timeline

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Developing drama skills	Production rehearsal	Developing audition techniques	Developing drama skills – Community theatre	Developing drama skills – Film and TV	Community project
Developing drama skills	Production rehearsal	Creating monologues	Developing drama skills – Community theatre	Developing drama skills – Film and TV	Community project
Introducing practitioner 1	Production rehearsal	Creating monologues	Introducing practitioner 3	Introducing practitioner 4	Community project
Practitioner 1 workshop	Production rehearsal	Introduce Practitioner 2	Practitioner 3 workshop	Practitioner 4 workshop	Community project
Performance 1	Performance 2 - Academy Production	Performance 3 - Create Show Reel	Performance 4	Performance 5	Perform to care home

LANDAU MAGAZINE



Maximum Number: 6

Mr Harrison
Mrs Smith
Miss Davies

Commitment once a week – Friday
Period 6

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The Academy Magazine fosters and develops responsible, respectful and active citizens who celebrate the wider role of the academy and the values of inclusivity, openness, fairness and diversity. The magazine will promote healthy lifestyles and accentuate the qualities and creativeness of the Landau community.

What is the final outcome for this enrichment activity? Date?

One magazine per term i.e. 3 times a year. This will be produced using professional software in collaboration with Academy Digital Marketing expert.

Implementation Timeline

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Planning meeting	Preparation of publication	Planning meeting	Preparation of publication	Planning meeting	Preparation of publication
Gathering of information	Preparation of publication	Gathering of information	Preparation of publication	Gathering of information	Preparation of publication
Gathering of information	Preparation of publication	Gathering of information	Preparation of publication	Gathering of information	Preparation of publication
Gathering of information	Preparation of publication	Gathering of information	Preparation of publication	Gathering of information	Preparation of publication
Gathering of information	Publication	Gathering of information	Publication	Gathering of information	Publication

ENVIRONMENT CLUB



Maximum Number: 15

Mrs Matthews

Commitment once a week - Monday afterschool - dependent on intervention timetable

Activity Overview:

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End of Academic year - 2024
School awarded the 'Green Flag award'

Implementation Timeline

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Team RAG the school environment	Work on 3 key elements	Work on 3 key elements	Work on 3 key elements	Work on 3 key elements	Upload evidence to eco-school website
Decided on the 3 key elements	Work on 3 key elements	Work on 3 key elements	Work on 3 key elements	Work on 3 key elements	
Complete an action plan on her 3 aims	Work on 3 key elements	Work on 3 key elements	Work on 3 key elements	Work on 3 key elements	
Deliver presentation to Katie	Work on 3 key elements	Work on 3 key elements	Work on 3 key elements	Work on 3 key elements	
Deliver presentation to Katie	Work on 3 key elements	Work on 3 key elements	Work on 3 key elements	Work on 3 key elements	

DUNGEONS & DRAGONS



Maximum Number: 7	Mr Johnson	Commitment once a week - Wednesday afternoon 3:15pm -4:45pm	FO6
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Activity Overview:

What is the purpose of the activity:

- Dungeons and Dragons is a social game which allows the telling of an interactive story with the main protagonists being the students who will each control a character, through which they will interact with the world. The purpose for this group is for students to collaboratively tell a story. Each student will have the opportunity to develop their own individual chapter of the story which they will deliver as the DM who narrates the story, as well playing as their characters, developing the overarching narrative.

What skills will the students develop by undertaking this activity:

- A plethora of skills are developed while playing Dungeons and Dragons, firstly students develop their public speaking, negotiation and teamwork skills as they will need to work together as a party to ensure that they are successful.
- Students will be encouraged to fully embrace and "become" their characters in the session, developing their own confidence and allowing them to show their personalities in the personas they create thus is an excellent past time for those with a flair for drama and acting.
- Students will learn to think quickly under pressure needing to make quick decisions to have favourable outcomes in the sessions as well as managing their time within the session effectively.
- Students will also develop fluency with numbers, calculating the success of actions based on dice rolls and modifiers, aiding their mental arithmetic.
- Students will also gain the ability to design their own story segment, creating any social and combat encounters the party will face, running it as the DM for those sessions and get a taste for game development and balancing, building their leadership and group management skills.

How will this activity promote the personal development of the student?

- Students will develop confidence and be able to take on a role within the party over time. Experimenting with voice acting for their characters, speaking as their character would and having the confidence to challenge decisions others make and negotiate outcomes.
- It is also an excellent format for students to express themselves and find out a little bit more about and develop their own perception of who they are as a person and their own sense of identity through the development of their characters.
- Students will also be given the option to lead a session for the QEMS group who will be running in tandem, to develop their leadership skills.
- It is important to note that students will be supported as much as they need through designing and building and running their own scenarios as this can be a daunting task.

What is exciting about this activity:

- This is an opportunity which, for the right person is a fun way to learn how to tell and be a part of a story narrative in an ever evolving world which changes as the characters make choices and interact with it. It is a place for being yourself and experimenting with who you are as a person, exploring the impact of their own actions in a world which has no "real life" consequences.

We will also have the opportunity to visit the UK Games Expo to see how other people in the industry go about making and balancing their own games they have designed and to expose students to the world of game design, as well as be able to immerse themselves in the world of table top board games.

What is the final outcome for this enrichment activity? Date?

Students throughout the year will design and deliver their own "one shot" stories within the world's narrative.
Students will also attend the UK Games Expo at the NEC in May 2025 to immerse themselves into the Table top gaming world.

Implementation Timeline

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Students to create their Characters	One student to deliver a "one shot"	One student to deliver a "one shot"	One student to deliver a "one shot"	One student to deliver a "one shot"	One student to deliver a "one shot"
Student scenario designs begin.	Deliver one shot to QEMS group (optional)	Deliver one shot to QEMS group (optional)	Deliver one shot to QEMS group (optional)	Deliver one shot to QEMS group (optional)	Deliver one shot to QEMS group (optional)
One student to deliver a "one shot"					Visit to the UK Games Expo
Deliver one shot to QEMS group (optional)					

CROCHET CLUB



Maximum Number: 15	Dr Dale Mrs Smith	Commitment once a week - Once a week, Monday Period 6	Sixth Form LRC
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Activity Overview:

What is the purpose of the activity? To learn a new skill or develop an existing one, to develop creativity, practice mindfulness and make new friends. What skills will the students develop by undertaking this activity? The students will learn basic crochet stitches: slip stitch, double crochet, treble crochet etc. They will learn how to crochet in rows and in rounds. They will learn how to follow a pattern.

How will this activity promote the personal development of the student? The student will gain confidence in their own skill and creativity. They will gain a sense of personal expression. Crochet club will teach them teamwork and communication as their confidence grows and they help others in the group. Crochet can be enjoyed at any level.

What is exciting about this activity (that is going to make the students commit to regular/high attendance). Crochet has become very popular again in recent years and is popular on social media. Students will be able to learn how to create the wonderful items that they see on platforms such as Instagram or TickTock. Crochet also gives a sense of achievement in the creating and completing of projects.

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The group projects will create a sense of community, working together and contributing to the group. Crocheted items will be made for charitable causes and sold at events throughout the year. The club will be an inclusive environment, where everyone is welcome and all can play their part. Crochet will help to develop character and confidence, encouraging students to help each other. Crochet can contribute to good mental health.

What is the final outcome for this enrichment activity? Date?

Crochet Club will be a mix of skill building and working on personal and group projects. Students will work on their own ideas and projects that are relevant for the time of year. These can be given away to charitable causes or sold to raise money. The skills the students learn will be skills they will always have and that they will be able to use in the future.

Implementation Timeline

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skill building	Skill building	Skill building	Skill building	Skill building	Skill building
Poppy wreath	Christmas decorations	Valentine's Day	Easter Eggs / bunting	Blanket	Blanket

GARDENING CLUB



Maximum Number: 6-8	Mrs Wilson	Commitment once a week - After School Monday	SEND HUB
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Activity Overview:

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Gardening and ecology plays a major part in positive mental health and wellbeing and this project is one that plays a central part in the community of the Sixth Form and QEMS. This enables young people to make a really positive contribution to the environment in the Quad which will provide positive mental health benefits for all students at LFATSF and LFATQ.

What is the final outcome for this enrichment activity? Date?

The outcome will be the enrichment and preparation of the section of the Garden in the quad and to improve the layout and planting of this section to make it the same standard as the rest of the garden. The rest of the Quad will be maintained at the standard it is now with new plants planted and new areas developed under the guidance of Ms Wilson.

Implementation Timeline

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Evaluation of the Quad	Evaluation of Term 1	Evaluation of term 2	Evaluation of term 3	Evaluation of Term 4	Evaluation of Term 5
Planning for clearing and planting the new section	Clearing of section and maintenance of previous	Clearing of section and maintenance of previous	Clearing of section and maintenance of previous	Planting of new seeds and plants	Planting of new seeds and plants
Implementation of clearing	Clearing and maintenance	Clearing and maintenance	Clearing and maintenance	Planting of new seeds and plants	Planting of new seeds and plants
Clearing	Planting of relevant areas	Planting of relevant areas	Planting of relevant areas		
Clearing	Planting of relevant areas				

SIGN LANGUAGE



Maximum Number: 35	Miss Davies	Commitment once a week - Wednesday P6 (will need a room allocating)	B06
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What is the final outcome for this enrichment activity? Date?

Students will be able to communicate at a basic level in British Sign Language.

Implementation Timeline

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Deaf Awareness	Exploring D/deaf Culture	Communication support	Careers if you have BSL training		
Introductions	Food	Countries	Hobbies		
Family	Household items	Weather	The Silent Child Film		
Descriptions	Revise	Town & Transport	Revise		
Revise	Xmas Songs	Revise	ASSESSMENT		

CORE MATHS



Maximum Number: 25

Mr
Preece

Commitment: 4 hours per
week

Monday & Friday P3- E03
Tuesday & Wednesday P5-E03

Activity Overview:

- Core Maths builds on the mathematics studied at GCSE along with new topics and ideas that students haven't seen before.
- The qualification is equivalent to an AS-level and is worth up to 20 UCAS points.
- Core Maths looks great on any CV or application letter to show an advancement on the mathematics studied at school.
- The course is designed to look at maths in contextual situations. You will look at how maths is important in fields such as social media, politics, sport, travel and finance.
- There is less of a focus on 'school maths' such as Pythagoras' Theorem and algebra. The content is based around real-life maths that students will use in their future life such as finance, risk, insurance and optimisation problems.
- Core Maths is an excellent course for those studying other subjects that involve maths including biology, chemistry, physics, economics, business, geography, psychology and more. A lot of the maths and statistical analysis needed for these subjects is studied in more depth during Core Maths.
- Students studying this course will build skills in mathematical thinking, reasoning and communication.
- Students will develop competence in the selection and use of mathematical methods and techniques.
- Students will also develop confidence in representing and analysing authentic situations mathematically.
- Students will sit 2 exam papers at the end of the course. Paper 1 is worth 40% and will be aided by a source booklet that students can access 1 month before the exam. Paper 2 is worth 60% and is a completely unseen paper.
- Please note students must have a minimum of a grade 5 at GCSE Maths to be eligible for this course.

What is the final outcome for this enrichment activity? Date?

Students will sit two examinations at the end of the 1-year course. If they pass, students will receive a Level 3 Certificate in Maths in Context, a qualification which is equivalent to an AS-level and worth up to 20 UCAS points.

Implementation Timeline

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Statistics	Probability	Linear Programming	Sequences	Revision and final exams	N/A
Topics include:	Topics include:	Topics include:	Topics include:		
<ul style="list-style-type: none"> • Box Plots • Histograms • Correlation • Regression • Statistical Analysis 	<ul style="list-style-type: none"> • Venn Diagrams • Tree Diagrams • Risk and Insurance • Conditional Probability 	<ul style="list-style-type: none"> • Optimisation problems • Maximising profit problems • Minimising cost problems 	<ul style="list-style-type: none"> • Simple and compound interest • Arithmetic series • Geometric series • Percentage problems 		

EPOQ



Maximum Number: 60	Miss Davies Miss Hickman Mrs Birmingham Mrs Smith Miss Smart Mr Ahmed	Commitment Once a week – Two hours per student per week. Timetabled, so sessions are compulsory. Work will need to be completed outside the lesson also, and a presentation given (after school usually) at the end.
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What is the final outcome for this enrichment activity? Date?

By Easter, students will have handed in a completed project (around 6,000 words, though projects can vary). They will give a presentation after Easter, and then on results day will gain an AS level qualification.

Implementation Timeline

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Attend lessons 2 hours per week and complete independent learning on the project. The title is the student's choice e.g. 'should cannabis be legalised?'	Attend lessons 2 hours per week and complete independent learning on the project. The title is the student's choice e.g. 'should cannabis be legalised?'	Attend lessons 2 hours per week and complete independent learning on the project. The title is the student's choice e.g. 'should cannabis be legalised?'	Attend lessons 2 hours per week and complete independent learning on the project. The title is the student's choice e.g. 'should cannabis be legalised?'	Give a presentation to a small group of staff about the project	

IT PROJECT



Maximum Number: 25	Mr Vyse	Commitment Once a week - Tuesday Evenings 3-4	F05
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Activity Overview:

The purpose of this enrichment activity is ultimately to improve the personal development of the student. The judgement for personal development focuses on the following areas:

- Developing responsible, respectful and active citizens who are able to play their part and know how to become involved in public life
- Developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- Promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- Promoting an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy
- Developing learners' character, which we define as the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives learners the qualities they need to flourish in our society
- Developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Developing learners' understanding of how to keep physically healthy and maintain an active lifestyle
- Developing an age-appropriate understanding of healthy relationships through appropriate relationship and sex education^[footnote 62]
- Providing an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career
- Supporting readiness for the next phase of education, training or employment so that learners can make the transition to the next stage successfully

What is the final outcome for this enrichment activity? Date?

The final outcome for this enrichment will be either a Bronze Silver or Gold award to recognise and demonstrate a clear understanding of the application of real world ICT skills in the digital world.

Implementation Timeline

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Introduction to the system	Introduction to the system	Introduction to the system	Introduction to the system	Introduction to the system	Introduction to the system
Pick a Pathway to investigate	Pick a Pathway to investigate	Pick a Pathway to investigate	Pick a Pathway to investigate	Pick a Pathway to investigate	Pick a Pathway to investigate
Work upon pathway	Work upon pathway	Work upon pathway	Work upon pathway	Work upon pathway	Work upon pathway
Work upon Pathway	Work upon Pathway	Work upon Pathway	Work upon Pathway	Work upon Pathway	Award of certificate and level

DUKE OF EDINBURGH



Maximum Number	Mrs Rose Mr Bullock	Commitment Once a week - Once a fortnight - Friday P3 B Week	M10
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Activity Overview:

- Duke of Edinburgh award is an internationally recognised award that is celebrated by universities, apprenticeships and employers in all industries.
- The award helps students to build lifelong belief in themselves, supporting students to take on their own challenges and discover talents they never knew they had.
- Completing the award shows that you have 'soft skills' that universities and employers want to see including; the ability to problem solve, work as both an individual and within a team, you have learnt independence, resilience and built your confidence.
- The gold award is open to students who have completed previous levels and also for students who have never taken part in the award.
- The Gold award have 5 elements that need to be completed:
 - Skill, physical and volunteering - these are completed individually in your own time. These elements involve an hour of commitment over a minimum of 12 months
 - Residential - this is a 5 day, 4 night experience that is done by the start of year 13. This can be used to enhance applications or further your knowledge and interest in a particular subject.
 - Expedition - this is the most popular part of the award! Students will undertake two 4 day, 3 night expeditions in a team of your choice. All students will receive full training before going out on the expedition.
 - Training sessions will be once a fortnight and will cover elements including map and compass, first aid, tent pitching, food and cooking.

What is the final outcome for this enrichment activity? Date?

Expeditions will take place in the summer term of year 12 and then again in Year 13. This will lead to the national accredited award of D of E Gold or Silver.

Implementation Timeline

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Introduction to DofE	Training - Navigation	Training - Cooking and nutrition	Training - first aid	Expedition preparation	Training expedition
Training - Navigation	Training - Camping	Training - Cooking and nutrition	Training - first aid	Residential Preparation	Attend residential
	Training - camping	Training - Cooking and nutrition	Training - first aid		
		Route cards	Route Cards		

DIVERSITY



Maximum Number	Miss Calverley	Commitment Once a week - Weekly	Elizabeth Block
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Activity Overview:

The purpose of this enrichment activity is ultimately to improve the personal development of the student. The judgement for personal development focuses on the following areas:

- developing responsible, respectful and active citizens who are able to play their part and know how to become involved in public life
- developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy
- developing learners' character, which we define as the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives learners the qualities they need to flourish in our society
- developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing learners' understanding of how to keep physically healthy and maintain an active lifestyle
- developing an age-appropriate understanding of healthy relationships through appropriate relationship and sex education[footnote 62]
- providing an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career
- supporting readiness for the next phase of education, training or employment so that learners can make the transition to the next stage successfully

What is the final outcome for this enrichment activity? Date?

To raise awareness both personal and in the wider community of issues regarding diversity and the LGBTQ community. To hold awareness assemblies and awareness weeks in the school community and in the wider community.

Implementation Timeline

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Introduction to diversity	Planning for Diversity event 2	Planning for Diversity event 3	Planning for Diversity event 4	Planning for Diversity event 5	Planning for Diversity event 6
Planning for Diversity event 1	Planning for Diversity event 2	Planning for Diversity event 3	Planning for Diversity event 4	Planning for Diversity event 5	Planning for Diversity event 6
Planning for Diversity event 1	Planning for Diversity event 2	Planning for Diversity event 3	Planning for Diversity event 4	Planning for Diversity event 5	Planning for Diversity event 6
Event 1	Event 2	Event 3	Event 4	Event 5	Event 6

CHESS



Maximum Number: 6/8	Mr Howell	Commitment Once a week - Weekly	DT6
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Activity Overview:

The purpose of this enrichment activity is ultimately to improve the personal development of the student. The judgement for personal development focuses on the following areas:

- developing responsible, respectful and active citizens who are able to play their part and know how to become involved in public life
- developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy
- developing learners' character, which we define as the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives learners the qualities they need to flourish in our society
- developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing learners' understanding of how to keep physically healthy and maintain an active lifestyle

What is the final outcome for this enrichment activity? Date?

To develop an understanding of the rules and application of chess and to compete in chess tournaments against other schools

Implementation Timeline

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Introduction to chess club	Chess practice	Chess practice	Chess practice	Chess practice	Chess practice
Chess practice	Chess practice	Chess practice	Chess practice	Chess practice	Chess practice
Chess practice	Chess Practice	Chess Practice	Chess Practice	Chess Practice	Chess Practice
Chess Practice	Event 1	Event 2	Event 3	Event 4	Event 5

COUCH TO 5K



Maximum Number	Mr Bates	Commitment Once a week - Weekly	Meet in reception
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Activity Overview:

The purpose of this enrichment activity is ultimately to improve the personal development of the student. The judgement for personal development focuses on the following areas:

- developing responsible, respectful and active citizens who are able to play their part and know how to become involved in public life
- developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy
- developing learners' character, which we define as the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives learners the qualities they need to flourish in our society
- developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing learners' understanding of how to keep physically healthy and maintain an active lifestyle

What is the final outcome for this enrichment activity? Date?

To develop learners physical fitness and compete in academy wider and local 5/10k races and fun runs

Implementation Timeline

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Introduction to Couch to 5K	Training programme	Introduction to couch to 5/10 K	Training programme	Training programme	Training programme
Training programme	Training programme	Training programme	Training programme	Training programme	Training programme
Training programme	Training programme	Training programme	Training programme	Training programme	Training programme
	Academy 5K		Academy 5/10K		Academy 5/10K

ART NOISE



Maximum Number:	Mr Tebbs	Commitment Once a week - Once a Week	A01
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Activity Overview:

- Working collaboratively to plan, design and create works of Art to enrich the environment.
- You do not need to study Art or Photography to take part (but you can be).
- As this is a new venture, the exact form will evolve from yourselves, but graffiti, public sculptures and small scale exhibitions, short films are the starting points.
- You will be resourceful, creative and organised.

What is the final outcome for this enrichment activity? Date?

At least two events/ pieces will be produced each year: one towards the end of the second term, the second towards the end of the year. These will be produced in collaboration with students and may involve graffiti art, short films sculptures, art works to be displayed in local care homes.

Implementation Timeline

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Exploring and devising	Construction, painting, filming, building, adapting, refining.	Exploring and devising	Exploring and devising	Construction, painting, filming, building, adapting, refining.	Construction, painting, filming, building, adapting, refining.
Exploring and devising	Construction, painting, filming, building, adapting, refining.	Exploring and devising	Construction, painting, filming, building, adapting, refining.	Construction, painting, filming, building, adapting, refining.	Construction, painting, filming, building, adapting, refining.
Exploring and devising	Construction, painting, filming, building, adapting, refining.	Exploring and devising	Construction, painting, filming, building, adapting, refining.	Construction, painting, filming, building, adapting, refining.	Art Event Two
Exploring and devising	Art Event one	Exploring and devising	Construction, painting, filming, building, adapting, refining.	Construction, painting, filming, building, adapting, refining.	

COOKING CLUB



Maximum Number: 12	Ms Benzey	Commitment Once a week - Red Monday after school	D06/DT Area
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Activity Overview:

The purpose of this enrichment activity is ultimately to improve the personal development of the student. The judgement for personal development focuses on the following areas:

- developing responsible, respectful and active citizens who are able to play their part and know how to become involved in public life
- developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy
- developing learners' character, which we define as the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives learners the qualities they need to flourish in our society
- developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing learners' understanding of how to keep physically healthy and maintain an active lifestyle
- developing an age-appropriate understanding of healthy relationships through appropriate relationship and sex education
- providing an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career
- supporting readiness for the next phase of education, training or employment so that learners can make the transition to the next stage successfully

Students will develop their understanding and ability to cook cheap, nutritious and quick meals. This will improve their ability to make good food choices habitually and keep physically healthy. By gaining a Level 1 Food Hygiene Certificate they will be aware of potential issues when storing and preparing food. The skills gained will help them to be independent when moving away from their home environment and look after themselves well. The sessions will incorporate pricing of food items and so help them manage their finances and budget within their means.

What is the final outcome for this enrichment activity? Date?

Completion of a Level 1 Food Hygiene Certificate. A range of menus and the skills to cook them.

Implementation Timeline

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Introduction to the club and intended outcomes. Start level 1 food hygiene certificate	Work on food hygiene certificate and prep for next session	Work on food hygiene certificate	Complete food hygiene certificate	Homemade burgers	
Basic cooking skills, chopping and preparing. Make bolognaise sauce	Egg and vegetable fried rice	Mac and cheese	Pesto pasta	Chicken and vegetable stir fry	
Meals to cook with food staples, eggs	Chilli con carne	Lamb doner	Cottage Pie		
	Festive treats				