

Benchmark of Character Education	Provision in place at Sky Primary and Eden Project Nursery	Next steps
<p><u>What kind of school are we?</u></p> <p><i>How clearly do we articulate the kind of education we aspire to provide?</i></p> <p><i>How do we ensure that all members of the school community (e.g. staff, pupils, parents/carers, governing body) understand and share our aims?</i></p> <p><i>How effectively do we create a sense of pride, belonging and identity in our school?</i></p>	<p>Curriculum Policy and subject statements.</p> <p>Curriculum Drivers embedded and visible throughout the school.</p> <p>Website and Social Media presence clearly show our vision for our education and impact towards this.</p> <p>Curriculum Newsletters.</p> <p>Weekly Newsletters with curriculum updates.</p> <p>Updated social media.</p> <p>Half termly curriculum planners and newsletters. Half termly LAB meetings and regular Governor monitoring.</p> <p>Stakeholder viewpoints surveyed with actions identified.</p> <p>High standards modelled by all adults.</p> <p>Pupils given areas of responsibility – wellbeing ambassadors, eco-warriors, buddies, school council.</p>	<p>Raise Character Education further through making explicit on website, social media and through newsletters, assemblies.</p>
<p><u>What are our expectations of behaviour towards each other?</u></p> <p><i>Are we clear on the importance of discipline and good behaviour in school life? How do we promote this understanding?</i></p> <p><i>How well do we promote consideration and respect towards others (pupils and adults), good manners and courtesy?</i></p> <p><i>How well do we promote a range of positive character traits among pupils?</i></p>	<p>Clear behaviour/relational policy which is understood by all and consistently applied.</p> <p>Trauma Informed School approach embedded.</p> <p>Safeguarding Team review all behaviour incidents weekly to identify trends and offer support or training as required.</p> <p>All staff understand their responsibility for modelling respect and courtesy – relationships in the school are excellent.</p>	<p>Trauma Informed Schools training for all new staff with refresher for all staff.</p>
	<p>Focus on values, PSHE curriculum, praise, opportunity for children to have their voice raised, charity support.</p>	

<p><u>How well do our curriculum and teaching develop resilience and confidence?</u></p> <p><i>Is our curriculum ambitious for our pupils? Does it teach knowledge and cultural capital which will open doors and give them confidence in wider society? Is our curriculum logically organised and sequenced, including within subjects, and taught using effective pedagogy, so pupils gain a strong sense of progress and grow in confidence?</i></p>	<p>Ambitious curriculum for all pupils regardless of any protected characteristic.</p> <p>More Able policy in place and Challenges available for all children to feel a sense of success.</p> <p>Full curriculum in place which builds on prior learning and opportunity for development of Cultural Capital.</p> <p>Cultural Capital statement – views of all stakeholders taken and implemented into plan</p> <p>Cultural Capital opportunities identified on long-term curriculum overview.</p> <p>Careful consideration given to curriculum sequencing which is reviewed regularly as a result of monitoring and feedback.</p> <p>Pedagogy CPD for all staff calendared into meeting times and teaching and learning monitoring in place.</p>	<p>Finetuning of progression within subjects to make links more explicit to both staff and children, enabling clearer links made across year groups to build on prior learning.</p>
<p><u>How good is our co-curriculum?</u></p> <p><i>Does it cover a wide range across artistic, creative, performance, sporting, debating, challenge, team and individual etc. so all pupils can both discover new interests and develop existing ones?</i></p> <p><i>Do we make use of or promote local, national or international programmes or organisations? (e.g. uniformed organisations, Duke of Edinburgh, National Citizen Service etc.)</i></p> <p><i>Is provision of high quality and does it challenge pupils and build expertise? Is participation sustained over time?</i></p> <p><i>Are there ample opportunities for pupils to compete, perform etc., and is success acknowledged and celebrated?</i></p>	<p>Sporting competitions attended well by children at Sky Primary and Eden Project Nursery as year groups progress.</p> <p>Plentiful opportunities for children to perform:</p> <p>Legacy learning outcome events/activities</p> <p>Christmas plays, weekly worship and whole school musicals.</p> <p>Involvement in local events – Christmas tree decorations, Paint the town yellow, etc.</p> <p>Involvement in Youth Speaks competitions. Oracy development planned for through a cooperative approach to learning. CPD and implementation of Let's Think in English.</p> <p>Organisations including Plymouth Argyle, Shelterbox and NSPCC are regular organisations that we work with.</p> <p>Kernow Learning Trust Council events further develop pupil voice – G7 and COP 26.</p> <p>Wide range of extra-curricular club provision from sports to cooking to book to choir to pet club!</p> <p>Attendance is monitored for inclusion of all pupils.</p>	<p>Local, national or international programmes – explore further opportunities further afield.</p> <p>Celebration of achievements in clubs outside of school – display these in school and celebrate in class worship times.</p>

	Specific clubs in place for PP, SEN and Service children.	
	Success and participation is acknowledged and celebrated through Class Dojo, Collective Worship, Celebration assemblies, Golden Awards, Newsletters, Facebook, Displays in school.	
<p><u>How well do we promote the value of volunteering and service to others?</u></p> <p><i>Are age-appropriate expectations of volunteering and service to others clearly established?</i></p> <p><i>Are opportunities varied, meaningful, high-quality and sustained over time?</i></p> <p><i>Do volunteering and service opportunities contribute to breaking down social barriers? Are they effective in making pupils civic-minded and ready to contribute to society?</i></p>	<p>Each year group research and vote on a charity to support throughout the year. They then identify opportunities to fundraise through the year.</p> <p>Involvement in St Austell area events – singing at the Christmas Light switch on, gardening in the local community to improve the environment.</p>	<p>Volunteering – research what opportunities can we further provide here for our pupils.</p> <p>Work in partnership with the local community to start new traditions in WCGV, ensuring the school is accessible to all.</p>
<p><u>How do we ensure that all our pupils benefit equally from what we offer?</u></p> <p><i>Do we understand and reduce barriers to participation (e.g. cost, timing, location, logistics, confidence, parental support etc.)?</i></p> <p><i>Do we enable young people from all backgrounds to feel as if they belong and are valued?</i></p> <p><i>Is our provision, including our co-curricular provision, appropriately tailored both to suit and to challenge the pupils we serve?</i></p>	<p>Pupil Premium strategy in place and on website.</p> <p>Reduced cost of trips for PP pupils.</p> <p>Parental support is valued and encouraged – reading volunteers in school, support on school trips to aid supervision.</p> <p>Values, TIS approach and PSHE curriculum help to ensure all pupils feel a sense of belonging and value.</p> <p>Emotional Check Ins in place in every classroom and time made to talk when children need us.</p> <p>I wish my teacher knew or a worry monster in every class and children taught how to use these to express themselves or ask for help.</p> <p>Pupil voice valued – SMSC floorbooks, Wellbeing floorbooks, regular pupil conferencing, feedback from School council (and School Parliament) as the year groups grow</p> <p>Inclusive approach achieved through excellent relationships.</p>	<p>Review of extra-curricular provision and build in tailored opportunities for identified groups of pupils.</p> <p>School Residentials will be arranged as a result of stakeholder opinion and age appropriately as the year groups develop.</p> <p>Involvement of families at every opportunity and local community groups.</p>