

Event / Experience	Term Date Children involved	Curricular Areas Covered	Impact	Additional Information: <i>Implementation and Intent</i>
Performances	All year groups All year round	RE, Literacy, drama, PSHE	<ul style="list-style-type: none"> <li>• Performance confidence</li> <li>• Deepening understanding of Christianity</li> <li>• Application of and purpose for literacy skills (writing poems and prayers)</li> </ul>	<ul style="list-style-type: none"> <li>• Follows long standing traditions of the school</li> <li>• Follows identification of the need to increase opportunities for performance and raising confidence in speaking and singing</li> <li>• Parent voice gained to evaluate the performances</li> <li>• Supports the vision of both schools – Christian Values and British Values.</li> <li>• Governors are invited to attend.</li> <li>• Leadership ‘top and tail’ the events, celebrating the learning and performances and identifying the significance of the celebration</li> <li>• National significant dates</li> </ul>
Enrichment Days	Twice yearly All year groups	Cross-curricular Skills not covered in curriculum	<ul style="list-style-type: none"> <li>• Development of non-curricular skills</li> <li>• Experience of visiting leaders</li> <li>• Experience opportunities not covered by the NC</li> <li>• Confidence</li> <li>• ‘Real life’ learning</li> <li>• Developing citizenship skills</li> <li>• Application of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of the need to increase opportunities for learning outside of the curriculum</li> <li>• Pupil voice gained following events to identify impact</li> <li>• Parents invited into school to share in the learning</li> <li>• Community links strengthened as locals and parents invited to support the workshops</li> <li>• Governors invited to celebrations, and invited to lead/support in activities</li> </ul>
British Values Celebration	Yearly special day Incorporated into Weekly British Citizen certificate All year groups	Humanities, PSHE, Citizenship, cross-curricular activities	<ul style="list-style-type: none"> <li>• Performance confidence</li> <li>• Making links across curriculum areas</li> <li>• ‘Real life’ learning</li> <li>• Deepening understanding of British Values</li> <li>• Developing citizenship skills and awareness</li> <li>• Application of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Introduced following the emphasis on British Values in the new curriculum.</li> <li>• Impact can be seen in the children’s knowledge of the values and the displays and collections of work in the school.</li> <li>• Certificate received by each child demonstrates their ability to follow the values and is shared with parents.</li> </ul>
International Day	Term 3 All year groups	Humanities, PSHE, cross-curricular activities	<ul style="list-style-type: none"> <li>• Deepening awareness of multi-faith society</li> <li>• Deepening awareness of other faiths and cultures</li> <li>• Performance confidence</li> <li>• Making links across curriculum areas</li> <li>• ‘real life’ learning</li> </ul>	<ul style="list-style-type: none"> <li>• Links to British Values and school vision.</li> <li>• Impact can be seen in books and through pupil voice about their awareness of other cultures</li> <li>• Visitors invited in to talk about their area of expertise or passion</li> <li>• Parents invited in to share in the day’s learning</li> <li>• Humanities Subject Leader organises, resources and leads on the events of the week</li> </ul>

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Anti-Bullying Week	Term 2 All year groups	PSHE	<ul style="list-style-type: none"> <li>Awareness of school policy</li> <li>Application of school policy</li> <li>Self-awareness and self-confidence</li> <li>Awareness of own and other's behaviour</li> <li>Parental engagement with school policy</li> </ul>	<ul style="list-style-type: none"> <li>Introduced as part of a national focus week – each year with a different theme.</li> <li>Led by the Assistant Headteachers and Senior Teachers – resourcing, planning, leading assemblies.</li> <li>Some of the foci of the week determined by parent and pupil questionnaires</li> <li>Parents invited in to workshops or special assemblies to share learning.</li> <li>Impact detailed through pupil voice and shared with parents through the website or newsletter.</li> </ul>
World Book Day	Term 4 All year groups	Literacy, cross-curricular learning	<ul style="list-style-type: none"> <li>Application of literacy learning</li> <li>Literacy across the curriculum</li> <li>Focus on specific area of need</li> <li>Raising awareness of policy</li> <li>Increasing parental awareness and support</li> <li>'Real life' learning</li> </ul>	<ul style="list-style-type: none"> <li>Introduced as part of a national annual campaign</li> <li>Led, prepared, organised and resourced by the English Subject Leader.</li> <li>Foci determined from broad areas of learning in need of further development, e.g. applying use of punctuation, non-fiction reading</li> <li>Encompasses some staff CPD, e.g. with the use of a particular strategy/equipment/concept</li> </ul>
Enterprise	Term 2 All year groups	Maths, Citizenship, PSHE, cross-curricular learning	<ul style="list-style-type: none"> <li>Application of learning</li> <li>Financial literacy</li> <li>Focus on specific area of need</li> <li>Raising awareness of policy</li> <li>Increasing parental awareness and support</li> <li>'Real life' learning</li> </ul>	<ul style="list-style-type: none"> <li>Led, prepared, organised and resourced by the class teachers</li> <li>Children make something to sell at the Christmas Fair and celebrate profit made.</li> <li>Foci linked to areas of maths learning in need of further development, e.g. addition of decimal numbers, finding change</li> <li>Encompasses some staff CPD, e.g. with the use of a particular strategy/equipment/concept</li> </ul>
Pioneer Federation Day	Term 6 All year groups from all three federated schools	Cross-curricular learning, Citizenship, PSHE	<ul style="list-style-type: none"> <li>Development of non-curricular skills</li> <li>Experience of mixing with other children in other year groups across three schools</li> <li>Experience opportunities not covered by the NC</li> <li>Confidence</li> <li>'Real life' learning</li> <li>Developing citizenship skills</li> <li>Application of learning</li> <li>Links to Forest School and P.E.</li> </ul>	<ul style="list-style-type: none"> <li>Governors and parents invited to join to see impact</li> <li>Impact detailed through pupil voice and shared with parents through the website or newsletter.</li> <li>Led by Heads of School, Forest School Leader and P.E. leads</li> </ul>

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Wellbeing Day	Term 2	PSHE, Mental Health and Emotional Wellbeing, Science (healthy mind and body), P.E.	<ul style="list-style-type: none"> <li>Self-awareness and self-confidence</li> <li>Awareness of own and other's behaviour</li> <li>Increasing parental engagement and awareness of how we, as a school, develop and encourage this</li> <li>Awareness of importance of keeping mind and body health</li> <li>Bringing community together</li> <li>'Real Life' learning</li> </ul>	<ul style="list-style-type: none"> <li>Led, prepared, organised and resourced by SENDCO and class teachers.</li> <li>Children experience a variety of activities all designed to increase awareness of their emotional health and wellbeing</li> <li>Impact seen through pupil and parent voice</li> <li>Supports staff wellbeing, too.</li> <li>Governors invited to join for the day and parents invited to join at specific parts of the day.</li> </ul>
Awe and Wonder Day	Term 1 All year groups	Humanities, PSHE, Citizenship, RE, Art cross-curricular activities	<ul style="list-style-type: none"> <li>Performance confidence</li> <li>Making links across curriculum areas</li> <li>'Real life' learning</li> <li>Deepening understanding of given theme</li> <li>Developing citizenship skills and awareness</li> <li>Application of learning</li> </ul>	<ul style="list-style-type: none"> <li>Links to Christian Values, British Values and school vision.</li> <li>Assistant Heads and Senior Teachers organise, resource and lead on the events of the week</li> <li>Governors invited to celebrations, and invited to lead/support in activities</li> </ul>
Forest School	All year round All year groups - timetable opportunities	Cross-curricular – topic linked	<ul style="list-style-type: none"> <li>Self-confidence</li> <li>Self-awareness</li> <li>Survival skills</li> <li>Tool skills</li> <li>Team work</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice gained – through evidence in the newsletter</li> <li>Links to school ethos, Christian Values, British Values.</li> <li>Evaluated termly and through planning</li> <li>Led, planned, assessed and delivered by specially trained Forest School Practitioners</li> </ul>
Choir	All year round Year 1-6	Music, PSHE, Drama	<ul style="list-style-type: none"> <li>Performance confidence</li> <li>Self-confidence</li> <li>Self-awareness</li> <li>Representing the school, responsibility</li> <li>Building links in the community</li> </ul>	<ul style="list-style-type: none"> <li>Follows identification of the need to increase opportunities for performance and raising confidence in speaking and singing</li> <li>Supports the vision of both schools – Christian Values and British Values.</li> <li>Governors are invited to attend.</li> </ul>
Competitive sporting events	All year round KS2	PE, PSHE	<ul style="list-style-type: none"> <li>Enhanced PE skills</li> <li>Team work</li> <li>Self-confidence</li> <li>Self-awareness</li> <li>Representing the school, responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Led, organised, planned and evaluated by the PE subject leader.</li> </ul>
Thrive	All year round All year groups – 'Thrive School' Individual children through 1:1 support, identified by class teachers, SENCO and SLT	PSHE	<ul style="list-style-type: none"> <li>Identifying and plugging gaps in development</li> <li>Supporting children in raising their emotional literacy</li> <li>Strategies for children to self-regulate</li> <li>Raising self esteem</li> <li>Raising attainment</li> </ul>	<ul style="list-style-type: none"> <li>Led, organised and resourced by the Thrive Practitioner, under the guidance of the SENCO and SLT.</li> <li>Evaluated at Pupil Progress meetings, with individuals receiving 1:1 support monitored against attainment targets</li> <li>Pupil voice and parent voice regularly used as an evaluation and informative tool.</li> <li>Monitored as part of the SEND Governor monitoring</li> </ul>

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Growth Mindset	All year round  Linked through Learning Powers	Cross-curricular PSHE	<ul style="list-style-type: none"> <li>• Raising self esteem</li> <li>• Raising attainment</li> <li>• Confidence building</li> <li>• Problem solving</li> <li>• Resilience</li> <li>• Team work</li> <li>• Self-confidence</li> <li>• Self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Link to school's vision and ethos</li> <li>• Links to Christian Values</li> <li>• Links to British Values</li> <li>• Led by various staff members, including class teachers, SLT, TAs, MDSAs</li> <li>• Evaluated and discussed through weekly assemblies</li> </ul>
Children as Leaders	All year round  Year 1-6 Pupil Gobs and House Captains voted for by peers Eco Warriors part of the Wildlife Explorers club Play Leaders trained and chosen by P.E. teacher – supported daily by MDSA. Learning Ambassadors write letter of application. Malawi Champions organise and lead a fundraiser once a year.	<ul style="list-style-type: none"> <li>• Pupil Governors</li> <li>• Learning Ambassadors</li> <li>• Eco Warriors</li> <li>• Play Leaders</li> <li>• Year 6 Special Friends/Buddies</li> <li>• House Captains</li> <li>• Malawi Champions</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence building</li> <li>• Gaining a sense of belonging</li> <li>• Experience in responsibility</li> <li>• Experience in meeting and speaking to unknown adults</li> <li>• Problem solving</li> <li>• Resilience</li> <li>• Caring for and supporting others</li> <li>• Wider community experience</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Governors meet with Federation Governors to lead on areas and are also role models for the school's values – Love, Strength and Faith.</li> <li>• Link to school's vision and ethos</li> <li>• Links to Christian Values</li> <li>• Links to British Values</li> <li>• Led by various staff members, including Senior Teacher, governors, class teachers and MDSAs</li> </ul>