**Personal Development Overview**

The Springfield curriculum is enhanced by regular ‘WOW! days’. During these days pupils experience enrichment activities linked to the relevant area of study or a personal development topic. ‘WOW! days’ provide opportunities to learn in context and bring ‘learning to life’ by establishing greater links and understanding between their class-based learning and the real world.

British Values and Cultural Capital are promoted by offering a wide range of enrichment activities, including visitors, trips and visits, special assemblies, ‘drop-down’ (themed) days, sporting events and residential trips. Pupils also have the opportunity to learn about nature and their environment during outdoor learning sessions. This revised approach to curriculum (what educators are teaching), is reflected in the new Ofsted judgement: “Quality of Education”. Also included in this judgement is the term cultural capital, which is defined as: “the essential knowledge that children need to be educated citizens” (Ofsted EY Inspection Handbook 2019, p31). Our curriculum is ambitious and planned to open up a range of learning that promote personal growth and development and can be applied to pupils’ future learning.

Our topics are organised around termly themes that inspire enthusiasm for learning, ensure achievement for all and support pupil wellbeing and happiness. During each topic theme, we carefully plan a practical and immersive experiences to help pupils become engrossed in their learning, whilst developing and enhancing a natural curiosity for the topic. All lessons are carefully planned with tasks aimed at supporting pupils to think for themselves and to solve problems in real life situations. Through this thematic curriculum we weave subjects together to create an exciting and engaging learning journey; exploiting the full range of subjects outlined in the National Curriculum where appropriate.

At Springfield School Cultural Capital is the thread that connects the curriculum to concrete learning opportunities to promote creativity, enjoyment and achievement. Enrichment activities are offered to enhance this learning and develop the personal skills required to develop in the wider world.

A scale and list of our enrichment activities are detailed below.

**Enrichment Activities Springfield School**

The following is a scale. At the early stages of enrichment, pupils will be encouraged to complete enrichment activities on site within school to enhance their learning and develop their personal and self-help skills, this scale builds on a child’s independence through a range of experiences.

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| **Activity** | **Target Area** |
| 1. Regular visits to other parts of the school for activities to enhance their own experiences – Sensory room, swimming. | * Begin to transition around school. * Participate in activities to enhance life experiences and develop interests |
| 1. Participating in ‘wow’ days within school in a different area to that of their classroom. This are not part of a child’s usual timetable. For example – Chinese New Year, Animal Day etc | * Transition around school. * Participate in activities to enhance life experiences and develop interests * Access experiences from other cultures within and outside of the local area * Participate in assemblies * Participate in Forest School activities in the school grounds. |
| 1. Begin to access activities off site. Access mini bus for short journeys, trips to enclosed local park, local shops, local area etc. | * Begin to transition outside of the school groups * Experience a wide range of activities in the local area * Build knowledge of local area * Build basic life skills in the local area |
| 1. Access class trips to enhance learning within school related to topics. See teachers planning for comprehensive list of trips. | * Transition outside of the school groups * Experience a wide range of activities in the wider locality * Enhance and underpin learning with real life experiences. * Begin to develop a flexibility in approach to new learning |
| 1. Access short residential stays over night. 2-3 days. | * Transition outside of the school groups * Experience a wide range of activities in the wider locality * Enhance and underpin learning with real life experiences. * Begin to develop a flexibility in approach to new learning * Begin to develop self-help and independence skills in the area of personal care |
| 1. Access longer residential stays over night. 4-5 days. | * Transition outside of the school groups * Experience a wide range of activities in the wider locality * Enhance and underpin learning with real life experiences. * Begin to develop a flexibility in approach to new learning * Develop self-help and independence skills in the area of personal care * Develop confidence in own independence |

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| **Activity** | **List of Activities** |
| 1. Regular visits to other parts of the school for activities to enhance their own experiences – Sensory room, swimming. | * Sensory experience and investigation * Swimming * Forest schools * Gardening * Care for animals (chickens) |
| 1. Participating in ‘wow’ days within school in a different area to that of their classroom. This are not part of a child’s usual timetable. For example – Chinese New Year, Animal Day etc | * Chinese New Year * Animal Day * Diwali * Art Day * Maths Fun Day * Science Investigation Day * Internet Safety Day * Friendship Day * Charity focus days * Topic enrichment days |
| 1. Begin to access activities off site. Access mini bus for short journeys, trips to enclosed local park, local shops, local area etc. | * Trips to the local shop * Trips to the local park * Trips on the Beatrice Barge * Trips to a local coffee shop * Trips around the local area of Leek |
| 1. Access class trips to enhance learning within school related to topics. See teachers planning for comprehensive list of trips. | * Trips related to topics to enhance learning (see teacher planning) * Reward trips to a place of choice |
| 1. Access short residential stays over night. 2-3 days. | * Residential trip to a local activity centre (Standon Bowers) |
| 1. Access longer residential stays over night. 4-5 days. | * Residential trip to long distance activity centre (Bendrigg) |

Further information about the provision for SMSC can be found and cross referenced in the SMSC Curriculum Document for Springfield School.