

Character Education Evaluation Report February 2020



School Position v DFE Benchmarking

A: What kind of a school are we?

Character Education is clearly articulated across all aspects of school including Website – character page and video, prospectus, classrooms, parent’s meetings, assemblies, displays, newsletters, curriculum intent statements, Character and cultural statements, British Values, SMSC.

There is a strong ethos in the school which is not tokenistic. Children have bought into the value of character and their character muscles and it is clear through their learning and the teaching that is carried out. Characteristics are both taught through the creative curriculum and caught through the school ethos.

Governors have had the purpose of character education explained to them.

Monitoring visits have focused on how well character is embedded into lessons and how learning behaviours show character education is being taken on board.

Character Education presentation meetings for parents have strengthened the link and joint message with parents and ensures they are well informed about how the school is developing character. This is supported by Class DOJO which provides information and feedback to parents.

End of year reports now include personal statements about the children based on character traits, strengths and weaknesses.

Next Steps:

Embed focused character certificates at the end of each half term.

ABA team awards for Happy Lunchtimes based on character.

Possibility of giving each class a character name.

Continue to strengthen parental links and opportunities for involvement.

Deliver one ‘character’ discovery day each term.

B: What are our expectations of behaviour towards each other?

Clear behaviour and reward systems: Friday awards, leaf awards are character based, Hot Chocolate Friday, house points have character themes.

There is a consistent expectation from all staff as to the behaviour of pupils.

Personalised behaviour plans for vulnerable children.

Assemblies focus on character muscles and how these can be shown in everyday behaviour and responsibility at school.

Regular CPD on behaviour policy and systems school wide.

Regular CPD on developing character muscles in classes through the curriculum.

Good examples of role model behaviour by all adults.

Restorative/ repair work with children who have not lived up to the high expectations of behaviour.

Happy Lunchtime initiative introduced to improve behaviour at Lunch and improve respect towards adults other than teachers in school which has been very successful.

Next Steps:

Continue work improving respect for all adults in school.

Continue work with adults who are not teachers as to their own high expectations of behaviour to ensure they are being consistent with the rest of the school.

C: How do our curriculum and teaching develop resilience and confidence?

We make sure that we include different teaching styles in lessons.

We use a range of questioning styles based around Bloom's Taxonomy.

We give children the opportunity to fail as the first step towards learning and positively praise failing after effort.

Children are encouraged to challenge themselves, despite the risk of failure, through chilli challenges.

Our creative curriculum encompasses all subjects where possible and makes them more relevant. It includes opportunity to use different character muscles within the teaching styles.

We promote paired, group work and encourage supporting others.

Shared reading activities where all children do the same task (scaffolded for SEN) gives confidence to less confident.

PSHE curriculum carefully developed to provide practical lessons with skills that can be applied.

We actively encourage competitive sport and celebrate success for those children.

Our residential trips all have character based themes and aims.

We promote special 'Discovery Days', for example, 'Character Education Day' which highlights particular skills or muscles for children to develop.

Next Steps:

Develop links to local businesses and inform pupils about how subjects in school can link to a career.

Evaluate each topic carefully to ensure different character traits are supported and that there is a balance across the curriculum to ensure the topic improves next time it is taught.

Develop a programme of character muscles to be introduced at each year throughout the school. This would ensure a better understanding of what they all mean and how they can be shown every day.

D: How good is our co-curricular provision?

Our creative curriculum has good coverage across all subjects over the two year rolling programme.

We have focus days which include Inspiration days, World Religion Days, Donington Dynamos sessions, Character days, World Book days.

School performances include KS1 and FS nativity, Y6 end of year production, choir performances.

We enter local community events such as Rotary Club music competitions.

Theatre group visits are part of Inspiration Days.

The school is one of a handful of platinum award schools in the county and we are involved in a large range of sports both individual and team.

We are involved in county and national sports programmes.

Clubs offer a range of opportunities for artistic and creative areas.

The creative curriculum is being built upon and is evaluated to ensure that provision is kept to a high standard. We are also building a skills progression across the years for each subject area.

Next Steps:

Embed the questioning techniques of Bloom's Taxonomy into all aspects of the curriculum.

E: How well do we promote the value of volunteering?

Throughout the school children are encouraged to volunteer for jobs within classes and around the school e.g. Assembly Monitors, IT Monitors.

Children can also apply to join the 'Pupil Leadership Council' in order to take on a range of responsibilities including School Council Members, Anti-Bullying Ambassadors, Digital Leaders, Eco Council Members and Librarians, for example.

Volunteers at our school bring with them a range of skills and experience that can enhance the learning opportunities of pupils. The school therefore, welcomes and encourages volunteers from the local community. The types of activities that volunteers engage in, on behalf of the school, include hearing pupils read, working with small groups of pupils to assist them in their learning, working alongside individual pupils, leading assemblies and accompanying school visits.

Next Steps:

Book a wider range of volunteers from charitable groups to present in assembly.

F: How do we ensure that all our pupils benefit equally from what we offer?

We have high aspirations for all our children and believe every child should be given the same opportunities as their peers, not just academically, but in all aspects of school life.

Our ethos is one that promotes equality. We believe that it is not about where you come from, but your passion for knowledge, and we are determined to ensure that all our children are given every chance to realise their full potential.

We have core value statements for all children which are implemented equally across the school.

As a school, we offer many benefits to help raise attainment and ensure all children are treated equally to their peers. For example:

We have the freedom to spend Pupil Premium funding in the way we think will best benefit individual children. The funding is allocated to a range of initiatives aimed at supporting more disadvantaged pupils, however, we reserve the right to allocate the Pupil Premium funding to support any groups of pupils the school has legitimately identified as being socially disadvantaged. Extra-curricular trips and residential visits in Y3 and Y5 are well attended – financial help is given where needed so very few miss out.

Our children are provided with a huge amount of cultural capital opportunities through our creative curriculum.

Extra-curricular clubs are a feature of the school and children with talent or need are signposted to these opportunities. Again, financial help is given where needed.

Character Education ensures consistent messages are given to the children in terms of expectation and the language used is also understood and clear.

All adults in school model high standards of behaviour and set fantastic examples.

Next Steps:

Further improve the school's teaching and learning of equality and diversity with a focus on the protected characteristics.

Ensure that the school's enrichment offer is effective in supporting character development in all children.