

Edale Rise Primary and Nursery School

CURRICULUM DEVELOPMENT

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EDALE RISE
Primary & Nursery School

Edale Rise

The aim of this document is to provide information about our curriculum entitlement and an explanation as to how we have developed an inclusive curriculum tailored to the needs of our children

The Curriculum

At Edale Rise, we define the curriculum as the entirety of the provision we deliver to our children. All aspects of our curriculum improve outcomes for our children and increase life opportunities. Our intention is to provide profound personal development for every child in our school.

Our curriculum is inclusive and encapsulates our 'Take Care' ethos to ensure children are well-rounded pupils with strong moral and social values.

Our knowledge-rich curriculum ensures our children develop a broad, rich and powerful knowledge base that will empower them to have positive impact on their world.

Recognition of the impact of our curriculum

Recent external validation of our approaches have included comments from Ofsted (2017), Challenge Partners and MAT audits

It has been noted that –

- We are 'At the forefront of best practice' (MAT review Jan 2019)
- There is a culture of embracing change. (Challenge Partners 2018)
- The immersive curriculum is really impacting on the learning and the children's writing; they are fully engaged and have the content and a purpose for writing (MAT review 2018)
- The deputy head teacher is developing an impressive piece of work around the school's curriculum design; it follows all current principles and best practice thinking and is having a noticeable impact on children's engagement and enthusiasm for writing with purpose (MAT review 2018)
- Topic booklets are being developed which outline, engaging approaches to the unit of work; there are also opportunities for pupils to work on these at home and share their learning with their parents and carers (MAT review 2018)
- Key concepts, for example empire and monarchy, are detailed in the overview and then meaningful learning opportunities, linked with vocabulary development, are built into the unit (MAT review 2018)
- Vocabulary development is strong and links are effectively made with the immersion topic; as a result, pupils' understanding is secure and they are using much more adventurous vocabulary in an increasingly confident way (MAT review 2018)
- Pupils in key stage 2 were observed to use devices such as rhetorical questions and complex sentences in their writing, inspired by their topic work on Vikings or by a literature theme (Ofsted 2017)
- The curriculum is providing relevant and meaningful links across subjects to enable pupils to apply their knowledge, skills and understanding. (Challenge Partners 2018)
- Leaders encourage teachers to try out new ideas and to be bolder in their approach. As a result, the creative curriculum is more practical and involves pupils in making choices about how they present their work. (Challenge Partners 2018)

Step One – What is our Curriculum?

It is important not to conceive the curriculum solely as the features of each subject children learn. The curriculum should encompass all aspects of provision.

Our curriculum design has taken into consideration the local context of our school, our ethos and the importance of knowledge acquisition. Our curriculum is child-centred, inclusive and enriched with numerous opportunities. In order to deliver a world-class curriculum, we are continuously interacting with the latest educational research to ensure our provision is constantly improving and teachers are equipped to deliver outstanding provision.

Our Model



| | | |
|---|---|---|
| <p><u>Local Context</u></p> <p>Our provision reflects the needs of children in the community</p> | <p><u>Knowledge</u></p> <p>Children develop broad, rich and powerful knowledge that empowers them to succeed</p> | <p><u>Inclusion</u></p> <p>We provide bespoke curriculums to ensure all can succeed</p> |
| <p><u>Take Care</u></p> <p>Our overriding ethos is reflective throughout each aspect of our curriculum</p> | <p><u>Child-Centred</u></p> <p>We place the needs of our children at the centre of everything we do.</p> | <p><u>Innovation</u></p> <p>We ensure our curriculum is continually adapted to ensure our children are equipped for their future careers and for adulthood</p> |
| <p><u>Enrichment</u></p> <p>The curriculum is exciting and stimulating and ensures knowledge is retained and learning is seen as a positive experience</p> | <p><u>Research</u></p> <p>We have a duty to interact with the latest educational research and adapt our provision to ensure the best possible outcomes</p> | <p><u>Staff Knowledge</u></p> <p>It is vital that we ensure all staff (including Teaching Assistants) have up-to-date knowledge in order for them to deliver an exceptional curriculum</p> |

Step Two – Children’s Needs and Local Context

In order for our curriculum to equip our children to be ready for their current and future lives there needs to be clarity of purpose linked to the knowledge and skills taught.

Aspects to Consider

- Local context/community
- Inclusion
- Future needs – further education/careers
- Future needs- secondary schooling
- Future needs – model citizens

| Aspect of local context | Ramifications for Curriculum Design | Curriculum Aspect |
|---|---|--|
| We have a vibrant multi-cultural community | <ul style="list-style-type: none"> * Our curriculum needs to be accessible to all cultures * Our curriculum needs to celebrate and utilize the diversity of cultures * Our curriculum needs to ensure aspects of each culture are threaded through the curriculum | <p>Our curriculum has opportunities to celebrate festivals and culture such as Eid and Christmas</p> <p>Our RE curriculum focusses on key aspects of main religions and those in which our children belong. There are regular trips to places of worship. Children have opportunities to look at global and community aspects of topic work and our topics are diverse in nature (see future section). Children are given opportunities to discuss similarities and differences between religions and cultures. Parents are invited in to school to talk to children about their cultures and religions.</p> |
| Our school is situated in the inner city of Nottingham | <ul style="list-style-type: none"> * Our curriculum needs to provide profound personal development in order to increase life chances * Many children begin in nursery with low baselines. Our curriculum in the Early Years unit needs to focus on speaking and listening and social skills such as sharing | <p>Our immersive curriculum approach enables children to access key skills with understanding and context. For example, in Year two a topic on rainforests will thread through all lessons taught through the day including English and science sessions. This gives children a deep understanding of key threads, vocabulary and concepts, which enables them to produce informed written work.</p> <p>In our Early Years setting, work is based on books and topics that interest the children. It is heavily focused on verbal communication and giving children vocabulary linked to everyday life.</p> |
| In general, our families have a high regard for education | <ul style="list-style-type: none"> * Our parents can help to support and promote a positive attitude to learning * Our parents can enhance curriculum opportunities by helping with enrichment and coming in to talk about their careers and cultures | <p>Our curriculum includes opportunities for parents to take part in curriculum projects with their child at home. Parents are invited in to take part in workshops and lessons to enable links to be made between learning at home and school</p> <p>Parents come in to school to provide support with understanding aspects of our curriculum linked to culture and community. In addition, we have parents who come to speak about gender equality and children with special needs. Our Take Care approach focusses on acceptance and understanding of everyone. This can only happen if children are exposed to a diversity of experiences such as our special days – National Women’s day and autism awareness week for example</p> |
| Our school is relatively small | <ul style="list-style-type: none"> * Our curriculum needs to be fit for purpose in terms of expectations on staff linked to time management and integration of traditional subjects in to an immersive approach | <p>Our Knowledge- based immersive curriculum has been intentionally designed to enable lessons to cover more than one academic field at a time. This means that our small staff team can work creatively to ensure children are exposed to a broad and balanced curriculum. For example, children might focus on a text about Romans in shared reading and then follow this up with a more practical lesson linked to Roman Culture.</p> |
| Many families are newly arrived in to the country or first generation | <ul style="list-style-type: none"> * Our curriculum needs to be fully inclusive * Our curriculum needs to accommodate for children who are New to English * Our curriculum needs to ensure all elements are immersive in nature to give children a context to their learning | <p>We have designed an alternative curriculum for children arriving to our school who are new to English. These children spend the morning learning basic words and focusing on developing sentences. Their curriculum is language rich and practical in nature. Their maths sessions are also designed to cover key concepts without being heavily reliant on verbal and written tasks.</p> |

| | | |
|--|---|---|
| | | <p>The immersive approach also means that all lessons have a link and a focus on vocabulary and understanding. Teachers design a knowledge organizer (see future section) which gives visual aids to explain new words.</p> <p>Our Take Care approach means that children are welcomed to Team Edale and cherished. Each week, for example, in our reception class, children learn words from another language taken from the diversity of languages spoken by pupils in the class</p> |
| <p>Our community has a high deprivation factor with many children in households with low incomes</p> | <ul style="list-style-type: none"> * We need an aspirational curriculum which ensures children are able to access higher education * Our curriculum needs to ensure our children have equality of life chances * Our additional funding needs to enhance the curriculum and ensure it meets individual needs * Our curriculum needs to provide accelerated progress | <p>Our curriculum and enrichment opportunities are varied in order for all children to discover their strengths and interests. For instance, children visit a local high school and take part in engineering days.</p> <p>We have links to the local Secondary school and Universities and children visit or have sessions in school by staff from these settings. This is an intentional curriculum choice to enable our children to be aware of their future options. Our curriculum makes links to future careers such as our year four project on creating a business that leads to building robots.</p> <p>The funding we receive for pupil premium pupils is mainly spent on staffing to ensure those who are New To English or have special needs receive a bespoke curriculum. The money is also used to enrich the curriculum with additional experiences such as events and trips</p> |
| <p>The majority of future careers in our city are reliant on IT skills</p> | <ul style="list-style-type: none"> * Our curriculum needs to ensure children have IT skills which are transferrable and our IT equipment needs to be kept up to date | <p>Children have opportunities to work with IT equipment regularly. In the Early Years, there is a planned IT package for children alongside computers children can access independently with programs linked to all aspects of the curriculum.</p> <p>Children are taught basic computing skills throughout the school and there are sessions on coding using the I-pads</p> <p>Many aspects of the curriculum are enhanced using IT. Maths is supported by the whole school use of TT Rocks both in school and at home</p> |

At Edale, we value our community and our families. Our locality means there are many barriers that children and their families face. We do not accept that our children's future is decided by the area they are born in and our curriculum aims to promote positivity, confidence and a high level of Knowledge and skills.

Inclusion

Our curriculum reflects our inclusive approach and our whole school Team Edale ethos. We are a team and everyone belongs in our team.

Our curriculum is inclusive because –

- It is designed to be immersive and therefore all children are able to access the content because it is threaded through all subjects
- We have curriculum support and alternative approaches for children who are New To English and those with Special needs
- There are opportunities for children to discuss their feelings and work well-being is integral
- Wherever possible, children access all aspects of the curriculum, tailored to needs
- Enrichment activities enhance our curriculum and provide children with contexts to learning
- We understand differing needs of children and have resources and practices to ensure curriculum access

We have designed our curriculum carefully to ensure it is inclusive. This year (2019-2020) we are working on ensuring all aspects of school development have clear sections to relate to our inclusive approach

Future needs

At Edale, we are aware that we need our curriculum to equip children for their future.

| Aspect of future need | Curriculum implication |
|---------------------------------|--|
| Secondary education | <ul style="list-style-type: none">* Our curriculum has a rigor and challenge in English and maths. High expectations and a mastery approach ensure accelerated progress* Our curriculum is broad and balanced to ensure children experience all subjects which will be built on in year seven* Our curriculum is inclusive and aspirational for all children* Our PHSE curriculum and focus on values enables children to acquire personal and social skills |
| Further education/career | <ul style="list-style-type: none">* Our curriculum is aimed to make University accessible to as many children as possible* Our curriculum has elements linked to future careers and learning* Our curriculum includes links with local Universities* Our curriculum is designed to build confidence in order to instill aspiration in children |
| Adulthood | <ul style="list-style-type: none">* Our curriculum has a focus on respect for all communities, cultures and religions* Our curriculum equips children with skills (such as handling money) which they will require in later life* Our curriculum and ethos is linked to a 'Take Care' approach which fosters an understanding of needs of others and self* Our curriculum emphasizes values linked to morality to ensure children have a strength in their moral outlook |

Step 4 – Creating a Whole-School Ethos

Our school ethos embodies the key approach we take to education and who we are as a school community.

It affects curriculum delivery and design and is threaded through all aspects of school life.



A 'Take Care' Model For Excellence



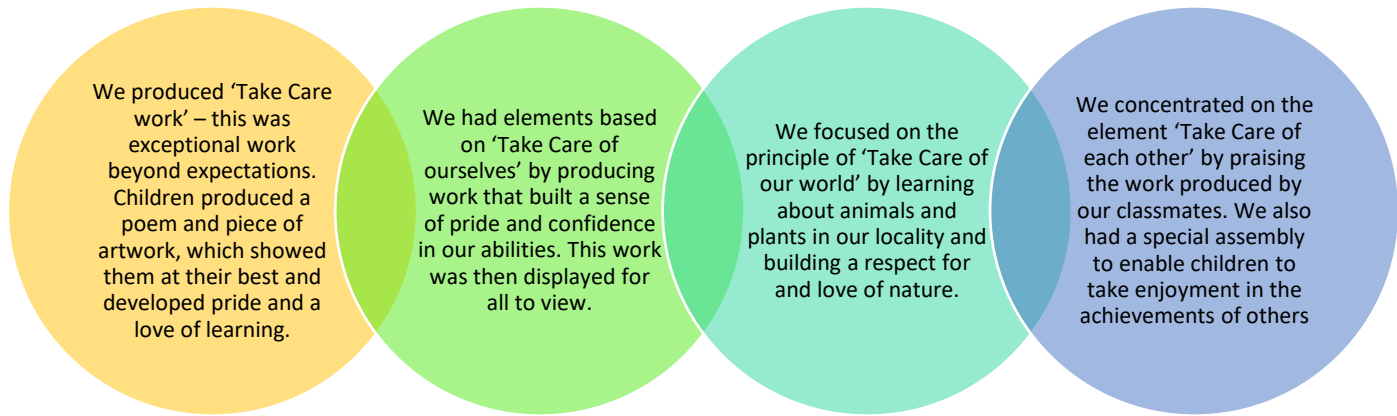
Our ethos is, at first glance, simplistic and this is intentional, as we want all children to be able to access the approach. Our mission statement consists of two words – Take Care. Our curriculum follows four key principles –

- Take care of ourselves
- Take care of each other
- Take care of our work
- Take care of our school and our world

This means that our curriculum design includes aspects of these principles in each lesson. A current example was our whole school project based on the 'Lost Words' book by Robert Macfarlane. The book of poems includes inspiring artwork interwoven throughout. It is a magical book based on British flora and

fauna. Each class spent a week working on the poems. The expectation was that all children would have produced a poem and a piece of artwork by the end of the week

So, how does the 'Take Care' approach thread through the curriculum?



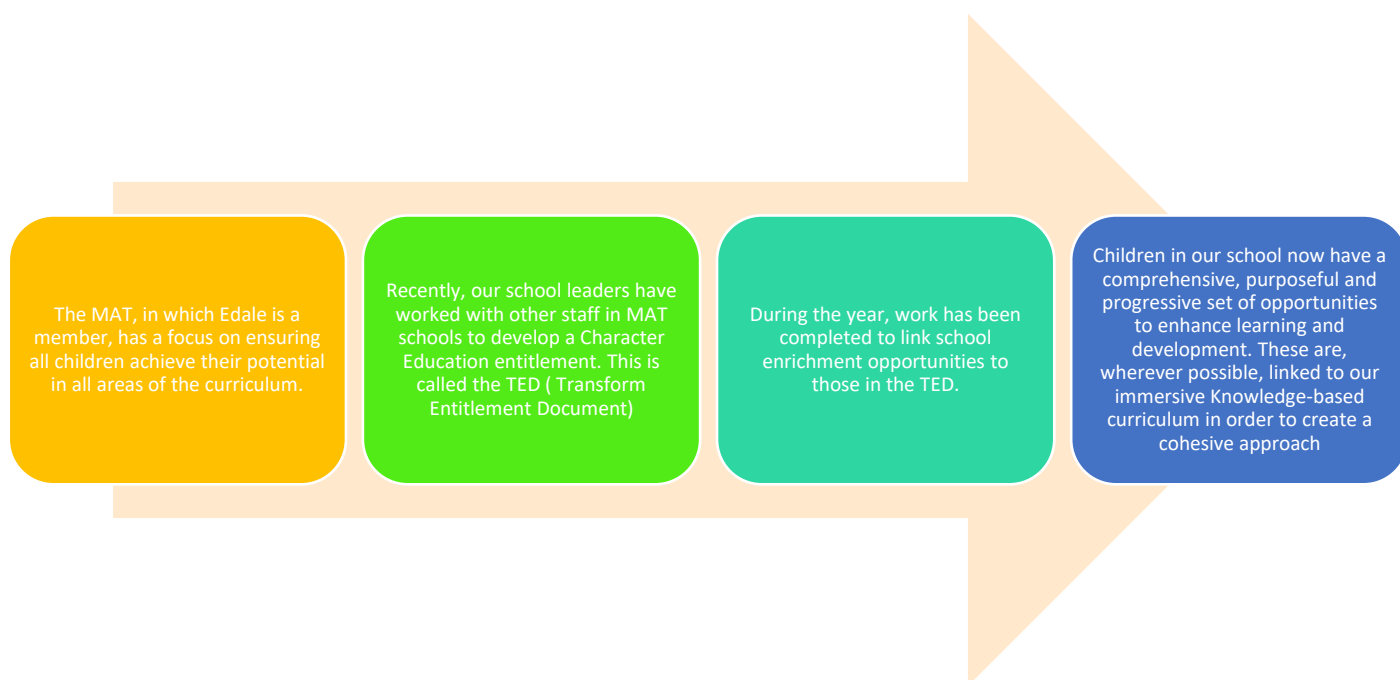
Our ethos means that children have a sense of belonging and a consistent approach to their learning. The curriculum is consistent and this increases learning potential for all children.

Children also have an ownership of their learning and become more involved in curriculum opportunities. Children design and lead events and clubs within school alongside staff.

Leadership is an important skill to develop and our ethos enables children to have opportunities to learn how to lead by taking care of each other. The curriculum enhances this by including leadership sessions particularly in upper school.

Our 'Take Care' approach also includes behaviours for learning. There are no school rules at Edale as we encourage children to develop exemplary behaviours and an intrinsic understanding of how to behave in school and society. This enables children to be able to focus on their learning without disruption.

Step 6 – Character Education

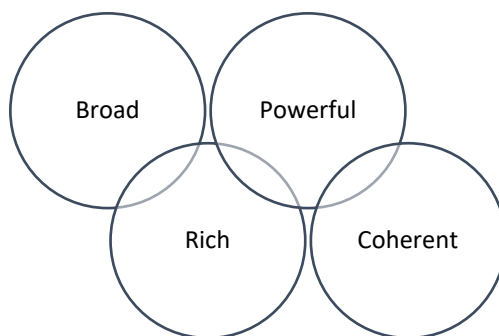


At Edale, we believe in nurturing all aspects of child development and providing opportunities that give children chances to shine in areas that are not necessarily based on core subject learning. The following page shows a copy of our character education entitlement which is available wherever possible, to all children.

A Knowledge-Rich Curriculum

What is a knowledge-rich curriculum?

Our knowledge-rich curriculum is purposefully designed to ensure that children gradually develop and retain a broad and rich body of powerful knowledge that allows them to think deeply and creatively about the world in which they live. Our knowledge-rich curriculum can be understood as being broad, rich, powerful and coherent.

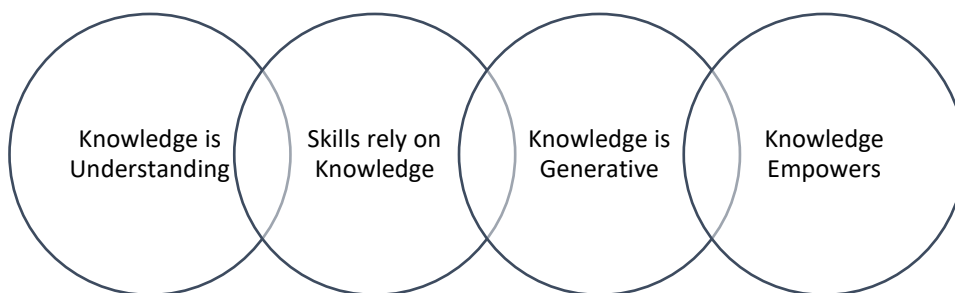


- Broad – the knowledge learnt is grounded in science, history, geography and the arts.
- Rich – the knowledge learnt is culturally rich, transferable and valuable to know.
- Powerful – the knowledge learnt allows children to think deeply and creatively about the world.
- Coherent – the knowledge learnt is strategically sequenced and revisited to develop rich, detailed schemas.

(Adapted from Didau, *Making Kids Cleverer*, 2018)

Why focus on knowledge?

Children who have a broad and rich knowledge base by the time they leave primary school are significantly more likely to be academically successful at secondary school (Hirsch, 2018). Many children begin primary school with a deficit in knowledge and vocabulary (Hart and Risely, 1995) and unless this deficit is addressed at primary, it is highly unlikely these children will catch up at secondary (Fisher et al 2011). It is our duty as primary educators to empower our children with the knowledge and vocabulary to be successful at secondary school.

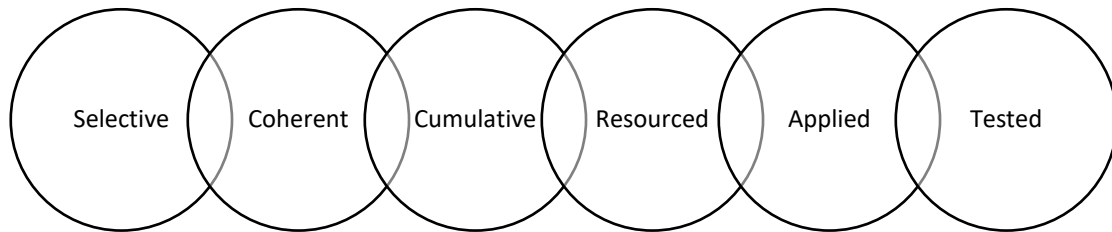


(Adapted from Ofsted Curriculum Workshop, 2018)

- Background knowledge is the strongest predictor of comprehension (Recht and Leslie, 1987). In teaching children knowledge of the world we develop rich and detailed schemas that allow them to understand a rich and wide range of texts (Willingham, 2015). Teaching knowledge is teaching reading.
- Knowledge is a prerequisite of any skill. In order for children to think deeply and creatively about an issue, they must first have a deep and secure understanding of that issue (Willingham, 2007). Experts in any field rely heavily on rich and developed schemas of knowledge (Hirsch, 2018).
- Knowledge is highly transferable between contexts and is generative i.e. the more you know the easier it is to learn new things (Willingham. 2007).
- Those from disadvantaged backgrounds begin school with a 'knowledge gap'. Ensuring this knowledge gap is eradicated before children leave primary school is the most significant thing we as teachers can do to give the less-privileged access to the knowledge they need to succeed.

How is the knowledge-rich curriculum designed?

Staff at Edale are in the process of developing our knowledge-rich curriculum. This is a long-term process and we are purposefully not rushing its development. Our ultimate aim is to produce a world-class knowledge-rich curriculum that is selective, coherent, cumulative, fully-resourced, applied using the principles of cognitive psychology and field-tested.



(Adapted from E.D Hirsch *Why Knowledge Matters*, 2018)

Selective

Time in school is finite. Selectivity, therefore, is critical in setting topics that make the curriculum powerful and teachers effectively capitalise on their time with their children. The topics chosen provide children with the most enabling knowledge possible. Some curricular topics are essential to the subject matter itself, such as photosynthesis or evaporation. Other topics, such as the British Empire, are essential to shared cultural identity. Still others, such as *A Christmas Carol* are essential to equality.

Coherent

Coherence within year groups is important for substantive learning and vocabulary acquisition. Teachers plan writing and reading activities linked with geography, history, science, the arts and R.E., rather than stand-alone non-fiction English lessons. Links between these subjects are also established where appropriate to ensure rich schemas are developed. Sustained topics requiring the same “world fields” last for approximately six weeks to ensure children have had sufficient time for this knowledge to be embedded in long-term memory (Binton, 2000).

Cumulative

Designing a multi-year cumulative sequence of topics is important to ensure children develop their schemas of a subject progressively as they move through school and that prior learning is developed upon and revised. Learning within a year is routinely assessed through low-stakes quizzes to ensure that all children develop and retain the knowledge required to be successful in the following year.

Resourced

Topics in history, science and geography are fully resourced with a high-quality non-fiction books. This provides teachers with the subject knowledge to teach the topic effectively, which is essential to our curriculum’s success as teacher subject knowledge is one of the strongest predictors of success (Coe et al, 2014). These texts are highly engaging, well written and set out a high academic expectation for all children (Rosenthal & Jacobson, 2008).

Applied

The application of the knowledge-rich curriculum is paramount to its success. Teachers apply their understanding of cognitive psychology to create rich and meaningful learning experiences. This is further elaborated upon in the next section.

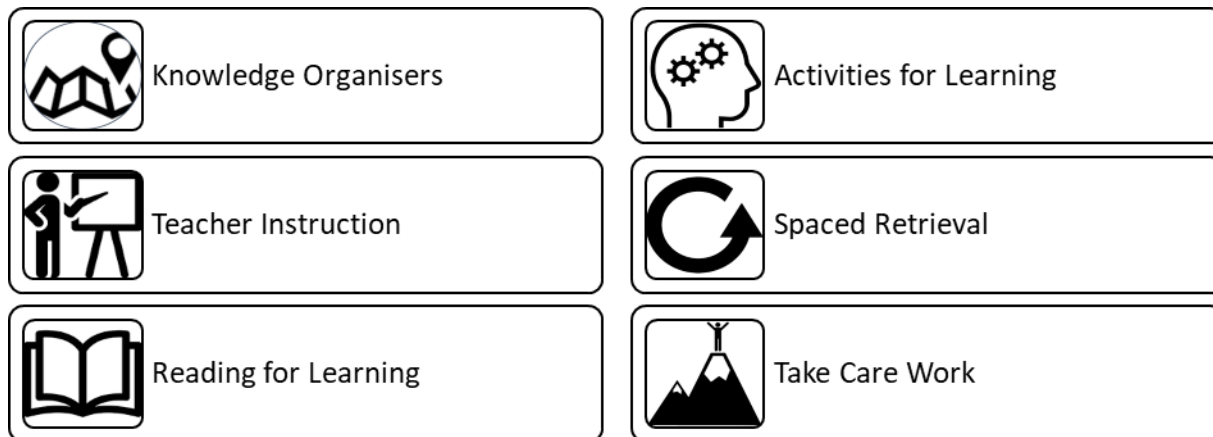
Tested

Finally, the curriculum is field-tested. Only actual experience in the classroom can determine how successfully topics interact and reinforce one another and how much time they might require. Our knowledge-rich curriculum is therefore constantly evolving and improving.

How is the knowledge-rich curriculum applied in the classroom?

The application of the knowledge-rich curriculum is consistent across the school and is informed by research in cognitive psychology. Learning only takes place if there is an alteration in long-term memory (Sweller et al, 2011). The purpose of this model is to ensure that the knowledge of the unit is embedded into the long term memory of every child in the class. This model is referred to as 'Teaching for Knowledge'.

Teaching for Knowledge



Knowledge Organisers

Knowledge organisers act like a map with which the teacher and children can use to navigate their way through a topic. They set out the key knowledge and vocabulary to be learnt in order to understand and master a topic. They can be used to aid planning, as a quizzing tool in lessons, as an assessment tool for teachers and to help communicate what learning has taken in school with parents at home.

Teacher Instruction

Teachers at Edale explicitly and deliberately teach the knowledge through teacher-led instruction utilising Rosenshine's Principles of Instruction (Rosenshine, 2010) and dual coding (Paivio, 1973). As opposed to "activity-based" or "enquiry-based" learning which has been shown to have limited impact on knowledge acquisition (Kirschner et al 2006; Hirsch, 2018).

Reading for Learning

Reading is an essential component of the knowledge-rich curriculum. Teachers utilise their expertise in whole-class reading to reinforce or complement the learning of the instruction. In younger year groups, the bulk of the reading will be done by the teacher as children's listening comprehension is superior to their reading comprehension (Sticht and James 1984), in older year groups children will be expected to read along or read independently.

Activities for Learning

Utilising their understanding of the working memory model (Baddeley and Hitch, 1974) and desirable difficulties (Bjork and Bjork, 2011), teachers create meaningful learning activities that require effort for children to retrieve and apply what it is they have been taught thus strengthening the information's storage strength. Teachers use a range of activities, which vary according to the key skills of the subject being taught.

Spaced Retrieval

Retrieval practice has been shown to have a significant impact on knowledge retention (Ebbinghaus, 1985). Teachers make use of retrieval practice to ensure knowledge is learnt and retained over time. Teachers use low-stake quizzing and various others methods of retrieval practice throughout a unit of work to ensure long term retention of material. Retrieval practice is also used to revise material from previous units within and between year groups.

Take Care Work

Children should apply the knowledge developed in a unit to a piece of work which includes some extended writing, one which encapsulates our 'Take Care' ethos. The piece should clearly exhibit the learning that has taken place and result in an ambitious and well-informed piece of work. It should be crafted and presented beautifully so that children can take pride in this outcome of their learning.

Enrichment

Trips and Visits

Trips and visits are a key part of our curriculum. They provide children with exciting, real life experiences that inspire and embed knowledge acquisition. Children in every year group take part in a school trip at least once a term and regular use of the local area is encouraged throughout the year.

Meaningful Enrichment

There is still a place in a knowledge-rich curriculum for meaningful enrichment activities such as creating models or class plays. It is important that children are excited and engaged by the topics that they study and these activities help with this. However, teachers are aware of their limitations as learning activities if done in isolation. The enrichment always sits within a well-planned unit and complements the learning. If, for example, children create a model volcano, then it may be used as a prop in a well-written, well-informed presentation.

Reading and Writing across the Curriculum

All non-fiction writing and reading is taught through history, science, geography and RE. This accounts for approximately half of all writing and reading lessons. This gives a clear purpose for reading and writing: to learn and reinforce knowledge and for a child to present and evidence their learning in these subjects in writing.

The other half of the writing and reading curriculum is taught through fiction and poetry. In these fictions units, links are made to the topic where appropriate; however, the focus of these session is to study and enjoy high quality literature and write fiction and poetry that captures the interest and imagination of the reader.

Teachers are not restricted by their topics in their choices of literature to study. It may be entirely appropriate for the fiction work to inspire and lead a mini-topic to provide context for the piece. For example, if a teacher chooses to study an extract from *Treasure Island* then it would be highly beneficial to conduct a short on piracy in the 18th century to create synergy between the fiction and non-fiction work.

Impact

We are still early in our journey on curriculum but already we can see an impact on pupil outcomes. In Summer 2017, we began to teach writing and reading through topic: this was the beginning of our curriculum journey. It meant that time was made available for the teaching of history, geography and science, which led to children developing richer schemas of the world around them. We know background knowledge is key to success in the Key Stage 2 Reading SATS.

Reading KS2 Results

| 2016 | | 2017 | | 2018 | | 2019 | |
|------|-----|------|-----|------|-----|------|-----|
| EXS | GDS | EXS | GDS | EXS | GDS | EXS | GDS |
| 60 | 13 | 67 | 18 | 82 | 20 | 72 | 17 |

The knowledge rich curriculum began its journey in summer 2017. From 2018, our KS2 outcomes show the impact of rigorous instruction of knowledge and vocabulary through reading from a broad canon of non-fiction.

Writing KS2 Results

| 2016 | | 2017 | | 2018 | | 2019 | |
|------|-----|------|-----|------|-----|------|-----|
| EXS | GDS | EXS | GDS | EXS | GDS | EXS | GDS |
| 76 | 0 | 63 | 26 | 78 | 12 | 78 | 25 |

Our writing outcomes at KS2 show a similar story to our reading outcomes. School improvement advisors visiting our school have commented that because children write “from an informed perspective” outcomes have clearly improved.

What Next?

Our curriculum is always in development, as it needs to respond to changing needs in terms of –

- Cohorts of children
- Individual children
- Developments in research on learning and pedagogy
- Shifts in priorities on a local and global scale
- Careers developments in an ever-changing world
- Advancements in IT

Edale Curriculum – The magical formula

To summarise the contents of this document our curriculum focuses on three key elements

The magical formula.....

• A purposeful, well designed curriculum which has impact on children's outcomes and is tailored to suit the needs of children

• A culture of opportunity where all children have the chance to participate in a variety of enrichment opportunities

A safe environment which nurtures a sense of belonging and encourages children to be the best version of themselves. To include development of personal and social skills and a culture of respect and understanding

Our curriculum is reliant on all three elements working together to ensure the curriculum we provide our children is fit for purpose and aspirational, inspirational, progressive, innovative and fun!

The final say goes to our children and parents

'I nearly missed my dinner time because I was loving me learning so much' YR 5 child

'I love this school, I learn so much and I feel like it is part of my family' YR4 child

'I want to thank you as my son's behaviour has changed so much at school and home' YR3 parent

'I had the chance to move to a better house but I turned it down as it was out of catchment' YR5 parent

'I have been bringing my children to this school for nine years and you are part of my family' YR5 parent

Edale Transform Enrichment Diploma

TED

All Transform schools believe their children are entitled to broad horizons, opportunity and high aspirations for themselves. All children in our schools deserve to be inspired and challenged enabling them to develop their unique potential to the full.

- Academic achievement is important to Transform but preparing all children for life requires more than this. TED is intended to:
 - Enrich cultural capital
 - Empower all children as agents of change through the Transform values
 - Engage all children in citizenship
 - Develop all children’s holistic identity and personal view
 - Develop leadership and independence in all children
- Each child will tackle TED through an individually tailored programme designed to suit their specific personal co-curricular interests, skills and development needs. This will be scaffolded by Transform values and Edale ‘Take Care’ philosophy. All children will be encouraged, in appropriate ways to their needs to reflect on how their learning may unify into a single coherent learning experience for the future.
- TED’s aim is to inspire all children to develop skills, talents and character through a wide range of activities, using their curiosity and creativity to find ways of achieving their potential. Having the confidence and drive to live out the Transform values and Edale ‘Take Care’ approach based on profound personal development.
- TED will take Transform all children beyond the usual to deliver a range of memorable experiences to surprise and delight.
- TED will link to Edale and Transform’s curriculum bringing breadth to educational experience for all children allowing for a more personalised approach
- The Transform Trust community will celebrate the all children’s achievement at the end of each stage

| TED | Level | Value | Strand | | | | | | Other opportunities |
|----------------|--------|---|---|---|--|--|--|---|---|
| | | | Personal Challenge | Sport/health | Volunteer /community | Leadership | Trip / event | Arts / Culture | |
| Foundation 1+2 | Bronze | Together-ness, Fun Take Care values | Build a den and camp fire Have a go at riding a bike/trike Forest schools | First Sports Day Take part in an active club Ice skating Lifebus Yoga sessions | Making cakes for community visitors Links with a local community group Take part in Community Action Week Raise money for charity | Teach a friend a new skill | Visit a Farm or meet some farm animals Do a leaf /bark rubbing Visit the local library | Display art outside Make and fly paper plane Perform in a Nativity Music interaction sessions 'Take Care' work on display in school Celebrate two cultural events Take part in a Harvest Festival | FS after school clubs Team Edale Ambassador Edale's got Talent |
| Year 1+2 | Silver | Respect, Resilience Take Care values | Make a musical instrument using natural materials or kite Catch a variety of balls Forest schools | Take part in Transform KS1 festival of sport Take part in an active challenge set by Transform Sports Leaders. Swimming lessons | Raise money for a local charity Plant within your own locality i.e. Grow a Pizza wheel Take part in Community Action Week | Become part of a pupil voice committee Present to a group of people i.e. parents, another class | Camp in a field and cook on a camp fire Treasure hunt Empty classrooms Visit a local park | Experience live performance Visit a place of worship Work with a local artist and display in school | Photography club After school clubs Team Edale Ambassador Residential Canville coaching Edale's Got Talent TT Christmas show Bake off |

| | | | | | | | | | |
|------------|------|--|--|---|---|--|---|--|--|
| | | | | <p>Yoga sessions</p> <p>Sports days</p> <p>Lifebus</p> | | | <p>RE trip</p> <p>Visit the local library</p> <p>Sleepover in school</p> <p>Trip to the seaside</p> | <p>Perform in a nativity</p> <p>Music interaction sessions</p> <p>Take Care' work on display in school</p> <p>Learn to sing a song and use signing</p> <p>Celebrate four cultural events</p> <p>Activities linked to our school in France</p> <p>NTU History sessions</p> <p>Take part in a Harvest Festival</p> | |
| Years 3 +4 | Gold | <p>Nurturing,</p> <p>Original,</p> <p>Strength</p> <p>Take Care values</p> | <p>Care for an animal: Make a bird feeder / bug hotel</p> <p>Perform a song in another language</p> <p>Origami</p> <p>Forest schools</p> | <p>Run a mile – TT fun run</p> <p>Try a new sport</p> <p>Healthy lifestyle programme</p> <p>Sports days</p> | <p>Plant it grow it eat it – cook meal for someone else</p> <p>Raise money for a national charity</p> <p>Take part in Communi</p> | <p>Learn some first aid</p> <p>Plan and lead a school/class assembly</p> | <p>Go on a tram or train</p> <p>Visit another Transform Trust school</p> <p>Empty classrooms</p> <p>RE trip</p> | <p>Play a musical instrument (strings) / Perform in a concert</p> <p>Enter an art competition</p> <p>Perform in a Christmas show</p> | <p>Photography club</p> <p>After school clubs</p> <p>Team Edale Ambassador</p> <p>Canville coaching</p> <p>Edale's Got Talent Nottingham High school</p> |

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| | | | | | ty Action Week | | | <p>Take Care' work on display in school</p> <p>Learn to sing a song and use signing</p> <p>French artist performance</p> <p>Celebrate four cultural events</p> <p>Activities linked to our school in France</p> <p>Visit the local library</p> <p>Take part in a Harvest Festival</p> | <p>enrichment days</p> <p>Pantomime trip</p> <p>Bake off</p> |
| Year 5+6 | Platinum | <p>Motivation,</p> <p>Ambition,</p> <p>Adventure</p> <p>Take Care values</p> | <p>Cook a healthy meal</p> <p>Attend a careers event</p> <p>Learn some sign language</p> <p>Attend 'show racism the red card'</p> <p>Forest schools</p> | <p>Represent your school in an event</p> <p>Orienteering</p> <p>Try a water based activity</p> <p>Notts County sessions</p> | <p>Take part in a debate with an MP/councillor about a community issue</p> <p>Link a project to community action week</p> | <p>Enterprise endeavour</p> <p>Leadership for Kids Programme (CST writing)</p> <p>Prefect system</p> <p>Become a</p> | <p>Trip to Parliament, University, Town Hall, Council House, local businesses or courts</p> <p>A residential away</p> | <p>Perform in front of a large audience (Christmas show and YR6 leaving assembly)</p> <p>Display art in a public space</p> <p>Take Care'</p> | <p>Photography club</p> <p>Football team</p> <p>Cheerleading squad</p> <p>After school clubs</p> <p>Sports ambassador or role</p> <p>Children's parliament rep</p> <p>Team Edale</p> |

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| | | | <p>Take part in transition visits</p> | <p>Help to lead sports days</p> <p>Lessons on relationships and puberty</p> | <p>Develop a project linked to a local food bank</p> <p>Take part in Community Action Week</p> <p>Raise money for charity</p> | <p>reading buddy</p> | <p>from local community</p> <p>Go on a bike ride</p> <p>Empty classrooms</p> <p>RE trip</p> | <p>work on display in school</p> <p>Learn to sing a song and use signing</p> <p>Perform a song in French</p> <p>French artist performance</p> <p>Celebrate four cultural events</p> <p>Activities linked to our school in France</p> <p>Visit the local library</p> <p>Take part in a Harvest Festival</p> | <p>Ambassador or Canoville coaching</p> <p>Edale's Got Talent Nottingham High school enrichment days</p> <p>Pantomime trip</p> <p>Attendance officers</p> <p>Bake off</p> |
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