



Calstock and Stoke Climsland Schools Federation  
Long Term Plan For Growth  
and Development



## Our Federation

We consider the responsibility of nurturing and educating all in our care such a privilege. We work together, with shared values and culture, to give all the opportunity to thrive. The years we get to spend with our children are a precious time, and we want them to experience a 'wider enrichment of self' while they are with us, so they are confident and equipped for now, and the next steps in their future learning journey.

**We want to empower our children, to build their self-esteem and self-worth. We want them to be empathic and care about others. We want them to emit warmth, kindness and friendship. We want them to be aspirational, to be the best that they can be.**

It is critical to continue to explicitly recognise how our values influence all aspects of school life – teaching and learning, school improvement, engagement with our communities. The curriculum we offer is rooted in those

values. We believe in the importance of going beyond the 'what' of knowledge, to explore the 'how' and 'why'. We believe that every action, every piece of work, every encounter must be rooted in our core values.

This Federation Plan sets out Values and Culture as one of our key areas for growth and development, alongside Relationships, Community and Inclusion, and Provision and Curriculum. Specific actions and priorities may change from year to year, but all of our school policies and action plans are built around these focus areas.



*Keep your thoughts positive  
because your thoughts become your words.  
Keep your words positive  
because your words become your behaviour.  
Keep your behaviour positive  
because your behaviour becomes your habits.  
Keep your habits positive  
because your habits become your values.  
Keep your values positive  
because your values become your destiny.*

Mahatma Gandhi



## Relationships, Community & Inclusion

We value just and fair inclusion in which all can participate, prosper and fulfil their potential.

We value authentic relationships and the right for all children and adults to have their feelings, emotions and thoughts recognised, such that everyone can develop a sense of belonging and thrive. We believe everyone has something to offer, and we can all learn from each other and grow as a school community.

## Values and Culture

Our schools welcome children to a community of learning where we develop a culture of high expectation and aspiration but all effort and achievement, in any area, is valued.

In school, we live and learn together, and we can shape our future. We are open to change and adapting to the needs of individuals, our community, and the challenges that affect all of us as citizens of a global world.

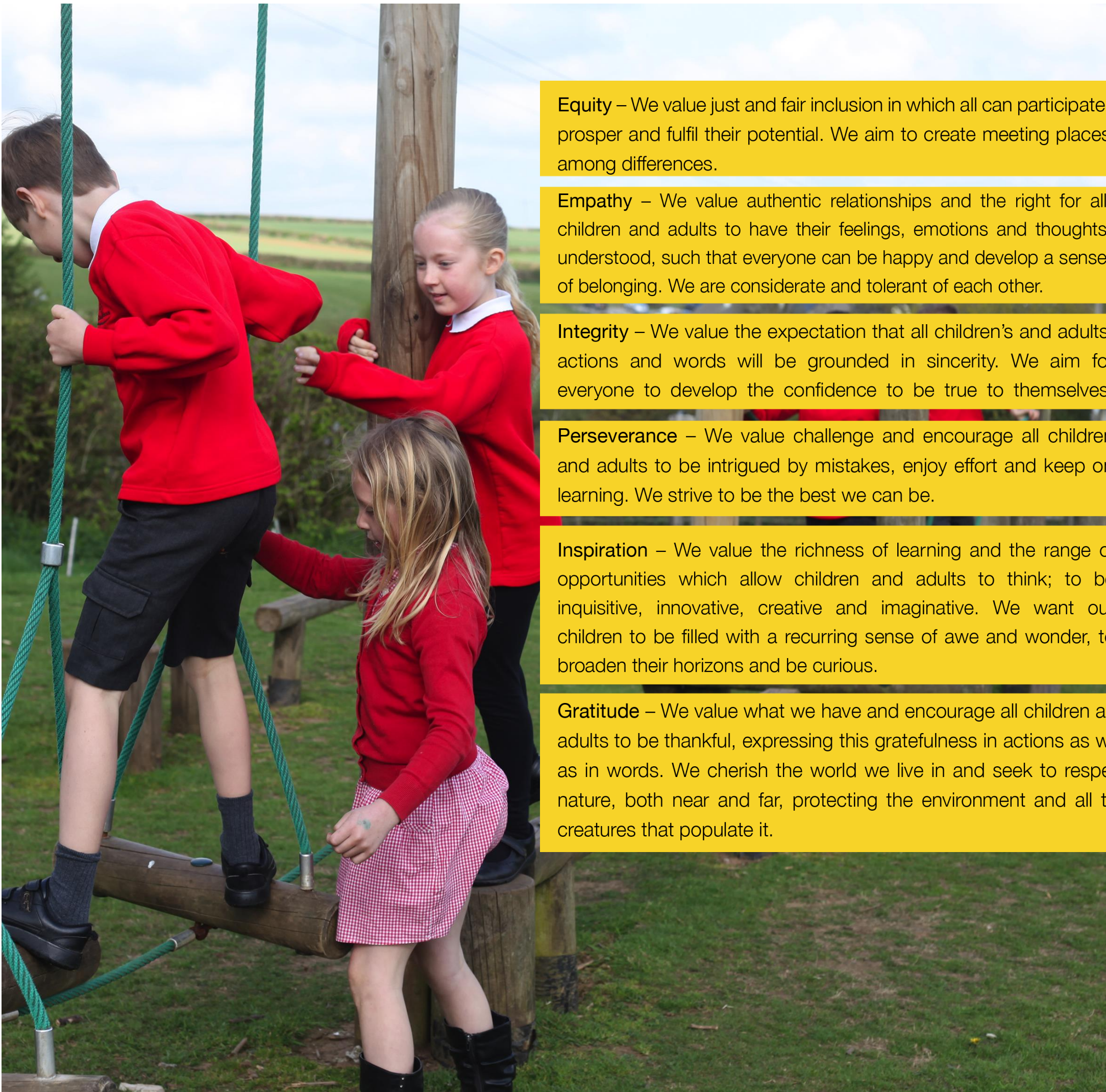
## Provision and Curriculum

We value the richness of learning and the range of opportunities which allow children and adults to think, question and explore. We want our children to be filled with a recurring sense of awe and wonder, and encourage their natural curiosity and imagination to be inquisitive, innovative and creative. Together we seek to broaden horizons and develop the knowledge, skills and confidence to flourish in the wider world.

## Focus Areas for Growth and Development 2023-24

1. To grow our ***federation culture***, based on our shared values, by placing the interconnectedness of authentic relationships, individual self-worth, inclusion and a meaningful, relevant curriculum at the core of every child's learning experience and the wider development of the school.
2. To embed a ***broad, balanced, engaging and creative curriculum*** across the Federation.
3. To develop a ***holistic, school-based approach to inclusion***; supporting and understanding the range of mental health and emotional needs, SEND and other vulnerabilities.
4. To develop all ***staff as leaders through a collaborative, team approach***, giving all a voice and encouraging empowerment.





**Equity** – We value just and fair inclusion in which all can participate, prosper and fulfil their potential. We aim to create meeting places among differences.

**Empathy** – We value authentic relationships and the right for all children and adults to have their feelings, emotions and thoughts understood, such that everyone can be happy and develop a sense of belonging. We are considerate and tolerant of each other.

**Integrity** – We value the expectation that all children’s and adults’ actions and words will be grounded in sincerity. We aim for everyone to develop the confidence to be true to themselves.

**Perseverance** – We value challenge and encourage all children and adults to be intrigued by mistakes, enjoy effort and keep on learning. We strive to be the best we can be.

**Inspiration** – We value the richness of learning and the range of opportunities which allow children and adults to think; to be inquisitive, innovative, creative and imaginative. We want our children to be filled with a recurring sense of awe and wonder, to broaden their horizons and be curious.

**Gratitude** – We value what we have and encourage all children and adults to be thankful, expressing this gratefulness in actions as well as in words. We cherish the world we live in and seek to respect nature, both near and far, protecting the environment and all the creatures that populate it.

# Values

People and relationships are at the heart of our schools: our children, teachers and staff, families and friends all make our schools special. The children at Calstock and Stoke Climsland schools, and what is right for them, remain the central focus for all staff and members of our school community at all times.

We want to empower our children, to build their self-esteem and self-worth. We want them to be empathic and care about others. We want them to emit warmth, kindness and friendship. We want them to be aspirational, to strive to become their best selves. This vision is reflected in everything we do.



We have a responsibility towards every child, every family, our communities, and also our planet home. We believe that by learning and growing together, we are shaping our future. Our schools welcome children to a community of learning where we develop a culture of high expectation and aspiration but all effort and achievement, in any area, is valued. Together we seek to broaden horizons and provide the knowledge, skills and confidence to flourish in the wider world. Our self-designed curriculum embraces the arts, music, sports, global learning and the outdoors, alongside traditional academic subjects, in order to harness our children's many and varied talents and interests. Both schools pride themselves in their 'family feel' and village character, but we are open to change whenever we can do better for our children. We have a commitment especially to those who are disadvantaged. We are determined that a child's start in life need not determine their future.

Each child within our Federation will be given equal opportunity to develop:

- Self-esteem, patience and understanding of our own and others' needs
- A reasoned set of personal attitudes, values and beliefs and a respect for the cultural and moral values of others
- The skills and values of a critical, free-thinking and active global citizen
- The ability to work independently or as part of a team
- Qualities of spirit, empathy, imagination and a sense of wonder
- A lifelong love of learning



# Culture

## We strive for:

- A culture of aspiration and excellence as the norm
- A child-centred culture, celebrating individuality within community
- A culture of welcome to all – with a commitment to equity and accessibility for all
- A culture of vigilance, where safeguarding and health and safety are seen as everyone's responsibility
- A 'no excuses' culture – where no cohort, family or pupil is left behind
- A culture of restless self-evaluation – how can we do better?
- A culture of good stewardship which strives for viability and sustainability
- A culture of positive behaviour rooted in self-esteem and healthy, authentic relationships
- A culture of collaborative personal and professional development for all staff – encouraging leadership and growth in all
- Above all, a culture of kindness



# Relationships, Community & Inclusion

As a Federation we recognise that relationships have a direct bearing on children's capacity to succeed, both academically and in terms of their personal growth. Relationships and a sense of belonging are key to good mental health for all. Our policy is therefore based on a more humanist, empathic approach in which relationships and building self-esteem are at the core of developing positive behaviour, interactions and mutual respect. We promote school values that generate strong relationships between staff, pupils and families. Our approach relies on creating a positive school culture that fosters connection, inclusion, respect and value for all members of our school and wider community.

- Positive, authentic relationships are at the heart of everything we do.
- As a Federation we recognise the important role our schools play in their local and wider, global community and our sense of place within both. We are mindful of our role as global citizens and the important part we all play in taking responsibility and caring for our world and our common future.
- All children and staff have collective responsibility in ensuring that we uphold and embody our shared Federation values.
- We recognise the role parents and carers play in their children's learning and their experience of school life. We seek to build a constructive partnership between school and home, which is vital in ensuring that children thrive, fulfilling their potential and achieving their very best.
- Whilst each school serves a distinct community and has an identity of its own, we work collaboratively and cooperate within and beyond the Federation to share experiences, innovate practice and enable growth.



We believe that our pupils, staff, parents and the wider community have a crucial role to play as global citizens. We promote an educational vision which is broader than the discrete academic curriculum and emphasises the need for partnership and shared Global Values. These Global Values are intertwined into the cultures of both schools and form our approach to developing well-rounded, critical and empathic young people. They also underpin our interactions with each other, whether that be pupils, staff or parents. Global learning is a key part of our Federation Plan for Growth and Development.



[Link to Federation Relationships and Behaviour Policy](#)

[Link to SEND and Inclusion Policy](#)





# Provision and Curriculum

Our Federation is driven by a wholly inclusive and child-centred approach to provision. We believe that all aspects of a child's experience at both Calstock and Stoke Climsland are connected and that genuine learning is defined by a sense of purpose and engagement. Thus, our curriculum is built around a broad range of learning experiences which provide wonderment, excitement, knowledge and lifelong skills. These are linked across subjects, topics and year groups to develop richness, depth, expertise and progression in learning.

We recognise that in order for our provision and curriculum to deliver our vision of inspiring children to become the best they can be – in every sense, and no matter their background, strengths and dispositions – our values and culture must be present in everything that we do. Therefore, since September 2017, we have embarked on a journey to develop and innovate a curriculum which meets the academic, creative, physical and emotional needs of all our pupils. Our new and evolving Federation curriculum is designed to be interactive, challenging, stimulating and fun. It caters for children's interests and their natural curiosity, offering knowledge that children are keen and able to engage with. Our enquiry-led curriculum is rooted in locality but underpinned by a sense of our place in a global society and a wider world, where we bear joint responsibility for a sustainable future. The curriculum recognises the significance of relationships in creating equal access to learning for all our pupils and we are committed to ensuring no pupil's learning is limited by need or circumstance.



Our teachers are our experts, and we utilise and nurture this expertise in our model of curriculum and professional development. Those with leadership responsibility include our teaching assistants, who, alongside teachers and senior leaders, provide training, support and ongoing evaluation. We are engaged in a collaborative approach to curriculum and subject development as we recognise that this a really positive, efficient and effective model of distributed curriculum leadership.

Our SEND and Inclusion provision is central to the culture of our schools. We ensure that our curriculum and individual support are tailored to meet both the academic and emotional needs of all children, but particularly our most vulnerable.

Our Early Years' provision provides a foundation for our youngest children to engage with learning and explore their interests through a play-based, child-led approach. We see the features of the Early Years' Characteristics of Effective Learning (see EYFS policy) as a basis on which all children can acquire the skills to be successful, lifelong learners. An emphasis on outdoor learning is especially important to a child's experience in this phase and across the Federation, we are seeking to embed this thinking and practice in all year groups. Underpinning this approach, is the belief that learning, immersed in the outdoors, is vital for wellbeing and engages children in 'real' experiences, where a deeper knowledge and understanding can be fostered and enjoyed. These experiences are tangible, multi-sensory and imperative in growing the whole child.



[Link to EYFS Policy](#)

[Link to Provision and Curriculum Policy](#)

