

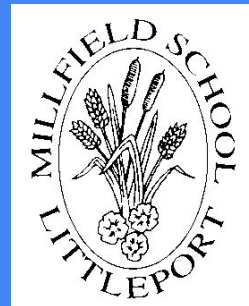
Elliot Foundation Academies Trust Values

1. Put children first

- a. We trust and value your professionalism
- b. We share the responsibility for the learning and welfare of all of our children
- c. Our purpose is to improve the lives of children

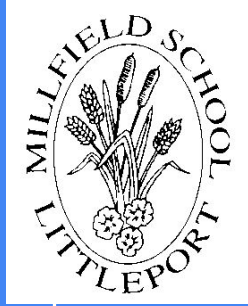
2. Be safe

- a. Don't assume that someone else will do it
- b. Look after yourself, your colleagues and all children
- c. We are all responsible for each other's safety and well being
- d. Discuss any concerns with an appropriate member of staff



3. Be kind & respect all

- a. People are allowed to be different as are you
- b. Kindness creates the positive environment we all need to flourish
- c. This kindness should extend to ourselves as well as to others



4. Be open

- a. If you can see a better way, suggest it
- b. If someone else suggests a better way to you, consider it
- c. We exist to nurture innovators and support those who take informed risks in the interests of children

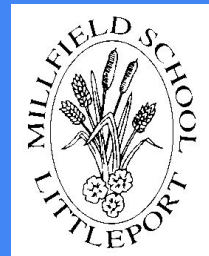
5. Forgive

- a. We all make mistakes
- b. Admit them, learn from them and move on

6. Make a difference

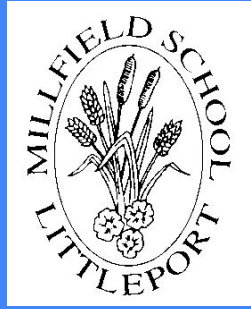
- a. Making the world a better place starts with you
- b. Model the behaviour that you would like to see from others

Curriculum Vision



The philosophy of Engage, Enquire, Excel, is at the heart of our curriculum. Through a broad and balanced curriculum we offer experiences and opportunities to support our children in becoming the best that they can be and to inspire lifelong learning. Through nurturing the attitudes of confidence, curiosity and commitment, we promote aspirations no matter a child's background, experience or circumstance. Integral to this is establishing a fully inclusive, diverse and therapeutic approach to teaching and learning which promotes the physical, mental, social and academic well being of all our pupils. It is imperative that we support children to become valuable members of the community, developing a sense of pride and respect, through the building of relationships with people and places in the community.

Curriculum Vision 2023-24



Key Priorities

- Build on existing good practice
- Build on the success of the Reading for Pleasure project
- Ensure all staff including new teachers understand the philosophy, principles and practice of our curriculum which builds on the Millfield vision of Engage, Enquire, Excel
- Ensure leaders have the subject knowledge and confidence to lead their subject
- Continue to develop a fully inclusive and accessible curriculum for all pupils
- Embed planning, tracking and monitoring practices for wider curricular subjects
- Continue to develop effective assessment strategies and practices to assess the wider curriculum subjects
- Establish consistency and progression in vocabulary development across the school

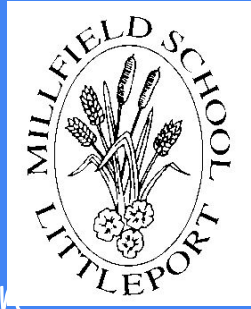
Wider Curriculum



Key areas:

- Embedding existing good practice and promote the use of strategies to improve memory retention of subject specific knowledge
- Ensure that long term planning and medium term planning is in place and reflects the school curriculum vision
- Ensure all subject leaders take responsibility for their subject area and are supported to undertake effective planning and monitoring for their subject
- Ensure that all teachers are using confident in using the schemes of work for art, music and computing
- Tracking and evidencing progress through assessment protocols
- Developing assessment tools and practices

Maths



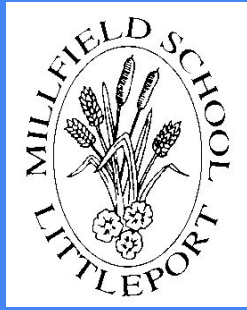
Key areas:

- Build on current good practice
- Audit current practices and ensure they are still relevant e.g. calculation approaches, Flashback 4, TTRS/Numbots for homework, teaching of times tables
- Update the LTP to show progression for fluency, reasoning and problem solving and continue to update maths bibles
- Support new staff in developing their subject knowledge and understanding of the progression of maths skills and knowledge
- Embed maths vocabulary and ensure consistency across the whole school
- Develop tools to support children with accessing prior learning and maths concepts
- Become an Nrich Problem Solving school
- To continue to raise the profile of maths with Number Day
- Ensure regular and effective monitoring of planning, teaching and assessment

English

Key areas:

- Build on current good practice
- Provide training, mentoring and CPD sessions for new staff through a robust and rigorous Induction programme
- Update the English bible with a LTP to show progression and continue using a Phonics Bible– ensure all staff are using when planning and assessing
- Maintaining the profile of Reading for Pleasure
- Monitor the effectiveness of Unlocking Letters and Sounds Phonics programme through support with the New Wave English Hub
- Continue to visit the local library and ensure all children from Y1 – 6 have a library card
- Support staff in the moderation of writing – build regular writing moderation sessions into the SIP
- Ensure regular and effective monitoring of planning, teaching and assessment
- Develop the use of Literacy Tree to support teachers with the delivery and teaching of writing including a daily grammar focus, spelling and vocabulary



EYFS

Key areas:

- Ensure outstanding provision in EYFS is maintained
- Ensure transition to KS1 is successful through wider curriculum planning and subject leader knowledge
- Ensure sound understanding of the EY curriculum, child development and provision by all EYFS/Y1 staff to improve transitional links for children
- Ensuring effective language development
- Review current use of floorbooks and their effectiveness in providing evidence of progression and supporting children's learning
- Developing assessment practices and tools



SEND



Key areas:

- Ensure all staff (new and existing) receive Attachment Aware Training
Informed training
- Ensure all staff (new and existing) embed the language and processes associated with a therapeutic approach to behaviour
- Ensure all staff are trained in the use of APDRs and Pupil Passports and are using them effectively to support children
- Ensure that all staff are using a range of access arrangements, to provide an inclusive learning environment for all children
- Ensure that SEND is embedded in all subject areas throughout the school, so that all pupils have access to a full and balanced curriculum
- Develop the use of child and parent voice to ensure a person centred approach to SEND

Safeguarding

- Review existing policies and procedures and update as appropriate
- Provide training to ensure all staff are aware of the policies and procedures
- Provide training to ensure all staff are updated with the most recent guidance and legislation e.g. KCSIE, Working Together to Safeguard Children, Millfield Safeguarding and Child Protection Policy etc
- Provide regular updates and refreshers
- Weekly Pupil Welfare meetings to continue to triangulate logs and concerns in safeguarding/behaviour/attendance
- Monitor MyConcern, make appropriate referrals to other agencies and deliver support to children and families
- Continue to provide Play Therapy and Draw and Talk sessions

Behaviour

- Update the behaviour policy to reflect our therapeutic approach and ensure all staff understand and use the policy effectively
- Monitor the use of therapeutic language by adults in school to ensure we reflect the behaviour approach and policy
- Monitor behaviour logs at weekly Pupil Welfare meetings and identify any follow up work/actions
- Continue to use Recovery Discussions (Team Around the Child) to support adults working with children and plan appropriate support
- Work with the Mental Health Support Team to support staff, pupils and families
- Continue to deliver Play Therapy and Draw and Talk sessions
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Young Carers

Key areas:



- For all staff to recognise Young Carers and the impact that this may have for them
- To run a fortnightly Young Carers group that is actively led by the children
- Make onward referrals when necessary to Centre 33
- Complete and attend the Centre 33 Young Carers training & networking events
- Young Carers display board in school with the voice of our Young Carers
- A safe place for our Young Carers to share and explore their experiences
- Young Carer Ambassadors

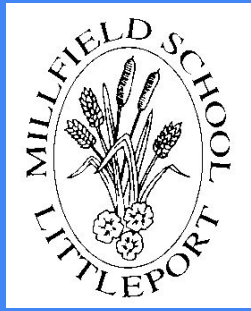
New staff

Key areas:

- Provide a robust and effective Induction programme to ensure new staff are familiar with the policies and practices of the school and to provide consistency across the school
- Monitor the teaching and learning to ensure policies and practices are being followed effectively (including marking and feedback, presentation, safeguarding and SEN)
- Provide support and mentoring for new staff to ensure good standard of teaching and learning
- Provide opportunities for new staff to observe and work with other teachers and leaders in school
- Support ECTs in completing their 2 years ECF



Parents



Key areas:

- Involve parents in the life of the school
- Provide opportunities for parents to come into school regularly to see their children in their learning environment
- Provide opportunities for parents to watch their children perform and share their learning
- Provide opportunities to share and celebrate successes and achievements
- Share learning, successes and achievements on a regular basis with parents through Millfield Matters, Curriculum Newsletters, Facebook page and group, Google Classroom, Tapestry and Weekly Millfield Mail

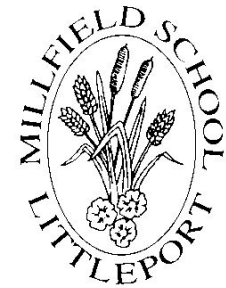
Community Links



Key areas:

- Continue to build links and relationships in and with the community
- Ensure safeguarding in the community is priority by working with the Police, Fire Brigade and Community Safety Police
- Promote a range of extra curricular activities for all Key Stages e.g. Spanish, lego, learning boosters, choir, gardening, dodgeball, football, gymnastics, British Sign Language
- Promote a range of sporting activities, events and festivals e.g. Panathlon, basketball, football, Santa Dash, Friendship Run, Tag Rugby, Active Maths, Pilates
- Continue visits to the local library (Y1 – 6)
- Continue to visit the local community e.g. library, Peacocks Meadow, Branching Out, The Grange Nursing Home, Women's Institute
- Promote visitors to school including British Transport Police, St George's Church, librarian, local authors, sports coaches, local MP, local councillors

Other opportunities



Key areas:

- Artsmark – Royal Opera House Project – whole school Create and Dance
- Year Group Assemblies
- Reception Nativity / Y6 End of Year performances
- Educational visits and visitors for all year groups
- ECO/School Council projects
- Gardening club/links with Branching Out
- Internet Safety Day
- Reading/phonics and maths cafes
- World Book Day
- East Cambridgeshire Schools Arts Exhibition at Babylon Arts Gallery
- East Cambridgeshire Music Festival
- Bikeability
- Church visits e.g. Harvest, Christmas, Easter, end of year services
- Pop up church
- Choir – Women's Institute, The Grange
- Woodgreen Pet Club workshops
- Reading to the residents at The Grange
- NSPCC visit with Buddy
- Animal Assisted Therapy Dog assemblies and workshops