

# The Calvert Exmoor Curriculum

## About Calvert Exmoor

We are **Calvert Exmoor**; a residential centre providing stimulating, exciting and accessible breaks and activities for children, adults, families and groups with a specialism in accessibility. A Gold Standard AHEOC certified centre, we have been welcoming guests, including those with physical, behavioural, sensory and learning disabilities, since its establishment in 1996. We pride ourselves on providing a positive and safe environment in which guests can challenge themselves in numerous ways, primarily through taking part in an exclusive range of adventurous activities.

Situated at the edge of Wistlandpound Reservoir, among beautiful pine forests and rippling streams, our fully accessible centre offers high quality facilities and professionally adaptive accommodation, all nestled within the rolling hills of **Devon's Exmoor National Park**.

We provide on-site daily activities including, but not limited to: climbing in or outdoors; abseiling; archery; bike riding and canoeing round the reservoir; horse or carriage riding at our equestrian centre; swimming and use of the jacuzzi in our heated indoor pool, alongside a variety of evening activities like zoo visits and craft nights.

“Working with students and staff in a residential setting is massively beneficial. The response in terms of staff and student wellbeing was hugely positive. Our students achieved things that they would never achieve in school. Calvert Exmoor staff are able to meet the needs of even our most complex students. We feel that this experience is so beneficial for our students that we pledge to continue to provide this opportunity at KS3 and KS4. – Anthony, Pathfield School Teacher



## Our Accreditations

Calvert Exmoor is **registered, affiliated or accredited** with a number of bodies, such as:

- **Learning Outside the Classroom**
- **Institute of Learning**
- **Activities Licensing Authority for Activity Providers**
- **Association of Heads of Outdoor Centres (Gold Standard)**
- **5\* DEFRA Award**
- **British Horse Society**
- **Riding for the Disabled**
- **British Driving Society**

Our instructors hold qualifications from various national governing sports bodies. We conduct thorough **risk assessments** for all activities and adhere to a strict **safeguarding policy** that applies to everyone associated with Calvert Exmoor, including staff, volunteers, visitors, trustees, and representatives. Additionally, all staff receive training in **safeguarding** and our **missing persons** protocol. Front-of-house staff and instructors also undergo training in **pool response** and **emergency first aid**.



We excel in providing exceptional opportunities for schools, regardless of ability of pupils. At Calvert Exmoor, we focus on breaking barriers and enhancing social inclusion for all, ensuring that those with physical, learning, behavioural, sensory and complex disabilities feel as valued and included as their peers. With **specialist equipment, accessible facilities, highly experienced staff** who can **adapt** their communication or activities and even **versatile catering options** for guests with intolerances or sensitivities, we are **equipped for all needs**.



## Why we do what we do...

Learning outdoors and alternative provision are becoming more prevalent in today's society, especially after the impacts of Covid-19 on children at school. The collaboration of Calvert Exmoor and schools like yours are more important than ever.

'Learning Away' (a consortium of educational organisations led by LOfC), conducted a significant impact report on the effects of residential school trips on pupils and staff in 60 different schools. They categorised their results into nine forms of impact as a result of their residential experience:

### 1 Impact on Relationships

Residentials developed new peer relationships, including across age groups and existing hierarchies

### 2 Impact on Resilience, Self-confidence and Wellbeing

Over 80% of students were proud of what they achieved on the trip

78% of KS2 and 87% of secondary students stated that they felt more confident to try new things

### 3 Impact on Engagement with Learning

Staff, students and even parents identified positive impacts on students' behaviour and attendance

Staff noted that the residential experience had helped re-engage those students in danger of exclusion

### 4 Impact on Achievement

57% of staff respondents felt that residentials were beginning to achieve their aims in relation to improving student attainment and/or progress in specific subject areas with approximately half of secondary students still feeling that the residential was still positively impacting them 2-3 terms afterwards

### 5 Impact on Knowledge, Skills and Understanding

Nearly 75% of staff survey respondents felt that the residentials had begun to achieve their aims in relation to improving students' knowledge, understanding and skills

### 6 Impact on Cohesion

Both staff and students talked of improved relationships between students (both from their own schools and other schools), as well as increased confidence to develop new relationships

### 7 Impact on Leadership, Co-design and Facilitation

Successes in leadership activities while on residentials motivated students to continue their role and created a 'virtuous circle' of behaviour that led to improved student motivation and engagement

### 8 Impact on Transition

Both secondary and primary staff stated that the residential was "*worth half a term*" in terms of the progress students had made in relation to the skills and relationships needed for transition experiences

### 9 Impact on Pedagogical Skills

Staff identified that residential experiences provided opportunities for them to widen and develop their pedagogical skills and post-residential, fed back that their experience impacted on their own practice

‘Learning Away’ also summarised the key ways in which residential contribute to impact on teachers, pupils and parents:

- Participants benefit from extended time **away from home and their usual routines and distractions**, leading to **immersive learning, relationship building, and informal learning opportunities**
- Residential settings offered a fresh environment and context where **all participants were on an equal footing**, allowing for the breakdown of existing barriers and hierarchies
- Participants created a **new positive community** where they could focus on goals in a supportive environment
- Students cultivated **responsibility and maturity**, fostering **self-reliance and collaboration**
- Healthy **challenge** and opportunities to experience **success** built **confidence, self-belief** and an **attitude to learning** long after the residential had finished
- Established a **model for innovative teaching and learning** approaches.

More information and data on the benefits of outdoor learning:

- [English Outdoor Council](#)
- [Learning Away](#)
- [Institute for Outdoor Learning](#)



## Your Calvert Curriculum

As accredited members of the Council for Learning Outside the Classroom, we understand the importance of any student’s activities throughout their education meeting both individual and national targets. Much of the National Curriculum is implemented throughout a school’s stay at Calvert Exmoor, both designedly and subconsciously by our staff and other residential guests. We also work closely with you to align objectives and key learning outcomes.

At Calvert Exmoor, we bring a renewed sense of ‘PEP’ to your pupils, through **Providing** the means to **Enable** your pupils to access this learning and **Promote** their spiritual, moral, cultural, mental and physical development along the way, irrespective of background.

## We put a 'PEP' in your pupils' steps



- Appropriate **learning challenges** and an effective learning environment that aim to give every pupil the opportunity to experience success and to accomplish as **high a standard as possible**
- **Equality of opportunity** through our unique person-centred approach
- Activities that use **all available senses and experiences** to aid learning
- **Essential learning skills** of literacy and numeracy embedded within the activities we offer
- Rich and varied contexts for pupils to acquire, develop and utilise a broad range of **knowledge, comprehension and skills** to their learning and onwards in their everyday life
- Teaching of **physical skills** and encouragement to recognise importance of pursuing a healthy lifestyle and keeping themselves and others **safe** by assessing, recognising and controlling risks
- An environment in which **social hierarchies among students dissipate** in a brand new environment, with new skills and characteristics presenting themselves that would otherwise stay hidden inside a classroom



## WE NABLE...

- All pupils to **learn in a way that suits them** and their abilities, through differentiation and varied styles of communication
- Teachers to work with our staff in **setting attainable targets** for each pupil during their stay
- Pupils to experience a **growth in their sense of self**, their unique capabilities, their perception of their strengths and weaknesses and their determination to succeed, by encouraging them to be curious about their limits, their expectations and, consequently, their place in the world
- Pupils to acquire an **understanding of the responsibilities** and rights of being members of teams and community groups, improving on their ability to relate to and work with others, which increases willingness to participate and often displays a sense of belonging
- Development of pupils' **confidence** in their capacity to learn and work both **independently and collaboratively**
- Pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity
- Pupils to realise the **significance** of their achievements to life and society outside of school
- Pupils to think **creatively and critically**, to solve problems and to make a difference for the better



## WE PROMOTE...



- Having high but attainable expectations of pupils by using our core belief that **it's what you CAN do that counts**
- **Differentiated learning and equal opportunities**, knowing that pupils bring experiences, interests and strengths that will influence the way in which they access learning
- Responding to pupils' diverse needs by deciphering their motivation and using this to **overcome potential learning barriers**
- Pupils' **self-reflection and self-regulation** with the help of their teachers, so they can take part in learning effectively and safely
- **Effective and accessible communication**: listening, understanding and engaging in tasks; building on ideas and views constructively and asking questions to consolidate knowledge
- Pupils to acquire understanding of the difference between right and wrong through encouragement of **self-reflection**, concern and forgiveness for themselves and others
- The **understanding and respect** for different cultures and abilities, with encouragement to develop an interest and curiosity in others' ways of doing things
- Pupils' **self-esteem and emotional well-being** through helping to form and maintain worthwhile and satisfying relationships, based on respect for themselves and others
- Entitlement and rights for all children, **challenging discrimination and stereotyping** through developing pupils' awareness, understanding and respect for themselves and others

## The best break for your school...

We aim for you to have the best experience possible, so we recommend that each school reach out to us beforehand to discuss how we can meet your needs. Although our typical daily schedule for visitors is outlined below, we welcome open dialogue from your school to tailor our services to your specific needs.

Our breaks follow a structured and pre-planned schedule of activities guided by our qualified instructors. We strive to ensure that the same instructors lead your activities consistently during your stay. **If you have requests for specific activities, please make sure to inform a member of our bookings team** and we will do our best to accommodate this.

We provide **2-night, 3-night, and 4-night breaks** following the structure outlined in the table below. However, we also offer **reduced activity options**, which are beneficial for school groups seeking more free time for independent learning outside the classroom, either in the morning or afternoon. With various local amenities like beautiful beaches and National Trust locations, schools might consider utilising this unique location beyond their scheduled activities with us at Calvert Exmoor.

On arrival, you will be allocated a **Course Director**, who will be your designated instructor for the duration of your break. They will welcome you, give you a tour of our centre, answer any questions along the way and make sure you have everything you might need.



Morning	Afternoon	Evening
Breakfast Activity 1	Lunch Activity 2	Dinner Evening Entertainment

An example of a daily schedule

Contact Guest Services to discuss your residential trip modifications

01598 763221

receptionexmoor@calvert-trust.org.uk

calvertexmoor.org.uk/booking-enquiry-form

## Introduction to our Schools Representative

At Calvert Exmoor, we believe in tailoring our programmes to meet the unique needs of each school. Whether it's customising activities, working towards specific themes or topics, or accommodating specific learning goals, we're here to create an unforgettable adventure for your students.

I look forward to hearing your ideas and turning them into extraordinary outdoor experiences! Feel free to reach out and see how we can help shape your students learning beyond the classroom!



Barry Kaufman-Hill  
Operations Manager

## Objectives by activity

Here, we've collated information on our activities so you can explore how each one aligns with the National Curriculum's objectives in subjects like English, Mathematics, and more. Please note that due to the flexibility of activity delivery, this list is non-exhaustive.



# Archery

In our archery sessions, your pupils will develop their hand-eye coordination and fine motorskills through a sensory approach. Sessions are relaxed, with a social aspect that encourages engagement through games that use imagination, communication, maths and motor skills to whatever level each pupil can achieve.

### English

- Visual processing
- Auditory processing
- Predicting sequence and pattern recognition
- Reading/writing
- Verbal communication

### Maths

- Counting
- Turn-taking
- Sequencing
- Processing information and interpreting data
- Making decisions based on logical thinking and reasoning

### Other

- Distance/speed processing
- Angles
- Shapes/colours
- Fine and gross motor
- Metacognition
- Self-regulation
- Collaborative learning

# Abseiling



At Calvert Exmoor, we have an outdoor abseiling wall that is suitable to use in all weather.

Instructors talk participants through the equipment and instructions, giving personalised advice and guidance throughout the session.

These sessions build confidence through the development of motor skills and coordination as well as communication skills with fellow classmates.

### English

- Visual processing
- Auditory processing
- Verbal communication

### Maths

- Turn-taking
- Sequencing
- Making decisions based on logical thinking and reasoning

### Other

- Distance/speed processing
- Angles
- Fine and gross motor
- Metacognition
- Self-regulation
- Collaborative learning



## Bushcraft



Our bushcraft sessions are considered both educational and therapeutic, with physical tasks like shelter building alongside communicative tasks like story-telling and marshmallow roasting. Pupils can learn about assessing risk and remaining safe using tools and being around a fire whilst drawing on their imagination and communicating effectively.

### Maths

- Processing information
- Problem solving
- Understanding and explaining solutions
- Making decisions based on logical thinking and reasoning
- Measuring
- Breaking down more complex problems into a series of smaller steps

### English

- Visual processing
- Auditory processing
- Verbal communication

### Other

- Angles
- Shapes/colours
- Hand-eye coordination
- Fine and gross motor skills
- Metacognition
- Self-regulation
- Collaborative learning

## Canoeing



We have exclusive use of Wistlandpound Reservoir, so between spring and autumn (weather dependent), we have unique canoeing sessions that, with our specialist equipment, allows everyone to access the water and enjoy the sensory benefits of this blue space. Optional modifications to the boats offer tailored experiences that can improve upon communication as well as physical skills.

### Maths

- Problem solving
- Processing information - directionality, calculating distances and speeds
- Understanding and explaining solutions
- Sequencing
- Making decisions based on logical thinking and reasoning

### Other

- Shapes/colours
- Hand-eye coordination
- Fine and gross motor skills
- Metacognition
- Self-regulation
- Collaborative learning

### English

- Visual processing
- Auditory processing
- Verbal communication



## Climbing

### English

- Visual processing
- Auditory processing
- Verbal communication

### Maths

- Turn-taking
- Sequencing
- Measuring
- Understanding and explaining solutions
- Making decisions based on logical thinking and reasoning

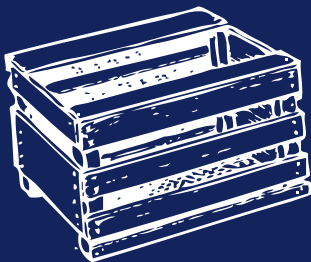
### Other

- Distance/speed processing
- Angles
- Hand-eye coordination
- Fine and gross motor skills
- Metacognition
- Self-regulation
- Collaborative learning

We have both indoor and outdoor climbing walls, allowing us to offer climbing as an activity whatever the weather.

Climbing can be adapted for all disabilities, with hoists available for those with less mobility.

Pupils can experience the problem-solving, confidence-building, fast-thinking activity of climbing with the supportive and empathetic coaching of our amazing instructors.



## Crate Stacking

Crate stacking is a popular activity for young people, as it involves a healthy amount of competition. Groups must work as a team to build the tallest tower of milk crates, with two pupils safely roped in and on top of the tower. This involves breaking down more complex problems into a series of smaller steps and communicating these to their teammate, whose auditory processing and motor skills will be put to use.

### Maths

- Time management
- Understanding and explaining solutions
- Processing information
- Problem solving
- Making decisions based on logic and reasoning
- Measuring
- Counting
- Turn-taking
- Sequencing

### English

- Visual processing
- Auditory processing
- Verbal communication

### Other

- Angles
- Shapes/colours
- Hand-eye coordination
- Fine and gross motor skills
- Metacognition
- Self-regulation
- Collaborative learning

## Bikes

Our bike sessions are commonly the most popular amongst our guests - and for good reason!

We have a fleet of incredibly unique bikes that cater to every possible body shape and ability, which allows every pupil to take part in an activity that develops motor skills, independence and self-esteem through encouragement and communication among the group while taking in the stunning views of the reservoir.



### Maths

- Processing information - directionality, calculating distances and speeds
- Making decisions based on logical thinking and reasoning
- Sequencing

### English

- Visual processing
- Reading
- Auditory processing
- Verbal communication

### Other

- Distance processing
- Speed processing
- Gross motor skills
- Hand-eye coordination

## Giant Swing



### English

- Visual processing
- Auditory processing
- Verbal communication - expression of own needs, emotions and boundaries

### Other

- Metacognition
- Self-regulation
- Collaborative learning

### Maths

- Processing information - listening to instructions and processing heights and distances
- Sequencing

An adventurous activity that encourages self-determination and choice, this daring session is something many of our guests have never experienced but is often a favourite.

The sessions involves being attached to adaptive harnesses and ropes and hoisted up into the air towards the ceiling. Each pupil will choose how high they want to go before pulling the release to swing through the air on this giant swing.

## Orienteering



Orienteering is a versatile activity that can be conducted indoors or outdoors, offering a range of tasks tailored to participants' requirements. As students explore the trails around the centre, they will enhance their map-reading and navigation skills, while collaboratively improving problem-solving abilities and boosting self-confidence.

### English

- Visual processing
- Auditory processing
- Reading/writing
- Verbal communication

### Other

- Angles
- Shapes/colours
- Metacognition
- Self-regulation
- Collaborative learning

### Maths

- Understanding and explaining solutions
- Processing information - navigation
- Problem solving
- Making decisions based on logic and reasoning
- Measuring
- Counting
- Sequencing
- Breaking down more complex problems into a series of smaller steps

## Horse & Carriage Riding



### English

- Visual processing
- Reading
- Auditory processing
- Reading
- Verbal communication

### Other

- Distance processing
- Speed processing
- Gross motor skills
- Fine motor skills
- Hand-eye coordination
- Metacognition

### Maths

- Processing information - directionality, calculating distances and speeds
- Making decisions based on logical thinking and reasoning
- Sequencing

A stables session at Calvert Exmoor caters to all abilities and experience. Pupils can ride, groom and learn about horses. If a pupil is physically unable to ride a horse, they can enjoy a carriage ride with one of our wonderful stables instructors. Guests can enjoy an interactive and sensory experience where they can learn about horse behaviour and stable management either side of their riding lesson. These sessions can increase confidence, independence and boost wellbeing.

# Objectives by activity continued...

## Zipwire



- English**
- Visual processing
  - Auditory processing
  - Verbal communication

Using a range of adaptive harnesses and flexible, tailored supports, Calvert Exmoor offers every guest the opportunity to enjoy the thrill of the zipwire.

As well as providing a sensory experience, the zipwire offers a fantastic opportunity for guests to challenge themselves and rely on their self-determination and the encouragement of the instructors and group to conquer this activity.

- Maths**
- Turn-taking
  - Sequencing
  - Processing information - listening to instructions and translating into safety reminders

- Other**
- Distance/speed processing
  - Hand-eye coordination
  - Metacognition
  - Self-regulation
  - Collaborative learning



# Start your adventure today!

By now, we hope you are feeling inspired about the idea of bringing your school group to Calvert Exmoor. Whether you are ready to book your residential break or have some questions, our Guest Services team is here to help with both. Feel free to reach out to us by phone or email to kickstart the conversation.

For further insights into our offerings, including details on our breaks, accreditations, activities, leadership, bursary scheme, and much more, feel free to visit our website.

## We look forward to hearing from you...



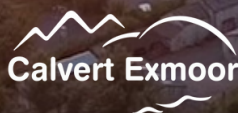
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