



**Growing Together, Learning Forever**



Having high expectations of all pupils with dynamic interventions in place to ensure that all pupils reach their potential.

Teaching children about the importance of having a goal and working hard to achieve it: shared targets, role model charts, class dojos, excellent communication with parents and carers and Gold Book celebration assemblies,

Teaching children about inspirational people such as Florence Nightingale, Tim Peake,

Challenge for children across all subjects through effective marking and feedback, mastery approach, self/peer assessment and participation in cluster events for most able pupils in conjunction with Spencer Academy Trust.

# Excellence



**Achieved by....**

A positive attitude to the process of learning, the characteristics of effective learning, growth mindset and peer mentors paired work across year groups such as reading buddies.

A supportive and safe learning environment which means that children are willing to take a risk and participate in new learning experiences without fear of failure.

**"Excellence is not a skill it is an attitude."**  
Ralph Marston

Experienced teaching staff with good subject knowledge who enjoy their jobs and are reflective practitioners, keen to learn and develop teaching and learning methods.

Curriculum focus weeks giving the whole school opportunity to work collaboratively, involving collaborative work with pupils, home and school.

A balanced school day that provides opportunities for formal curriculum time with balanced outdoor learning, physical activity and play.

Excellent home school links. Parents know what their child is learning and how they can support and develop this at home.

Visitors into school reflect a variety of different occupations and provide role models for the children such as doctors, firefighters, animal welfare experts, vets, scientists and athletes, being careful to avoid gender or other cultural stereotypes.

Knowing our children and following their interests.

An enriched curriculum involving meaningful visits and visitors for all age groups linked carefully to learning opportunities.

Active pupil school council gives pupils agency and opportunity to lead learning and organise events such as whole school talent shows, charity days and celebration events.

## Vision



**Achieved by....**

**“Vision is the ability to see potential in what others overlook.”**  
Rick Warren

Knowing their locality.  
Opportunities for learning outdoors extend beyond our school premises,

Engaging with animals in our outdoor environment. Our school chickens provide children with the opportunity to nurture and care for livestock and to be rewarded with eggs and even chicks!

**“The best classroom and the richest cupboard are roofed only by the sky.”**  
Margaret McMillan

Weekly forest school sessions, linked to characteristics of effective learning and broader curriculum.

## Outdoors Provision



## Achieved by....

Communicating with our parents during their first and transition visits to ensure that parents are on board with our ethos and can support wherever possible.

Making use of outdoor environment wherever possible to support curriculum work.

Well developed outdoor learning area fully used to support learning for EYFS/Y1 children.

Allocated and creatively resourced outdoor space for Y2/3 children.

Gardening with purpose!  
Children grow fruit and vegetables to give to the friends, family and those in need, deepening our understanding of where food comes from.

Residential trips for our KS2 children, full participation encouraged for three days of physical and team building activities.

**“There is little success where there is little laughter.”**  
Andrew Carnegie

Giving our children time and space to do things on their own, all staff understand and value this.

A meaningful curriculum that links with practical ‘real life’ skills such as cooking sessions in EYFS, swimming and ‘prefects making profits’. Children are given the opportunity to organise themselves and show personal responsibility and initiative.

## Laughter



## Achieved by....

Children encouraged to solve their own problems and work collaboratively with peers to overcome obstacles through the specific planning of teamwork activities from EYFS-Y6.

Enabling relationships: trusting our children and allowing them to take ‘risks’.

Giving children roles of responsibility: reading buddies, school council, monitors and prefects.

All pupils accessing Forest School every week of the year. Building skills such as boundary awareness, tool use, tree climbing and fire lighting with independence.

Friendship  
**"A friend in need is a friend indeed."**

## Values



**Achieved by....**

Forgiveness  
**"It takes a strong person to say sorry, and an even stronger person to forgive."**

Respect  
**"Treat others as you wish to be treated."**

Tolerance  
**"Difference is the essence of humanity."**

A culture of respect: staff and pupils are expected to challenge stereotypes.

Planning opportunities to build knowledge of cultures and communities both in school and further afield: all pupils will learn about and explore other countries as part of curriculum planning,

An inclusive environment, pupils are taught that we are **'all different, all equal'**.

Participation in Anti-bullying Week and Odd Socks day to focus learning and share experiences across the school.

With an understanding that this is of crucial importance to children in our rurally isolated geographical context, we aim to reflect equality and diversity through our teaching resources and areas of study.

## Equality and Diversity



## Achieved by....

Diversity of language: modern foreign languages (Spanish and French) taught from Year Two upwards. Children encouraged to share home languages wherever appropriate.

Links with 'Norbury Primary School' in Harrow, London to provide reciprocal opportunities to understand diversity across Britain.

Studying festivals :Eid, Diwali, Christmas, Chinese New Year.

British Values: preparation for life in modern Britain.

A PSHE curriculum that explores the diversity if gender representation, race, religion and family units.