

Mission statement and vision	‘Dream, Believe, Achieve’. Dream – developing and embedding the <u>desire and the work ethic</u> to aim high, the <u>creativity</u> to explore new horizons and the <u>courage</u> to dream. Believe - As a community we accept and include all to create a sense of belonging. Security, Self-worth, and a commitment to work together help us do our best and be happy. Resourcefulness, reflectiveness, reciprocity and resilience are the engines which drive us forward towards high achievement. We strengthen self-belief and an enjoyment of learning, celebrating effort and develop responsibility. In all that we do, we seek to nurture talent in all its forms, success and aspiration Achieve - Achievement is the goal of all that we do, including the small steps that children make in their development as a whole Emotional well-being and social achievement, Moral and spiritual achievement, Academic achievement, Physical achievement and Creative achievement. We respect, value and celebrate each other for who we are as well as for what we achieve independently, collaboratively and as a community						
Building learning power	Relationships		Resourcefulness		Reflectiveness		Resilience
Curriculum drivers	Mental and physical fitness	Financial astuteness and knowledge		Environmental awareness and responsibility		Understanding of other cultures and acceptance of difference	Local and global citizenship – human rights, social justice and globalisation
Teaching intentions	An inclusive culture Every teacher will value and celebrate each individual and recognise personal strengths and talents. Every child will receive the support and challenge that will enable them to thrive and make progress.	Personal best and high expectations Everyone will strive to do their best and produce learning of a high standard. Everyone will model high standards of personal and professional behaviour. It is expected that everyone will work hard.	Responsive teaching to develop mastery Our teaching will enable children to develop a secure knowledge and understanding and demonstrate their mastery of subjects through well designed tasks. Assessment will inform starting points, tailored planning and ensure sufficient challenge.	Focused lessons and reflective feedback We use learning objectives and success criteria to focus our lessons. Children are taught to self-evaluate their success and recognise the personal responsibility they have for their learning.	Evidence informed practice Our teaching will be rooted in research. Teachers will use professional enquiry and coaching to enhance their teaching skills and strategies to raise standards across the curriculum.	Preparation for future citizenship Our curriculum equips the children with the knowledge and skills they will need to succeed in the future. This helps children aspire and believe that their personal strengths will be valued in their future. They will also acquire knowledge beyond the national curriculum to develop essential skills for life.	

Organisation	Our topic curriculum is broad and balanced to provide rich and memorable learning experiences. Our curriculum is a blend of thematic approaches, where meaningful links are made that add value, and discrete subject specific work taught as ‘stand-alone’ units of learning. The curriculum is structured to promote progression and develop knowledge, understanding and skills in each curriculum area. The planned progression is carefully mapped and review annually. Topic hooks are used regularly to stimulate discussion and create awe, wonder and curiosity in the children. Where possible, learning will be ‘first hand’. Some aspects of the curriculum are also enhanced through focus days and weeks. Carefully chosen reading texts are used to provide sufficient challenge, hook the children in and engage them in their learning. Writing is often linked to either the overall subjects that are leading the topic or the reading text. A fluency, reasoning and problem-solving approach is taken in the teaching of maths. This is supported by the use of concrete apparatus, pictorial representations and abstract concepts to secure mathematical understanding. Science is taught through a problem solving model, where knowledge and understanding is applied to explain investigations. Each Foundation subject has identified aims and progression of key knowledge and understanding for each year group. Knowledge and understanding is reinforced through the development of key skills.					
Impact	High standards Children attain highly in all subjects, enabling them to be ready for the next year group and transition to secondary school. All children will be literate and numerate.	Awareness of self Children will be able to articulate their own personal, academic and artistic strengths, as well as the areas that they will need to continue to work hard at.	Future Fit Children will have the knowledge, understanding and skills to be mentally fit, physically fit, financially astute, environmentally responsible and an effective citizen.	Essential learning aptitudes Children will have developed resilience, resourcefulness, the ability to reflect and the skills to work both individually and collaboratively.	Awareness and understanding of others Children will have developed an understanding and acceptance of others, including those of different cultures, as well as an understanding of social justice and human rights.	Self-confidence and aspirations Children will have strong self-confidence, a can-do attitude and aspirations for their futures. They are able to identify how their personal strengths will be valued in the work place.
Evaluation	Summative Using key benchmarks and formal assessments that capture achievement and progress at key points throughout the year.		Formative Through a mixture of day-to-day and week-by-week feedback and assessment through marking, AFL, pupil conferencing, 1-1 and small group interventions provides pupils with opportunities to quickly improve skills and knowledge.		Qualitative We use observations, discussions and feedback from a range of sources including pupil and parent voice.	