



We will ensure that pupils are

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| Effective contributors | Confident communicators | Successful Learners | Responsible citizens |
| Healthy and Active | Safe and nurtured | Included and respected | Reach their full potential |

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| Values YrA | Responsibility | Thankfulness | Truthfulness | Forgiveness | Perseverance | Peace/Hope |
| Values YrB | Friendship | Humility | Generosity | Compassion | Service | Trust/Respect |
| Jigsaw | Being Me in my World | Celebrating Differences | Dreams and Goals | Healthy Me | Relationships | Changing Me |

Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love.

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| How Do we organise learning? | Learning will be enriched through... | Lessons | Learning environment | Routines | Enrichment | Multicultural themes | Environmental studies | Learning outside the classroom | Visits and visitors |
| | Great teaching is... | Learning-focused climate built on nurturing, positive relationships enabling all to feel safe and thrive. | High expectations of conduct and learning behaviours | Clear modelling of key concepts, a well signposted journey | Challenge for all, with rich opportunities for mastery and breadth | Expert subject knowledge based on understanding of cognition and learning | In the moment feedback and purposeful marking And staff who passionately model growth <u>mindset</u> and life long learning | Accurate assessments informing next steps planning | Creative opportunities to make connections and questioning used to reshape activities and respond to misconceptions |
| | Learners skills, attitudes and beliefs will reflect | Growth <u>Mindset</u> | | | Christian Values | | Positive mental health and wellbeing | | |
| | Learning will be delivered through the development of | Spirituality | Critical thinking and questioning | Collaboration and exploring | Play, creativity and active learning | Reflection and goal setting | Independence and risk taking | Resilience and perseverance | Communication and language |
| | All learners will be entitled to a broad and balanced curriculum | The Arts • Art and design • Music • Drama • Performance • Expressive art • MFL | Communication, language and literacy • Reading • Writing • Speaking • Listening • performing | Historical and social understanding • History • Geography • Understanding of the world | Mathematical understanding • Calculations • Reasoning | Physical development, health and wellbeing • PE • PHSE • RSE • Physical development | Scientific and technological understanding • Science • Computing • Design and technology | Religious and moral understanding • RE • PHSE • British Values • Christian Values • Collective Worship | |
| | Promoting great readers... | Promote a love of reading | Daily Phonics for early readers | High quality texts, carefully matched to ability | Catch up programmes | Regular Guided and 1 to 1 reading opportunities | Challenges for more fluent reading | Comprehension skills | |
| | Core skills applied across the curriculum | Communication | | | Numeracy | | Digital Technology | | |

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| How well Are we achieving our aims? | Inspiring Context through | Memorable and meaningful Cross curricular themes | Children and teacher's interests explored | Inspiring learning environments and visitors and experiences to increase cultural capital | Empowerment through pupil leadership | Integrated new technologies | Learning outdoors and out of school hours | Passionate and empowered teachers with collaboration through whole school |
| | The Whole Child by... | Inclusion, equity and aspiration at its heart | Celebration of the individual and of individual achievements and success | Timely intervention and reasonable adjustments | Equal rights and equal access | Disability and needs awareness | Connected with local, national and global communities | Equipped to be UK citizens of the future |
| | Safeguarding by providing | Relationship education | Online safety | Drug education | Anti-bullying | Protection from extremism and racism | Health and first aid | Keeping safe at home, school and community |

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| How well Are we achieving our aims? | By evaluating the whole child through | External validation | Teacher assessment | | Data analysis | Governors | Work review |
| | | Learner voice | Community engagement | External Partners | Learning observations | Moderation | |
| | Great outcomes for ... | Emotional • Personal development is outstanding • Children are happy and enjoy coming to school • Parents and carers are happy with the school | | Social • Behaviour and attitudes are outstanding • Children demonstrate our values and mission statement in their behaviour in and out of lessons • Children learn to make the right choices for the safety and the choices children make benefit the school and local community | | Academic • The quality of education is outstanding • Children consistently achieve high, particularly disadvantages and those with special needs • Children make at least expected progress and attain in line with or better than national expectations | |
| | Learners will be prepared | External testing | High School Readiness | To make a difference | Future challenges | Lifelong learners | Citizen of the world |
| | Our pupils will | Make good progress | Show positive attitudes to learning | Making healthy life choices | Participating in the community | High aspirations | Respect for themselves and others |