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Mission Statement- Every Moment Counts

To be a beacon of educational excellence that nurtures and supports our children academically, socially and emotionally so that they can become confident, caring and aspiring individuals.

School Aims

To deliver a broad, high quality and inspiring curriculum that unlocks the unique potential of every child within a safe, caring and vibrant learning community. To inspire children and leaders in a school where every child is known and able to learn without limits so they can achieve success.

Care, Aspire, Achieve are our values. They underpin everything we do as we meet our objectives, deliver our mission and strive to achieve our vision

Teacher	Pupils	Parents
Care: • well-prepared • good subject knowledge • good knowledge of children-attainment/ barriers • high quality resources • supportive relationships • honest and accurate feedback	Care: • engagement and attitude towards learning • presentation of work • respectful relationships with others • respecting others' rights to learn • recognising own and others achievements • care for resources and environment • self- love and respect	Care: • reinforce the importance of attention to detail • support your child to look after their things • teach your child to look after all property • reinforce the importance of always being kind • celebrate your child's unique qualities • teach your child self-care • teach your child self-love
Aspiration: • sound knowledge of curriculum expectations • appropriately high expectations for all children • belief all can achieve age-related expectations • modelling and encouraging growth mindset • clear and helpful feedback to move learning forward (oral and written) that is followed up	Aspiration: • positive and determined attitude toward achievement • focus on achieving clear goals/targets • enjoy and chose challenge • resourcefulness- tries for themselves	Aspiration: • celebrate your child's efforts • expect your child to work hard and make sure that your child knows this • avoid the term 'clever' • discuss your child's aims in life • reinforce the importance of learning through mistakes
Achievement: • making object of learning/success criteria clear • quality first teaching • recognising and removing individual barriers • recognising effort and encouraging trial and error • recognising and celebrating success use of individualised learning targets • celebratory displays of achieved objectives	Achievement: • recognising and valuing own achievement through effort • attitude towards overcoming barriers resilience and determination • receiving and acting on feedback as steps to progress • recognising own progress • intrinsic motivation	Achievement: • celebrate achievement focussing on practise and determination • put up posters and paintings that your child has done • ask to see your child's work

Rationale

In line with the National Curriculum 2014, we provide all pupils with 'an introduction to the essential knowledge they need to be educated citizens. In line with this document, we introduce children to the best that has been thought and said and we help engender an appreciation of human creativity and achievement'. (National Curriculum for England 2014 ref 3.1.)

'Excellent teaching gives children the life chances they deserve... Enjoyment is the birth right of every child. But the most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged - but what excites and engages them best is truly excellent teaching.'

Excellence and Enjoyment: a strategy for primary schools

Ref: 0377/2003

Curriculum Intention

To deliver a broad, high quality and inspiring curriculum that unlocks the unique potential of every child within a safe, caring and vibrant learning community.

To inspire children and leaders in a school where every child is known and able to learn without limits so they can achieve success.

We organise our curriculum into half termly topics. Each topic has a lead subject area which acts as the key driver. The key drivers are historical, scientific or geographical because we recognise that our children demonstrate high levels of engagement in these areas of the curriculum. Other subjects are creatively placed to link learning rather than being equally spread across terms. We do not teach every subject in a half termly period and subjects are blocked together within a topic where appropriate (for example, 5 RE lessons may be taught over a 3 day period rather than weekly).

Whilst we are determined that the children know the associated facts for each curriculum area, our emphasis is on building the skills required to apply knowledge. This is to create both aspirational and resilient learners.

English is mostly linked to topic themes and key texts are carefully selected in order to drive the learning. We recognise that outcomes for our children are stronger when the link between English text and topic are clear. Maths, PE and Spanish are taught separately. We endeavour to fill each topic with rich first-hand purposeful experiences and we make meaningful links between subjects. An emphasis on understanding vocabulary is key in all subjects. Environments and expertise beyond the classroom are actively encouraged and within topics we are both flexible and responsive to individual needs and interests.

Aims of teaching and learning

For all pupils to receive a full education (UN Article 29) which is both exciting and engaging;

- for all pupils to receive excellent teaching and be given the opportunity to learn in ways that maximise their success;
- for all children to be set appropriate learning challenges;
- to promote pupils' spiritual, moral, social and cultural development; and
- to prepare all pupils for the opportunities, responsibilities and experiences of life

Equalities Statement (please refer to our Equality Policy)

We welcome the equality duties on schools. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality in relation to all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

SEN statement (please refer to our Special Educational Needs and Disabilities Information Report)

Greatham Primary School aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. We create individual pathways to learning and recognise that all children are unique and that learning may therefore require personalisation. This means that equality of opportunity is fundamental to our approach. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with additional learning needs;
- able and talented children;
- children who are at risk of disaffection or exclusion;
- travellers; and
- asylum seekers.

We are committed to giving all our children every opportunity to achieve the highest of standards. Therefore, some pupils require us to support them in different ways and plans will be put in place to enable this to happen. We acknowledge that children may have special educational needs at some time in their school career. For some children these will be temporary needs that may need a little extra support for a short period in order to overcome them, whilst others may require help throughout their time in school.

Greatham Primary school aims to provide all pupils with strategies for dealing with their needs in a supportive environment and to give them meaningful access to the National Curriculum.

Our Principles for Learning and Teaching

1. Set high expectations and give every learner confidence that they can succeed recognising the significance of high quality inclusive teaching in strong outcomes.
 - demonstrate a commitment to every learner's success, making them feel included, valued and secure; adopting a 'no opt out' policy with every class.
 - raise learners' aspirations and the effort they put into learning, engaging the active support of parents or carers.
 - establish what learners already know and build on it;
 - explicitly link new ideas to those previously taught;
 - provide regular and purposeful practice of what has been previously taught;
 - set clear and appropriate learning goals, explaining them, and making every moment count;
 - create secure foundations for subsequent learning.
2. Structure and pace the learning experience to make it challenging and enjoyable.
 - use teaching methods that reflect the material to be learned, matching the maturity of the learners and establish high levels of engagement;
 - model the learning process making abstract ideas concrete (promoting metacognition);
 - make creative use of a range of learning opportunities available, within and beyond the classroom; as part of our ordinarily available provision (OAP).
 - use a range of strategies such as revisiting learning, spaced practice and low-stakes testing (quizzes) to improve recall and make learning permanent;
 - be explicit about instructions;
 - present new ideas in small chunks;
 - provide targeted intervention when HQIT is not meeting need;
 - ensure a secure foundation of knowledge before creative thinking.
 - interleave between ideas within learning journeys (applying non-routine examples).
3. Inspire Learning through passion for the subject:
 - bring the subject alive- using visits and visitors and experiences thoughtfully;
 - make it relevant to learners' wider goals and concerns.
4. Make individuals active partners in their learning:

- build respectful adult/ learner relationships that take learners' views and experience fully into account, as well as data on their performance;
 - use assessment for learning to help learners assess their work, reflect on how they learn, and inform subsequent planning and practice.
5. Develop learning skills and personal qualities.
- develop the ability to think systematically, manage information, plan, monitor, evaluate and learn from others and help others learn;
 - improve fluency, problem solving and reasoning skills across the curriculum;
 - develop confidence, self-discipline and an understanding of the learning process (metacognition).

Key elements of teaching and learning across our school – a policy into practice

Characteristics of good teaching are...clear learning objectives

- Learning objectives anchor and drive every lesson. Learning objectives are separated from context of the lesson.
- Learning journeys are known by the children so that they are clear about the steps they will take.
- Common misconceptions are known by teachers and are addressed through modelling and questioning.
- Teachers have excellent subject knowledge.
- Instructions are explicit so that children know exactly what they are going to learn, WHY and what is expected of them by the end of the lesson and unit of work (learning objectives may be dual coded or on a sticker for children at a stage appropriate level).
- Ensuring children have a secure foundation of knowledge prior to reasoning or thinking creatively.

Lessons are characterised by.... challenge for all children activating hard thinking

- All learners are challenged appropriately, especially those working at a greater depth and also those working below age related expectations.
- HQIT and OAP supports engagement and access.
- Guides, worked examples and scaffolds are used to support but are faded over time (I do/ we do/ you do) (mediated learning).
- Dual coding is used as a tool to support all.

- Planning clearly shows how this is to be achieved.

All pupils are...actively engaged in learning and work co-operatively... pupils understand the characteristics of an effective learner

- Pupils are actively engaged during all parts of the lesson; they are not passive. Lessons are responsive and reactive to the learning that is taking place.
- Visuals, artefacts and auditory input are all used creatively to enhance learning.
- Children help and encourage each other.
- Everyone participates (techniques such as 'show me/ tell me' are applied).
- Children explain their ideas clearly and in full sentences.
- Pupils learn how to learn- metacognition
- Children's contributions are valued and used to shape planning.

We believe it is important for pupils to talk during lessons.

When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding. It is partly the reason why we remember so much of what we teach to others. At our school we believe that talking and the development of vocabulary is central to learning.

Learning is enhanced through... effective use of questioning

It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by

- Using open ended questions.
- Providing wait time- (3-5 seconds), so that children can think through their answers before replying.
- Providing thinking time by giving an advance warning, such as 'In two minutes I am going to ask you.... '
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups.
- Ensuring pupils fully understand the question.

All pupils receive... regular and clear feedback which enhances learning

- Assessment for learning is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve and receive both verbal and written feedback to support them.

- Pupils are given time to respond to marking and improve.

Learning is enhanced through the use of... effective behaviour management

Effective, positive behaviour management is used to foster a positive learning environment in the classroom. As a Trauma Informed and Attachment Aware School, we seek to connect with children in order to help them to understand their emotions and manage them effectively. Children are supported through clear, consistent routines, language and expectations. For further details, please refer to our Behaviour Management Policy.

Learning is enhanced through the ...effective use of teaching assistants

- Teaching assistants are clearly directed to support learning.
- Teaching assistants are fully engaged with pupils during lesson times.
- Planning is shared in advance with teaching assistants and as a result, they are clear about who they are supporting and why.
- They are involved in assessing pupil's understanding and feeding back to the teacher.

Learning is enhanced through...a great classroom environment with high expectations

Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of. Hanging objects are avoided and spaces are calm with only the key information displayed leaving plenty of space.

All classes across the school should have:

Working walls

Every class should have a working wall for English (purple background) and Maths (yellow background). This should reflect the work currently being studied in each of the subjects. Working walls must follow the requirements as set out on the subject non-negotiable lists alongside the following:

- Outcomes of lessons i.e. modelled writing, story plans, mathematical methods.
- The learning journey with a clearly annotated 'what a good one looks like' aspiration.
- Children's questions.
- Key vocabulary.
- Visual work and artefacts to stimulate thinking.
- Static information such as spelling rules and grammar conventions.

Well labelled and neatly organised resources

Classroom resources are organised in the same manner throughout the school- they are clearly labelled and matched to images. Children know where to find the resources they need for an activity. This will help to foster independent learning skills.

Appraisal

The quality of teaching is monitored regularly by the Head Teacher and by the Senior Management Team as part of the Appraisal cycle. Targets are set with individual teachers, based on the progress/attainment of his/her pupils and observed teaching performance or classroom management, in line with the School Appraisal Policy.
