VISION & VALUES

"Aiming High, Achieving Together"

MOTIVATION	
IS ABOUT: • An inner desire to learn for self • Wanting to learn more - drive • Igniting a thirst to learn • Relevance and purpose • Feeling excited, satisfied and fulfilled • Having the energy and effort to maintain the momentum for learning	**KEY ELEMENTS:** • Self-esteem • Responsibility • Awareness of self as a learner • Involvement • Choice • Emotions • Perseverance

What will this learning value look like in practice / impact on:		
The Children will:	**The Staff will:**	**The Curriculum will:**
• Enjoy and take pride in their learning • Have high self-esteem • Will persist to overcome barriers to learning • Not be easily distracted • Be prepared to have-a-go • Make links and apply learnt concepts in new contexts • Be curious and eager – to want to learn more • Not be afraid of challenges or making mistakes • Be confident to take risks • Know own learning goals / targets • Continually seek improvements in their learning • See relevance, purpose and interest in what they are learning • Make choices and take control in their learning • Manage their own emotions • Seek their own rewards • Work independently and select appropriate resources to support their learning	• Use stimuli to excite children • Create and promote a 'can-do' culture • Know and use Zone of Proximal Development (ZPD) • Explore emotions to learning • Have high expectations of ALL learners • Use affirmative, positive language – develop trust and rapport with children to create an open and positive ethos • Help children to reflect on how and what they have learnt • Set challenges / goals for achievement • Use mistakes / misconceptions as a positive refinement of work or performance • Use high order questions to stimulate new ways of thinking and overcome barriers • Relate learning to real life contexts – ensuring it has a purpose • Give children choices – allowing them to follow their own interests • Use rewards (stickers, Celebration certificates, class pasta jar) • Model and teach pride in one's achievements ***'Motivated teachers make motivated learners'***	• Offer choices • Ensure maximum engagement • Involve children - promoting their interests and allow them to follow own lines of enquiry • Ignite a spark and encourage an excitement in their learning (e.g. quality topic stimulus and classroom challenge areas) • Provide a range of outcomes / audiences and a clear purpose to focus their learning • Be flexible with plans to suit different groups of learners • Provide resources that have a high level of engagement and interaction • Create an ethos that effort leads to success

EXCELLENCE	
IS ABOUT: • High expectations • High quality teaching and learning • High quality provision and resources • Organised and tidy learning environment • Aiming for the best • Looking for and taking opportunities	**KEY ELEMENTS:** • Determination • Seeking solutions • Goal setting

What will this learning value look like in practice / impact on:		
The Children will:	**The Staff will:**	**The Curriculum will:**
• Achieve their very best • Use feedback effectively to ensure they make great progress • Be able to make links and apply their learning in a variety of contexts • Keep going and 'never give up' • Want to learn more • Set their own goals / targets • Have ambitions for life • Overcome barriers and not be afraid of making mistakes • Be excited and take every opportunity • Take pride in their learning	• Believe all children can achieve and succeed • Want / do the very best for the children • Promote ambition in children • Constantly review their teaching practices to ensure that children receive first class education and achieve the highest possible outcomes • Constantly demand more of children • Provide incisive feedback to children • Develop deep subject knowledge and understanding and impart this to children creatively and progressively • Use assessment information appropriately to ensure those at risk of falling behind swiftly 'catch-up' to 'keep-up' • Recognise children's efforts	• Provide a range of opportunities and experiences • Plan a stimulating launch and landing to the topics • Allow for flexibility in order that children can follow their own lines of enquiry • Challenge children • Be broad and balanced ensuring that children acquire knowledge, understanding and skills in all aspects of learning • Meet the needs of all learners • Encourage a thirst for learning

RESPECT	
IS ABOUT: • Thinking more 'we' rather than 'I' • Tolerating others • Compassion • Socialisation • Friendship • Being honest	**KEY ELEMENTS:** • Empathy • Listening • Emotions • High self-esteem • Appreciation • Equality

What will this learning value look like in practice / impact on:		
The Children will:	**The Staff will:**	**The Curriculum will:**
• Demonstrate good manners • Be kind, considerate and thoughtful • Listen to, respond to and interact with others • Take turns and share • Not call out • Play and learn co-operatively • Recognise when there are conflicts and suggest possible resolutions • Agree and follow rules • Recognise how their behaviour/actions affects others • Have an awareness of rights and responsibilities • Celebrate the achievements of others – not be jealous • Tolerate the differences of others • Take pride in and look after their environment / resources • Treat everyone fairly	• Model behaviour towards others – good manners • Give children the opportunity to have their say – value their needs and interests • Discuss the importance of following school / class rules • Give praise • Model how to share / take turns, • Demonstrate what good listening looks like • Implement the school's Behaviour Management Policy • Teach children how to manage mistakes and difficult situations • Provide feedback on the children's actions / behaviours – being consistent with all children • Convey high expectations • Use verbal / pictorial reminders • Be patient and smile • Regularly review and refer to the 'School Behaviour Code'	• Plan a cohesive and progressive PSHE Scheme of Work • Plan PSHE theme days for the whole school • Integrate RR within the topics, assemblies etc • Ensure weekly Jigsaw sessions are planned • Give children concrete examples of what 'respect' looks like • Involve the children in decision making • Provide opportunities for children to learn about other cultures, disabilities, backgrounds

TEAMWORK	
IS ABOUT: • Collaboration • Solving problems • Taking turns • Sharing • Listening	**KEY ELEMENTS:** • Interdependence • Speaking and listening

What will this learning value look like in practice / impact on:		
The Children will:	**The Staff will:**	**The Curriculum will:**
• Listen well • Value the opinions of others – have mutual respect • Take turns and share • Speak clearly • Adopt a role in a group • Offer suggestions / exchange ideas • Plan with others – make decisions • Make positive relationships • Observe • Be actively involved • Value opportunities to work with others • Be motivated • Have high self-esteem • Recognise that teams can achieve more success	• Model good speaking and listening rules • Model how to plan approaches to work • Teach children different roles when working in a group • Help children to develop their organisational skills • Provide a climate and structure that encourages pupils to participate and work together • Allow more child led, less teacher led activities • Encourage children to use their initiative • Teach children how to resolve conflicting voices • Develop a collaborative environment • Inspire trust and confidence in the children	• Promote collaborative approaches in relevant topics • Use support from local partnerships e.g. Basingstoke Sports Affiliation, Maple Ridge • Allowing the children to practise working in roles in practical tasks • Providing choices – outcomes and processes • Ensure resources / equipment is accessible and of high quality • Create an enquiry / questioning environment

OPPORTUNTIES	
IS ABOUT: • Chances • Experiences • Interests • Seeking meaning - wonder • Pushing boundaries • Moving from familiar to unfamiliar • Intrinsic motivation • Making a difference • Making links	**KEY ELEMENTS:** • Goal setting • Aspirations • Challenge • Questioning • Curiosity

What will this learning value look like in practice / impact on:		
The Children will:	**The Staff will:**	**The Curriculum will:**
• Have high self-esteem • Have a 'I can' and 'give it a go' attitude • Be fascinated and absorbed in their learning • Make relevant choices • Be independent and think for themselves • Want to learn more – go somewhere they have not been before • Explain their success • Ask high-order questions • Show a constant desire to explore and discover • Evaluate their work	• Provide goals to achieve and challenges to extend their thinking • Use questions to prompt further thinking • Provide relevant feedback • Regularly assess children's progress against their targets • Use information from assessments to plan next steps in learning • Model meta-cognitive (thinking about thinking) skills – plan, do, review • Encourage children to move out of their ZPD (zone of proximal development – comfort zone) • Set up 'Challenge Areas' in the classroom to enable children to apply skills and knowledge in different contexts	• Broaden their experiences – planning 'taster' sessions • Provide open-ended tasks / 5 minute time filler 'challenges' across the curriculum • Ensure flexibility in planning – amending time boundaries • Be regularly reviewed and evaluated to ensure it meets the needs and interests of the learner • Ensure there is planned 'FIX-IT' time for children to respond to feedback • Provide opportunities for children to follow their own lines of enquiry – using TASC, QUEST • Enable children to apply skills and knowledge in different contexts • Allow children to make choices

NEVER GIVE UP	
IS ABOUT: • Pushing boundaries • Coping with uncertainty • Moving from familiar to unfamiliar • Intrinsic motivation • Asking and answering questions • Understanding that everyone can improve • Making links – applying their learning	**KEY ELEMENTS:** • Goal setting • Aspirations • Self-evaluation • Perseverance • Risk taking

What will this learning value look like in practice / impact on:		
The Children will:	**The teachers will:**	**The Curriculum will:**
• Have high self-esteem and bounce back from mistakes • Persevere and show momentum – have energy not to give up • Be fascinated and absorbed in their learning • Make relevant choices • Be independent and think for themselves • Know how to cope with uncertainty and overcome obstacles in their learning • Take risks • Explain their success and development areas • Ask higher-order questions • Believe they can succeed and tackle any learning • Regularly evaluate their work ethic and outcomes • Understand that all learners get stuck at some point	• Intervene appropriately to support and extend learning • Plan next steps in learning • Model skills of resilience – not to give up when things become tricky • Model meta-cognitive (thinking about thinking) skills – plan, do, review • Encourage children to use self-evaluation strategies • Encourage children to move out of their ZPD (zone of proximal development – comfort zone)	• Be progressive and challenging • Ensure flexibility in planning – amending time boundaries • Be regularly reviewed and evaluated to ensure it meets the needs and interests of the learner • Allow children to make choices • Enable children to apply their learning and be creative