

Vision and Values 2020

Brockhurst Primary School

Raising aspirations, growing resilient individuals

VISION: Healthy, happy children with the quality of character and quality of work to make positive contributions to the global community.

Core Values	Adults	Children	Curriculum
Respect	<p>Adults model respect through their interactions with all adults and children- listening and responding appropriately and fairly</p> <p>Adults notice and show recognition when children are respectful through our school behaviour policy</p> <p>Adults work together as a team- everyone is valued</p> <p>Adults role model good manners ‘cultivate a culture of gratitude and acts of kindness’</p>	<p>Children listen to the views of each other and that of adults</p> <p>Children are polite and show good manners</p> <p>Children look after the school environment and resources</p> <p>Children respect themselves by taking pride in their learning</p>	<p>The curriculum will take into account the needs of all</p> <p>Children will have the opportunity to share their views and listen respectfully to those of others</p> <p>Difference is celebrated in our curriculum</p> <p>Our curriculum has opportunities for children to work collaboratively</p> <p>We explicitly teach, model and reinforce respectful behaviour</p>
Independence	<p>Adults provide clear models and scaffolds to enable independence</p> <p>Initiative and effort is recognised</p> <p>Adults enable children to learn but don’t ‘do it for them’</p> <p>Adults establish the school and learning environment to facilitate independence</p> <p>Adults allow children to ‘find out for themselves’</p> <p>Displays give children scaffolds and prompts to promote independence</p>	<p>Children take ownership of their own learning</p> <p>Children are given, crave and thrive on responsibility</p> <p>Children select resources and strategies that best suit them</p> <p>Children show resilience and try their best without fear of failure</p>	<p>Opportunities are given for independent learning</p> <p>Planning, resources and outcomes are high quality</p> <p>Projects enable children to follow own interests</p> <p>Children are given choices in their learning</p> <p>Strategies to be independent are explicitly taught and modelled</p>
Growth Mindset	<p>Adults metacognitively model for children.</p> <p>Adults use the language of growth mindset and create a safe space to make mistakes.</p> <p>Adults model making mistakes for children but also in their professional life.</p> <p>Adults have a ‘can do’ attitude with children and colleagues.</p>	<p>Children are not afraid to make mistakes and know that failure is part of learning.</p> <p>Children are resilient and support each other with learning, seeking support when needed.</p> <p>Children see challenge as a positive part of their learning journey.</p> <p>Children seek out feedback in order to help them</p>	<p>Children have the opportunity to have more than one go- redraft to make ‘beautiful work’.</p> <p>Children are given time to embed, revisit and build on learning.</p> <p>Children have opportunities to challenge themselves.</p> <p>All children have access to ‘deeper learning’.</p>

	<p>Adults give recognition for children and colleagues demonstrating a growth mind-set. Adults give high quality, timely feedback to children and each other.</p>	<p>improve. Children regularly give constructive, kind feedback to each other.</p>	<p>Groupings are fluid within the classroom. Children and adults have regular opportunities to reflect on their learning and outcomes.</p>
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Environment	Adults	Curriculum/ Physical Environment
<p>Nurturing, Supportive, Respectful</p> <p>Safe to take risks, celebrate success and create lifelong memories</p>	<p>Model behaviours Build relationships Are calm, patient and non-judgemental Praise effort, encourage and empower Listen wholeheartedly to understand Opportunities to take risks Adults are positive and kind Adults show children they 'belong' at Brockhurst and in their class/group Take time to get to know children and families Have a consistent approach - school rules and school values</p>	<p>Displays children's work in a way that shows the value (in line with non-negotiables) Links the learning for children from prior experiences Organised, tidy classrooms and wider environment where children know that they are safe The curriculum has opportunities for new experiences and aims to engage and excite Resources are the best possible quality The environment is stimulating and inviting- adults and children take pride in the school environment. The whole school environment is part of the teaching space</p>

Leadership Team (SLT and Governors)

Encourage staff to be creative, innovative and research driven
 Provide high quality CPD that is both relevant and forward thinking
 Show that all staff and their contributions are valued through actions, words as well as a robust and fair performance management process
 Enable all staff to achieve their personal best and take pride from the work they do
 Encourage, actively listen to and consider any ideas and suggestions of how to move the school towards its vision
 Enable staff to share their good practice both internally and with other schools

Working with parents	Adults in school & adults at home
<p>Joint Working, communication and respect</p>	<p>Open and honest conversations using respectful language Build positive relationships through positive conversations Listen to families and their needs, respect different views (curiosity not judgement) Keep lines of communication open - speak face to face where possible (open door policy) Seek support and partnership to find solutions Find/ make time to build relationships - be visible and approachable Parents are well informed</p> <ul style="list-style-type: none"> • There are no 'hard to reach parents' only hard to reach schools