

# Reedham Primary and Nursery School

## Educational Aims

**Develop** - Nurture the growth and development of all children, enabling them to fulfil their potential and achieve their aspirations.

**Create** - Encourage curiosity, exploration and a love for learning in children from an early age, and into adulthood.

**Engage** - Contribute meaningfully to the changing and diverse world around them, playing an active role in society.

## Our Drivers

Personal Development	Creative Development	Community Engagement
Determined and Resilient	Imaginative and Creative	Responsibility
Resourceful	Curious	Participation
Reflective and Self-Improver	Purposeful	Sense of Place
Risk Taker	Adaptive	Engages with Debate
Collaborator	Builds Links	Understands and Respects Equality and Diversity
Independent Learner	Independent Thinker	Respectful, Active Citizens

Drivers

Characteristics  
of Learning

These Drivers (broken down into 18 learning characteristics) form the foundation of how pupils learn throughout the curriculum. The curriculum has been created following extensive research to ensure all pupils develop the knowledge and skills to advance their personal and creative skills and to provide opportunities to engage with the local and wider community. When teaching the curriculum, practitioners ensure pupils know how the Drivers have been embedded into the areas of study. Pupils are given the opportunity to recall prior learning, and the progression of vocabulary and skills is revisited throughout the curriculum. The subject-specific knowledge and skills are built around 6 core threads mapped across all subjects.



# What does this look like?

<b>DETERMINED AND RESILIENT</b>	Have a determined focus on continuous school improvement, developing the resilience of all.	<b>IMAGINATIVE AND CREATIVE</b>	Be imaginative and creative and be prepared to do things differently.	<b>RESPONSIBILITY</b>	Understand the personal and collective responsibility to support the development of the Trust.
<b>RESOURCEFUL</b>	Be resourceful and solution-focused, being prepared to look externally for opportunities.	<b>CURIOUS</b>	Be curious about, and engage in, educational research and current practice.	<b>PARTICIPATION</b>	Support Trust and school development through active participation in collaborative processes.
<b>REFLECTIVE, SELF-IMPROVEMENT</b>	Be reflective and focused on positive self-improvement.	<b>PURPOSEFUL</b>	Purposefully plan for school improvement.	<b>SENSE OF PLACE</b>	Represent the Trust and the local context, developing a sense of place for all.
<b>RISK TAKER</b>	Take risks, being able to adapt to changing educational landscapes.	<b>ADAPTIVE</b>	Prepared to adapt their thinking and current practice.	<b>ENGAGES WITH DEBATE</b>	Understand the personal responsibility to engage in professional debate.
<b>COLLABORATIVE</b>	Work collaboratively with all members of the Trust, communicating this responsibility to all.	<b>BUILDS LINKS</b>	Build links both within the Trust and externally.	<b>UNDERSTANDS AND RESPECTS EQUALITY AND DIVERSITY</b>	Develop a deep understanding of the needs of all stakeholders with a commitment to respecting all.
<b>INDEPENDENT LEARNER</b>	Purposefully engage in self and school improvement.	<b>INDEPENDENT THINKER</b>	Independently evaluate and reflect on the impact of school improvement activities.	<b>RESPECTFUL, ACTIVE CITIZEN</b>	Understand the personal responsibility to be an active, respectful member of the Trust community.



# Teaching Principles



## POSITIVE CLASSROOM CULTURE

*Brings a sense of belonging and safety, which supports pupil development*



## BUILDING LINKS

*Allows pupils to develop knowledge and apply it to new concepts and contexts. Enabling pupils to remember more over time.*



## HIGH EXPECTATIONS FOR PUPILS

*Ensures the curriculum has the intended impact and outcomes.*



## UNDERSTAND THE NEEDS OF ALL PUPILS

*Ensure all pupils succeed in all lessons.*



## POSITIVE FEEDBACK

*Develops pupils' ability to self-evaluate and motivates them to improve their learning.*



## SCAFFOLDING OF PUPIL'S LEARNING

*Reduces cognitive load and ensures all learning is accessible.*



# Curriculum Threads – these run through and across the subjects



Sustainability



Cultural Diversity



British Values



Equity



Influence



Innovation

## Our Assembly Values

Children can only learn well when they feel safe and happy - this is our first priority. We aim to support and encourage children to be the best versions of themselves, becoming 'good' humans. Reedham Primary and Nursery School helps children explore this through cross-curricular dimensions such as identity, cultural diversity and community cohesion to provide important unifying themes that help our young people make sense of the world and give their education relevance. This will reflect the major ideas and challenges that face individuals and society and will provide a focus for work within and between subjects and across the curriculum as a whole.

The key values at the centre of our children's learning, explored throughout their education with us are the foundations for our PSHE and R.E teaching and learning. Our values are: thanks, truth (honesty), justice (law), forgiveness, peace, friendship, trust, generosity, compassion, reverence (respect), responsibility, patience. A respect for all, open-mindedness, appreciation, wonder, self-awareness, resilience and tenacity are fully embedded into all aspects of our beliefs and values teaching and learning across the curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Sense of Place	Determined and Resilient	Risk taker	Purposeful	Respectful Active Citizen	Participation
Year B	Responsibility	Independent Learner and thinker	Reflective, Self-improvement	Engages with Debate	Resourceful	Understand and Respect Equality and Diversity