

Red Hill CE Primary School

Excellence & Enjoyment, Everyone & EVerything

As a church school, our vision and Christian values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils for their next steps.

Our school vision

At Red Hill C of E Primary School, we look to Jesus as our example in our aspirations for **excellence** and **enjoyment** in all that we do. We believe that **everyone** is unique and **everything** is celebrated. **God created you to be amazing** (Ephesians 2:10)

Our key curriculum Drivers are taken from our school logo & motto:

| Key Driver | |
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| Excellence | We strive for excellence in all which we do. We aspire for all children and colleagues to individually meet their full potential. |
| Enjoyment | We believe that all learning should be both enjoyable and memorable through a wide range of enrichment opportunities. |
| Everyone | We believe in achievement for all and support everyone to achieve their very best. |
| Everything | We ensure that our curriculum offer enables learning of key skills and knowledge for children to move onto the next stage of education. |

Our Vision

Our Values

Our whole school values are based on our school vision:

Friendship, love, respect, responsibility, hope, perseverance

Our Christian Values

| FRIENDSHIP | LOVE | RESPECT | RESPONSIBILITY | HOPE | PERSEVERANCE |
|--|--|--|---|---|---|
| Through showing FRIENDSHIP to others, our community will grow in strength | Through showing LOVE to ourselves and others, our community will grow to be kind and caring | Through showing mutual RESPECT for ourselves and others, respecting differences and the world around us our community will support each other | Through showing RESPONSIBILITY to ourselves and others, our community will learn from each other | Through showing HOPE to ourselves and others, our community will look towards being hopeful in the face of challenge or difficulties | Through showing PERSEVERANCE our community will aspire to enjoy life in all its fullness, striving for personal success and achievement. |

Effective Learning Behaviours

We follow a Growth Mindset Approach

What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Created by: Reid Wilson @wayfaringspath. © 2015 Icon from: thezoomproject.com

British Values

| Tolerance | Individual Liberty | Rule of Law | Democracy | Mutual Respect |
|---|----------------------------------|---|---|--|
| To respect the culture and beliefs of others. | To know that we are all special. | To understand right from wrong. To understand the consequences of our actions. | We are all aware of rights and responsibilities. To make decisions together | To understand and respect the roles of people who may help us. To treat everybody equally. We listen to and respect other people's opinions and values. |

A range of Experiences

| Spiritual | Moral | Social | Cultural |
|-----------|-------|--------|----------|
| | | | |

Approaches to learning (IMPLEMENTATION)

| Approaches to learning | Exciting themes | | | | | | | | | | | | | |
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| <table border="1"> <tr> <td>Accurate assessment as a starting point for future learning</td> <td>Quality planning learning tasks with a clear point and purpose</td> <td>Effective deployment of staff to meet the needs of learners</td> <td>Creation of useful and relevant learning environment including work walls</td> <td>Opportunities for key drivers, Christian Values, PSHE, SMSC and British values.</td> <td>Encouraging independent active learning skills</td> <td>Offering challenge and support to ensure all children progress and achieve</td> <td>Using feedback to do things better and/or differently in a timely way</td> </tr> </table> | Accurate assessment as a starting point for future learning | Quality planning learning tasks with a clear point and purpose | Effective deployment of staff to meet the needs of learners | Creation of useful and relevant learning environment including work walls | Opportunities for key drivers, Christian Values, PSHE, SMSC and British values. | Encouraging independent active learning skills | Offering challenge and support to ensure all children progress and achieve | Using feedback to do things better and/or differently in a timely way | <table border="1"> <tr> <td>Cross curricular topics – launch, explore, energise, celebrate – Sparking starts & fabulous finishes</td> <td>Inspiration days in school/subject specific focus days</td> <td>Whole school theme weeks</td> <td>Trips out of school/enrichment opportunities</td> <td>Visitors and links with our immediate community</td> </tr> </table> | Cross curricular topics – launch, explore, energise, celebrate – Sparking starts & fabulous finishes | Inspiration days in school/subject specific focus days | Whole school theme weeks | Trips out of school/enrichment opportunities | Visitors and links with our immediate community |
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What do we want for our children? (INTENT)

| | NC Expectations | EYFS | | PSED | | Communication and language | | Physical Development | | Literacy | | Mathematics | | Understanding the World | | Expressive Arts and Design | |
|---------------------------------|-------------------------|---|---------|-------|----|------------------------------------|---------|---|-----------|--|-----------|--|----|--|---------------------------------|------------------------------------|-----|
| | | KS1 | English | Maths | RE | PSHE | Science | PE | Computing | History | Geography | Art | DT | Music | Forest School/ outdoor learning | | |
| | | KS2 | | | | | | | | | | | | | | | MFL |
| How Well are we doing? (IMPACT) | Accountability measures | Improved attainment and standards across the curriculum – external data | | | | Excellent behaviour and attendance | | Children that are developing a love of learning and have strong learning behaviours | | Children who have developed a strong level of independence And are able to talk confidently about their learning | | Wide range of healthy lifestyle choices and opportunities – health & wellbeing | | Successful transition to secondary school, future. | | External school improvement visits | |