

Positive and active citizen

- Learning values- (Resilience, Risk Taker, Resourceful, Responsible, Reflective)
- Leadership opportunities, e.g. sports leaders, School Council, School Ambassadors, etc.
- Cross phase opportunities to work with wider peer groups across different age groups, e.g. reading pairs, writing workshops etc...).
- Cross primary events to develop relationships with peers from other school with our cluster (Foxton, Church Langton, Billesdon, Fleckney and Hallaton).
- Outdoor learning opportunities to build resilience and cooperation. Forest school projects throughout the school.
- Arts and craft afternoons with parents and families
- Positive behaviour system underpinned by Class Dojo. Behaviour successes are recognised by Dojo Points which build to sticker and badge awards. Achievement through 'Stars of the week' is shared weekly with parents through an assembly.
- Good lunchtime behaviour recognised – through the use of Dojo points.
- Curriculum reflects locality, encouraging the development of empathy and making positive contributions.
- Enterprise – Summer and Christmas fayre stall organisation and ideas. Harvest collections to support to work of St Cuthbert's church. Vegetable garden and seasonal sales of produce.
- Local conservation work- Great Glen Wild Space project.
- Worship Workshop- led by representatives of St Cuthbert's church.
- Great Glen Library visits and collaborative projects

Curriculum

- Knowledge organisers for each unit of work provide the basis for curriculum planning, ensuring there is an academic knowledge focus in each subject.
- Whole school curriculum planning ensures that knowledge acquisition and skill development is progressive and ambitious.
- Focus on basic skills (reading, writing, mathematics), using pre-learning, over-learning, practising, checking and revising as needed to ensure all children from Reception to Year 6 make good progress.
- Quality subscription services provided to help learning, e.g. Times Tables Rock Stars, Abacus.
- Specialist teaching in music (through Choir and Brass), RE (Rev Kim- St Cuthbert's church) and Sport.
- Novel led approach develops and sustains a love of stories, ensuring children have access to, and are knowledgeable about, a wide range of quality texts.
- Collective Worship focus on Learning Values, historical events, major faiths, charity and work and safeguarding to increase pupil knowledge and understanding.
- Forest schools
- Staff CPD

Enrichment

- * Every unit of work includes at least 1 tailored enrichment opportunity either in school, such as Stone Age workshops in Year 3/4, or out of school, e.g. a visit to a place of worship or museum.
- * 'Spotlight' events to share learning with families and promote talent, e.g. reading/stories, art galleries, mathematics, etc.
- * Whole school enrichment activities, e.g. assemblies.
- * Whole school focus days, e.g. World Book Day, festivals.
- * Visitors from the local community or local business, e.g. the Fire service, Community Police Support Officers, NSPCC, etc.
- * A range of free after school clubs, including sports.
- * Performance opportunities, e.g. nativity, year 6 Leavers musical, whole school assemblies to celebrate major faiths.
- * Cross cluster events to represent their school and work alongside others, e.g. sporting tournaments, Japan project, science and writing.
- * Singing in Key Stages
- * Music concerts
- * Peripatetic music opportunities
- * Year 6 residential

Preparation for the next phase

- Whole school strategies:
 - Phase 1 combines EYFS and Year 1 / Phase 2 combines Year 2, 3 and 4 (reduces possible dips and smooths transition)
 - Whole School Focus on Learning Values is not specific to a classroom, age or school – Learning behaviours for life.
 - Meet new teacher, visit new classroom
 - Use of specialist teachers enables children to get used to being taught by more than one person.
 - * Children new to school have a tailored induction, with specific materials per class, translated if necessary. Meetings between home and school prior to starting allow them to settle more quickly and ensure systems are in place to enable them to communicate needs.
- Reception, Reception-Year 1**
- * School ready behaviours and aspects of personal development taught and encouraged, e.g. walk quietly in the corridors, write name on work, express needs clearly, toilet training, teeth brushing, etc.
 - Relationships introduced and developed with parents with regards to time keeping, attendance, communication, involvement in school life, etc.

Year 6-Year 7

- Close communication with secondary schools to enable summer term visits and visitors
- Bikeability in y5/6
- Warning Zone visit Year 6
- Mixed groups and range of teachers in Year 6
- Visitors to talk to children about careers
- Projects within Science, English, Maths and transition with The Kibworth School