



Mission

We are committed to:

- Ensuring that all children have a quality education, regardless of background or ability;
- Equipping children with the knowledge, skills and cultural capital to prepare them for the next stage of their learning journey;
- To achieve an all-round education, leading to the best possible outcomes.

Vision

We want all our children to experience what it feels like to have respectful, caring relationships with others. We want them to achieve personal success and always be the best they can possibly be. We want them to question and challenge what they hear and see as they explore the world. We want them to develop a moral compass that helps them to be brave, independent and kind and gives them the resilience to grow, ask for help and to recognise when others need it too.

Values

The word **GROW** summaries our values at Chellaston Fields. School life will be driven and shaped through the teaching and modelling of these core values:
Great Communication, Resilient and confident, Opportunity to be independent and curious, Working together through kindness to enjoy and achieve

Intention	Implementation	Impact
<p>We believe that giving children the right conditions to learn gives them roots to grow and wings to fly. Our values will be reflected in our learning environment and the use of visuals will be used to reinforce our core beliefs and purpose. To this end the image of a tree provides a useful analogy to explain our curriculum. The tree roots are the conditions for the whole curriculum and reflect the GROW values, providing a cohesive framework and a focus on developing the whole child. The trunk represents the building of knowledge and skills using approaches that are evidence based. The canopy represents the possibilities and opportunities for children to develop beyond the national curriculum.</p> <p>The planning focus hinges on securing a deep knowledge of the subject through following a carefully planned sequence of lessons that aim to answer key questions about a specific topic or theme. Questions are designed to spark curiosity and give promote enquiry skills to be developed. An exciting launch and clear destination for each topic and leads to WOW moments, ensuring a real purpose and connectedness in the activities leading up to it. Through our curriculum, we will ensure that new information is taught relating to what children already know and the experiences they have already had, taking account of cognitive load theory to carefully plan the introduction of new concepts.</p> <p>Our GROW values will be at the centre of everything we do so the children develop:</p> <p>Great communication skills Resilient, confident learners ready to take risks Opportunity to be curious and independent Working together with kindness to enjoy and achieve</p>	<p>Our GROW curriculum will be delivered through ensuring we:</p> <p>Establish the Conditions</p> <p>Positive mental health and wellbeing (Great communication, Resilient & confident, working together with kindness)</p> <ul style="list-style-type: none"> - Mindful Monday's and strategies to establish a healthy mindset (eg, peer massage, mindful colouring, identifying and communicating feelings) - Growth mindset and teaching resilience, believing that with hard work and determination, anything can be achieved - An emphasis on positive relationships - A high quality PSHE curriculum (Jigsaw) - Positive behaviour strategies – three school rules and our golden rule of being kind. <p>Developing thinking & learning strategies (Resilient & confident, opportunity to be independent and confident, working together...to achieve)</p> <ul style="list-style-type: none"> - Instilling independence - Focus on interpersonal skills, the development of team building projects, encouraging children to GROW in their ability to work together - Developing a positive attitude to becoming a life-long learner - Developing memory - Expert sharing - Reflection time through peer and self-assessment, reflecting on what and how they have learnt and how to improve - GROW celebrations <p>Build the Knowledge Structure</p> <p>A love of language and literature (Great communication, ...confident, opportunity to be independent and curious)</p> <ul style="list-style-type: none"> - Based around quality texts with regular opportunities to read for pleasure and discuss what is read - Developing excellent oracy – classrooms which are rich in talk, questions and peer conversations - Emphasis on talk eg, story-telling, reciting poetry, debating - Opportunity to learn a foreign language <p>Building knowledge (Resilient & confident, opportunity to be independent & curious)</p> <ul style="list-style-type: none"> - Mastery approach - Maths curriculum to be delivered through Power Maths to be able to use the fundamentals fluently to solve problems and to reason - Making links across the curriculum - Regular retrieval practice - A constant approach to accelerated learning with high challenge, teacher modelling, explicit steps, deliberate difficulties and scaffolding - Focus on developing fluency and memory - Use of knowledge organisers and making explicit links <p>Explore the Possibilities</p> <p>Active learning (opportunity to be independent & curious, Great communication, working together)</p> <ul style="list-style-type: none"> - Activity rich – hands on learning opportunities - Opportunities to learn outdoors - Visits or visitors at least half termly - Learning through purposeful play (FS) - Highly interactive (Talk Less Teaching strategies) <p>Inspiring creativity, curiosity and building aspirations learning (opportunity to be independent & curious, Great communication, working together)</p> <ul style="list-style-type: none"> - A clear learning launch and destination that may provide project based learning, replicating life and learning in the real world - Draw on expertise from the local community - Enrichment opportunities and extra-curricular activities that develop cultural capital - Links with universities and nearby industry, eg, Toyota, JCB, Rolls Royce, - Links with schools in other parts of the world 	<p>We will evaluate of the acquisition of knowledge and vocabulary in long term memory.</p> <p>This will be demonstrated through:</p> <p>Excellent outcomes</p> <ul style="list-style-type: none"> - EYFS – 75% GLD - Y1 phonics check – 90% to meet expected standard - End of KS1 – 85% - End of KS2 – 85% <p>Ongoing assessments</p> <ul style="list-style-type: none"> - Termly tests (PUMA, PIRA, SATs, Power Maths) - Great attendance – 96+ - Engagement of parents in events <p>Strategies</p> <ul style="list-style-type: none"> - A clear feedback policy with an emphasis on live feedback - GROW time - Regular data meetings - Uses of quizzes & low stakes testing (using knowledge organisers) – repeated weekly, fortnightly, half termly, annually - Writing and editing work - Actively teaching vocabulary - Celebrations, eg performing poetry - Times tables/spelling competitions - Testing (PIRA, PUMA, GAPS) <p>Staff development</p> <ul style="list-style-type: none"> - Extensive CPD, access to Trust networks, trialling new strategies in classrooms and reporting back on the impact. - Considering workload of team <p>Home-School partnerships</p> <ul style="list-style-type: none"> - Regular opportunities for parents to join in school activities - Opportunities to attend workshops, enabling parents to help support learning at home - Use of class Dojo to communicate regularly with home, sharing personal achievements.

