

“Learn from yesterday, live for today, hope for tomorrow.
The important thing is not to stop questioning. Curiosity has its own reason for existing.”
Albert Einstein

School focus

To provide our children with as broad a range of vibrant educational opportunities as possible in order for them to grow as happy, self-motivated, tolerant, confident individuals who will strive for excellence in whatever they aim to achieve.

Aims

- To build happy memories and enable our children to develop into healthy, life long learners
- To help our children to develop lively, enquiring minds so that they flourish in our ever-changing world.
- To promote tolerance, respect, care and concern.
- To promote the spiritual, moral, cultural and social development of all our children enabling a sense of pride and purpose.
- To explore and extend creativity and sensitivity by offering quality opportunities through all aspects of learning.
- To enable our children to communicate effectively and with confidence.
- To establish a constructive partnership between home, school and the community.
- To ensure that all children, irrespective of gender, background, race or religion, have equal access to all areas of the curriculum, to practitioners and other adults, according to their need.

Relationships

We firmly believe that positive reinforcement, trust and mutual respect are vital to a child's development.

- We aim to create an environment where learners feel able to make mistakes and learn from them, without feeling inadequate or foolish.
- Our open door policy enables parents to play a shared role in their child's education. Open mornings in which parents are free to wander throughout school occur on a regular basis and teaching staff are available to meet with parents as necessary on a daily basis.
- Links with the wider village community, cluster schools, pre-school and secondary phases are vital part of our day to day life.
- Our school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.
- We value and respect all cultures and faiths.
- There are positive reward systems for good work and behaviour.
- Sanctions, when required, will be applied consistently and fairly.
- Pupils will be treated fairly and equally irrespective of gender, race, religious beliefs, age or ability.

Physical environment

We aim to make our school a calm, bright, welcoming place in which to learn.

The learning environment will:

- have resources that are easily accessible to our children, clearly labelled and kept in good order and reflect the cultural diversity of our society
- require the involvement of pupils in the maintenance and care of equipment and resources.
- provide technological resources that are in good working order for pupils to access readily.
- be equipped to ensure that all pupils have sufficient personal space in which to learn.
- have furniture which can be arranged flexibly to support a range of learning activities.
- contain a range of vibrant displays which may

- celebrate achievement
- enable interaction to stimulate
- support the learning process by offering resources or modelling the learning process
- give pupils access to water at all times
- include stimulating outdoor provision.

- Children will be taught how to use all resources correctly and safely, with care and respect, and with regard for Health and Safety and waste.

Curriculum and planning

“Education is not the filling of a bucket, but the lighting of a fire”
W. B. Yeats

- There is a medium planning proforma which is used throughout the school however, there is no specific short term planning proforma as we believe that different teachers will prefer to plan for the short term in different ways. However, all planning should contain;
 - learning objectives
 - success criteria
 - a reference to differentiation
 - detail as to how TAs are to be used
- SEN pupils have individual provision maps to meet their specific needs.
- Our broad curriculum is based on a thematic approach and endeavours to take account of the interests of the children. New themes will often be planned by mind mapping what the children currently know and consequently, what they want to find out. Each theme is planned to contain a ‘Wow factor’.
- Sessions will have clear, concise and achievable learning objectives and will be planned to ensure high levels of interaction and engagement.
- Learning activities will have a sense of purpose, and will often relate to real life situations. We believe that children generally learn best when learning is practical. Consequently, ‘worksheets’ and published schemes play little part in our exploration of the curriculum.
- Learning tasks will be differentiated at levels appropriate to age and ability of our children.
- Links will be made with prior learning and other areas of the curriculum
- We fully exploit our favoured school location by ensuring the children regularly use our large field, formal and informal pond and school gardens. In addition, we are able to give Class 1 a woodland school experience in their first term in school.
- Our children are given the opportunity to experience a variety of enrichment activities during their time with us. Each class benefits from at least one visit or visitor each half term, peripatetic music tuition is available together with Play to Learn (whole class instrumental music tuition) and we regularly buy in a visiting artist to work with the children to ensure that learning is based on real life experiences. School clubs are many and varied but include cricket, football, netball, rugby, gym, cookery, performance, tennis, street dance

Learning and Teaching

To maximise the quality of the learning experience for our children sessions will:

- connect with previous learning building on what pupils already know and understand.
- stimulate and motivate, arouse curiosity and use novelty to help establish high levels of engagement.
- include a stimulating introductory session to a topic.
- set out clear objectives for our children and detail what the expected achievements are for that session.
- set clear criteria for success where appropriate
- value experimentation and give opportunities for pupils to follow an individual route.
- address the individual needs of pupils through careful differentiation and grouping
- allow our children to confidently take a risk and make mistakes.
- address the needs of pupils’ different learning styles
- enable the children to see the adults in school as learners who make mistakes and take risks in order to learn themselves.

- give opportunities for:
 - investigation and exploration
 - observation and reflection
 - interaction and collaboration
 - the development of social communication
 - independent learning
 - consolidation and practice
 - pupil demonstration
 - creativity
 - physical activity
 - problem solving
 - taking risks and experimenting

Homework

- At Madresfield, we fully believe that for learning to take place, children must enjoy their learning activities and have fun.
- In addition, learning must be placed in a real life or believable context if the children are truly going to learn skills and strategies and retain knowledge. Consequently, we believe that the best way to support learning at home is not to give children pages of worksheets to fill in but to give them rich learning experiences to remember and enjoy.
- We expect that children will take the opportunity to read regularly at home
- The learning of multiplication tables and spelling skills are supported by parents/guardians at home.
- Each month, the children are given a comprehensive home learning pack linked to a theme which is explored from Reception to Year 6. There are opportunities for parents to come into school and share these home learning opportunities with their children and their children's class.
- Home Learning Packs are recorded on the school website www.madresfieldschool.net
- A Home Learning Club takes place after school to support those children who have difficulty completing their packs at home.

Assessment and self review

We believe that assessment should be regular and formative, fully involving our children in analysing and their own learning;

Regular assessments are made of pupil's work in order to establish their level of attainment, and to inform future planning.

- From Year R to Year 6, all children have a learning partner with whom they discuss their own learning and the next steps in order to improve. The children in Classes 3 and 4 have an individual learning log in which they record their learning partners discussions/comments/targets.
- APP grids are used to enable the class teacher to assess levels of learning in reading, writing and maths to plan the next steps for each child. Whole school moderation takes place on a termly basis.
- All learning is planned with specific objectives in mind and success criteria are shared and sometimes created with the children. Responses to learning are linked to the success criteria shared and teaching is adjusted to take account of the results of assessment as necessary.
- A whole school tracking file is kept in the Headteacher's office. It tracks individual children within cohorts according to SAT results and termly teacher assessments enabling staff to compare standards and progress in school with the national average.
- We believe that for 'marking' of written work to be effective, it must (as much as is possible) be marked with the children and should give positive encouragement and set clear targets for improvement.
- The foundation stage practitioners make informal observations and record pupil progress in the early years foundation stage using the Early years Foundation Stage Profile
- IPM's are used to set targets, plan activities and record progress for pupils with special needs.
- Clear targets are set with the children for writing.
- Maths Working Walls highlight class maths targets.

Equal Opportunities

In accordance with the school's Equal Opportunities Policy all children at Madresfield C.E. Primary School will be given full access to the National Curriculum. Staff will endeavour to help all children to reach their potential irrespective of race, gender, religious beliefs, age or ability.