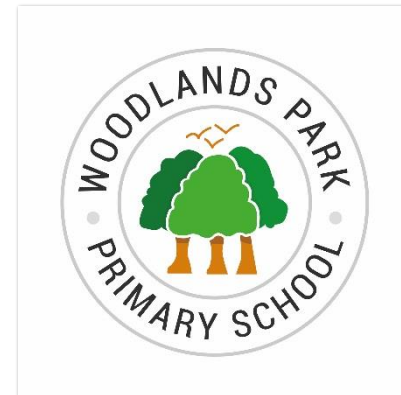


My Vision for Your Children



My Vision for Your Children

Academic Excellence

- Great teaching
- Outstanding learning
- Pupil Progress
- Engaging and relevant curriculum

Personal Development

- Explicit focus – split screen teaching
- Developing learning behaviours, e.g. motivation, communication, resilience etc..

Developing Uniqueness

- Making the hidden curriculum visible
- Healthy and active school
- Outstanding learning behaviours for life

Four Steps to Achieve the Vision...

1. Clear values for school community
2. Developing positive growth mind-sets for learning (whole community)
3. Ambitious school improvement planning
4. Effective parent partnerships



1. School Values

WARMTH:

- Well-Being
- Aspire
- Relationships
- Motivation
- Trust
- Holistic



Our Values - WARMTH

Well-Being

Everyone needs to feel safe and cared for if they are to learn and succeed. We create a warm, safe and nurturing environment that meets and matches the needs of everyone in our school community. We understand that people encounter many ups and downs within their lives and at times may need more support than others; this includes supporting our children, parents and teachers during times of transition. We teach our children empathy and understanding, and adults' model this at all times.

Aspire

We ensure all our children become confident, independent learners with an enthusiasm for acquiring knowledge. Challenge is at the heart of successful learning and everyone aspires to 'achieve or be more'. Children are taught to understand how they learn and the skills they need to work through and conquer each new challenge. They are taught the process of learning and understand that making mistakes are part of this process and are to be seen as positives.

Relationships

We support our children to develop and maintain positive relationships and have respect and value both themselves and others. Teachers model this in their relationships with the children in our care, with each other and with parents who we see as valued partners. Opportunities are provided for children to build relationships within our community that encourage our children to be proactive in their responsibilities towards the local community and the wider world. As a community we celebrate diversity.

Our Values - WARMTH

Motivation

Teachers are passionate about teaching and learning and the subjects they teach. They are relentless in finding ways that engage, enthuse and inspire the learners in their care. Children are encouraged to be curious and have a 'thirst' for knowledge. They know what their next steps are and want to achieve.

Trust

Teachers trust that children will be ready to learn and actively engage in every learning opportunity. Children trust that their teachers will be well prepared and able to meet their individual needs with understanding whether these be educational or emotional. Parents trust teaching staff to be honest in regards of their child's needs and know that these needs will be met. As a school we trust parents to actively participate in their child's education, supporting their child to succeed and achieve.

Holistic

We deliver an exciting and innovative curriculum for everyone that engages and develops the whole person. We ensure that the curriculum and resources are flexible, adaptable and relevant for the needs of all learners in an evolving world and encourage individuals' interests and aptitudes to flourish.

Values at Home



- What is your vision for your children?
- What values will you need to get there?
- Explicit focus?
- Stealing aspects of our values

Developing positive growth mindsets for learning (whole community)

- What is a mindset?

A mental attitude that determines how you will interpret and respond to situations

MINDSET MATTERS

■ Fixed Mindset: Intelligence is a fixed trait
(Dweck, 2008)

■ Growth Mindset: Intelligence is a quality that can be changed and Developed
(Dweck, 2008)



Carol Dweck , professor of
Psychology at Stanford University

THE BRAIN IS MALLEABLE

- The brain is like a muscle that gets stronger and works better the more it is exercised.
- Too often students believe the brain is static, leading them to think talent and giftedness are permanent, unchanging personal attributes that automatically bring later success.
- Every time you work hard, stretch yourself and learn something new your brain forms new connections and over time you actually become smarter.



Language to develop a growth mindset

Instead of	Try thinking
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't <u>make this</u> any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

MINDSET STEP #2: REALIZE HARD WORK IS KEY

- Fixed Mindset: Learning should come naturally
“When I have to work really hard in a subject, I don’t feel very smart”
- Growth Mindset: Putting a lot of effort into learning and working hard is key
“The harder I have to work at something, the more effort I put into something, the better I’ll be at it”

MINDSET STEP #3: FACE SETBACKS

- Fixed Mindset: Hide mistakes and conceal deficiencies, retreat, blame others, act superior

“I’d spend less time on this subject from now on”

“I would try not to take this subject ever again”

“I would try to cheat on the next test”

- Growth Mindset: Capitalize on mistakes and confront deficiencies

“I would work harder in class from now on”

“I would spend more time studying for the test”



The Myth of Talent and the Power of Practice

Practice doesn't make perfect – practice reduces the imperfection

Practice like a champion

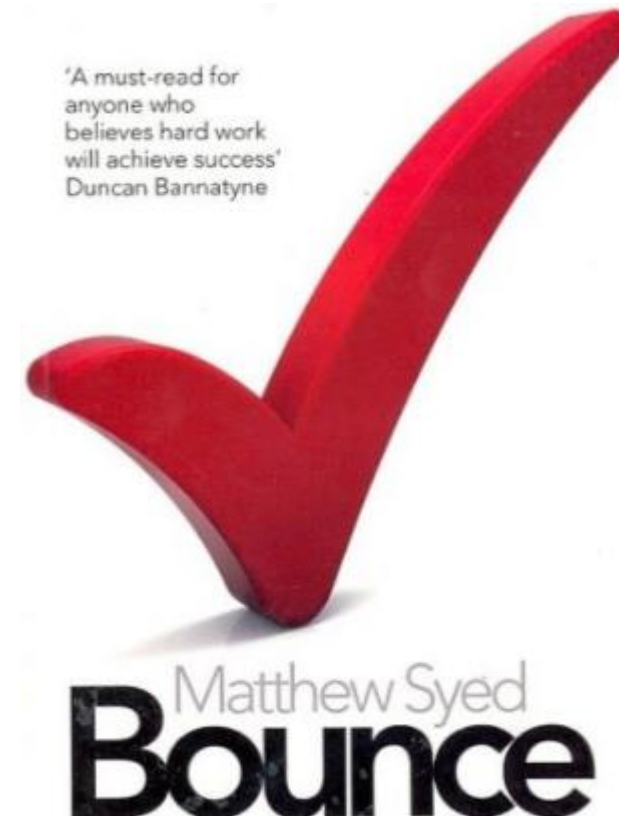
Don't practice until you get it right, practice until you get it wrong

Practice makes progress, not perfect

Winners are not people who never fail, but people who never quit

Every day is a chance to get better

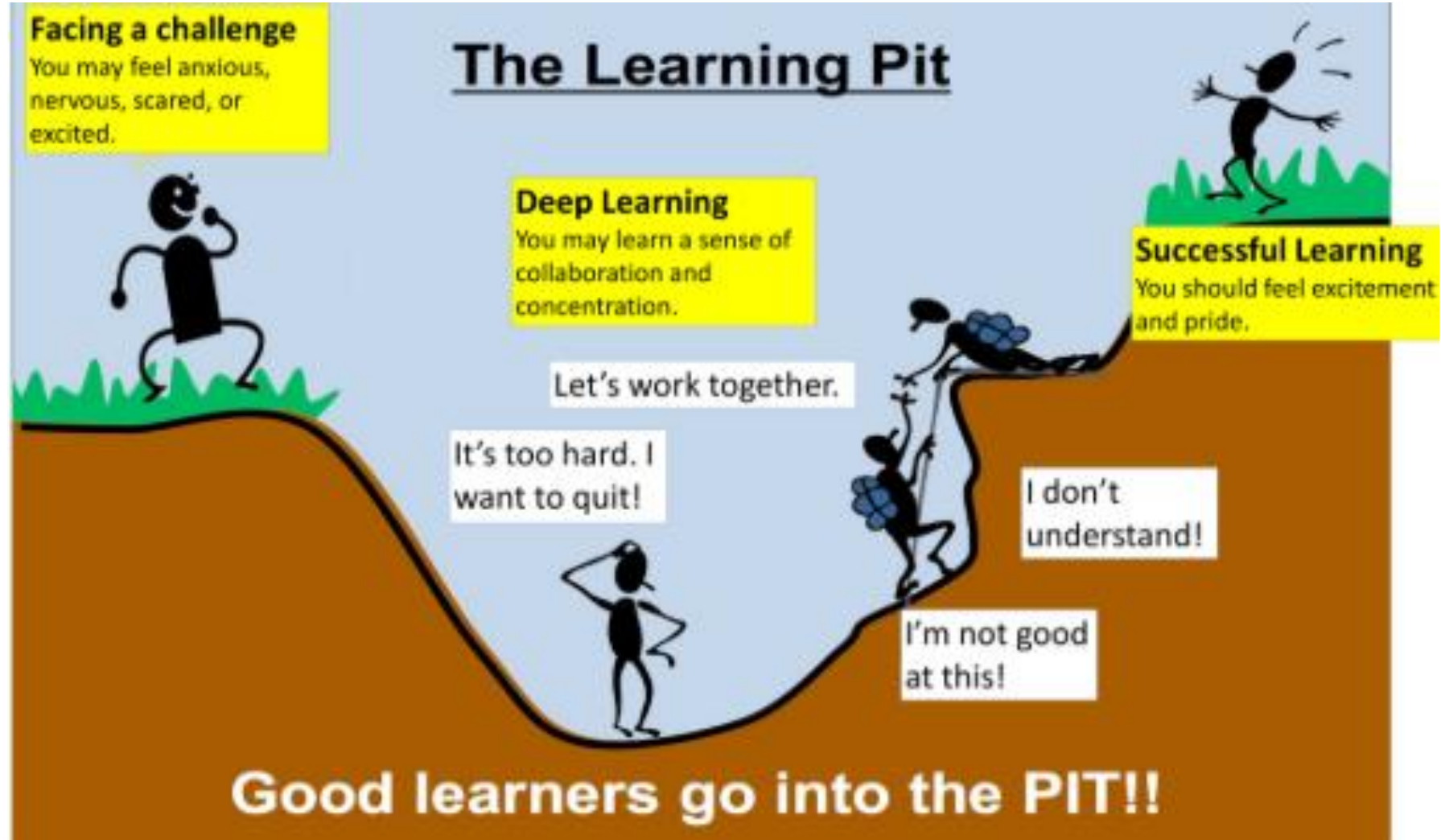
Believe in yourself and you can do unbelievable things



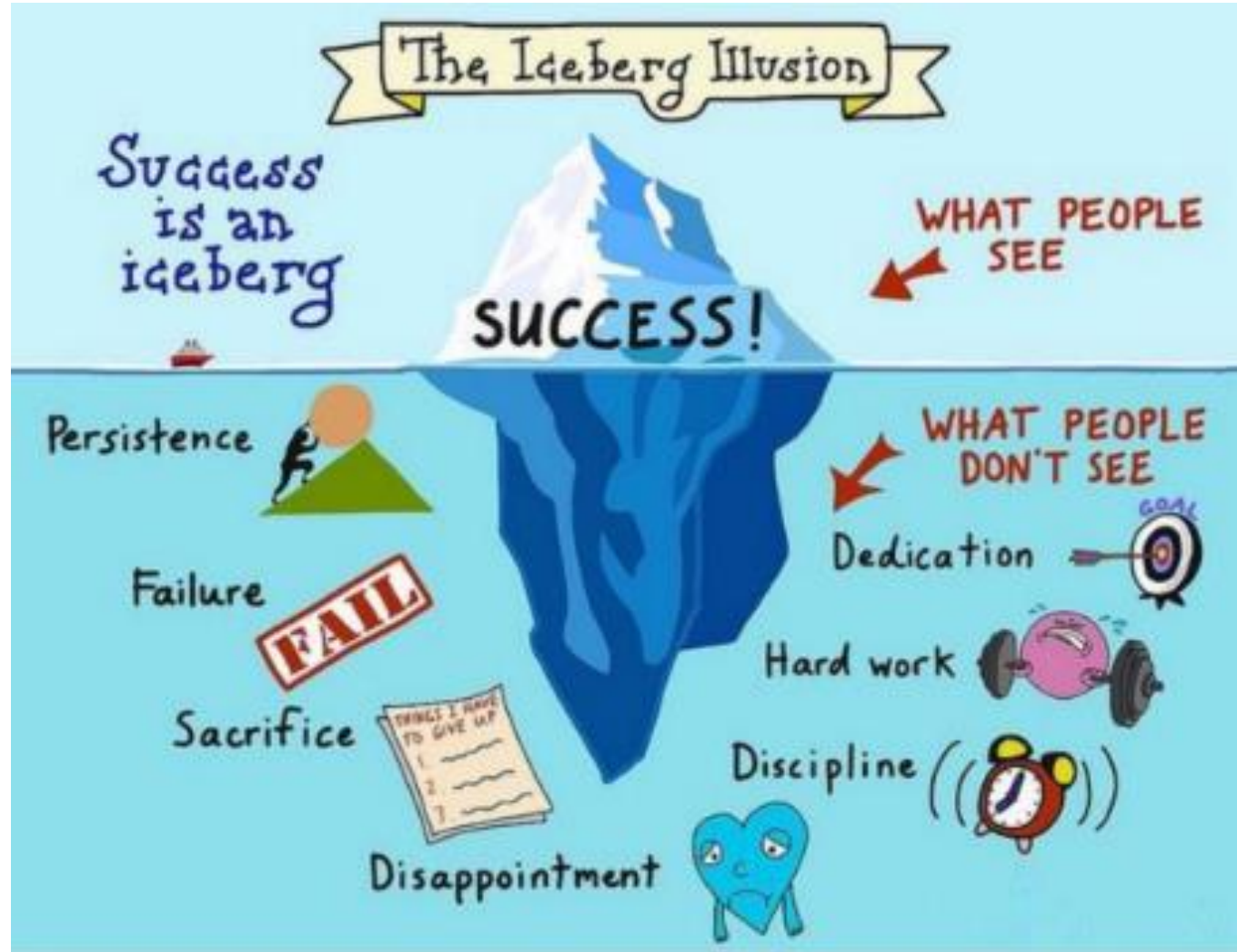
Images to Develop Learning Behaviours – Learning Characters in foundation and Key Stage 1



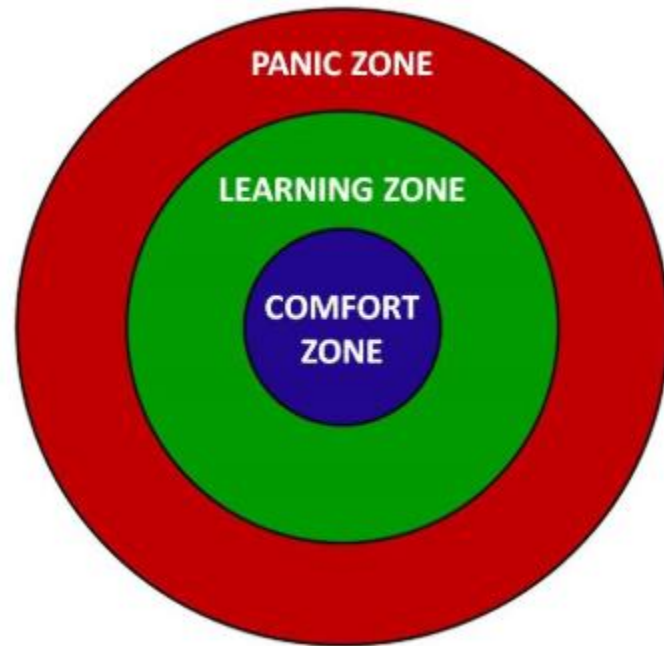
Images to Develop Learning Behaviours – The Learning Pit (James Nottingham)



Images to Develop Learning Behaviours –The Iceberg Illusion



Images to Develop Learning Behaviours – Learning Zones



2. Ambitious School Improvement Planning

- Learning behaviours
- Maths
- Professional Development for all staff
- Addressing teacher workload and increasing opportunity for pupil progress
- Developing uniqueness, e.g. September project, curriculum, play / PE equipment
- Building Projects
- Resourcing projects
- Finances – school budget and pupil premium



3. Effective Parent Partnerships – Personal Development

- **Life experiences**
- **Clear expectations**
- **Cast a positive shadow**
- **Praise the effort**
- **Recognise progress and positives**
- **Broaden horizons**
- **Raise aspirations**



3. Effective Parent Partnerships – Reading at home

- Why read at home?
- Accelerated reader / book bands
- School books vs home books
- Talk about the book / question
- Share a book
- Variety of reading
- Adult role models
- **Expectation – at least 5 times a week for at least 10 minutes**
- Impact?



3. Effective Parent Partnerships – Just a couple of extra things...

- Homework – Expectation for approximately an hour a week
- Model the development of your learning behaviour
- Keep your child's class teacher on a pedestal
- Let us know when there's a problem and encourage your children to talk to us



3. Effective Parent Partnerships – volunteers

Do you have the time to support the school?

We are looking to recruit:

- **School governors**
- **WPFA members**
- **Additional volunteers**

