

<b>Our Christian Values</b> The beliefs we encourage children to develop and hold dear as they explore the world as young people.	<b>Honesty</b> Honesty is about being true to yourself and God’s teachings and having the strength to make the right decisions.			<b>Charity</b> Charity is showing our love for others, caring for everyone irrespective of their beliefs and values, showing compassion and forgiveness. As God loves us all, we show Him our love through the way we live our lives, to make a different to the lives of others.			<b>Respect</b> Respect is giving everyone a choice about who they are and how they live. We see that God gives everyone the chance to respect Him and all the people he has created in His image. We respect people from every religion and culture, whatever their ability or disability, gender or race.					
<b>Core Christian Essentials</b> The aspects of life we value as part of children’s development.	<b>Spirituality</b> We believe Spirituality is when we are touched by events and there is an impact on our lives and we look to change the way we live.		<b>Worship &amp; Prayer</b> We see Worship and Prayer as the opportunity reflect on and celebrate our relationship with God and with each other.			<b>Character Development</b> <b>Hope, Aspiration and courageous advocacy</b> We believe the development of children’s characters is a crucial element as we look to inspire them to love God’s world, in which they can achieve and prosper whilst making a positive difference to the lives of others.			<b>Community and Living Well Together</b> We know that everyone is an individual and made in the image of God. As such, we strive to show tolerance and love to all, irrespective of beliefs, race or gender.			
<b>Curriculum</b> Planning learning includes	<b>Experiential</b> 1st hand experiences		<b>Curiosity</b> Opportunities, developing curiosity		<b>Independence</b> Time to succeed independently		<b>Resilience</b> Success through challenge and struggle		<b>Rich Language</b> Use of quality language		<b>Community</b> Working with others beyond the class	
<b>Children’s Learning</b> The characteristics that describe what it means to be a pupil at Swanmore and the experiences that define our school culture.	<b>Motivation</b> Children are taught to persevere, be resilient, to strive in all they do and make the most of opportunities			<b>Attitude</b> Children are taught that often the best learning happens when they are taking a risk and are exploring new concepts and challenges.		<b>Gumption</b> Children are taught that practice and rehearsal is a great way to success. Sticking with a challenge as the rewards from this can then be very fulfilling.			<b>Individuality</b> We want the children to believe they can be ad achieve more than they thought possible, they can strive to be, do and enjoy anything they set their mind to and this can be in a wide range of different areas		<b>Communication</b> Children are taught of the need to communicate clearly with a range of audiences and that this is done is a respectful manner	
<b>Pedagogy: Core Essentials</b> The underpinning principles that guide all planning, teaching and assessment in English, Mathematics and Curriculum Projects.	<b>English</b> Use of high quality rich texts. Writing every day with clear purpose. High quality adult modelling and subject knowledge. Integrated teaching of spelling, punctuation and grammar. Explicit teaching of proof-reading, editing and re-drafting skills.		<b>Mathematics</b> CPA representation and structure. A planned coherent learning journey. Subtle and carefully planned variation. Development of fluency including rapid recall of basic facts accurately. Systematic development and refinement of reasoning skills. Develop problem solving skills by breaking down problems into a series of simpler steps.				<b>Religious Education</b> Pupils will have a coherent understanding of Christian belief and practice; and three other religions (Judaism, Hinduism and Islam). Planning reflects ‘Living Differences III’ and ‘Understanding Christianity’. Pupils will confidently have the ability to communicate, apply, enquire, contextualise and evaluate through religious education.			<b>Curriculum Topics</b> Planning overviews outline the learning journey. Hook events engage and excite pupils about the learning ahead, motivating them to want to learn Children have the opportunity to plan aspects of their own learning, so there is aspects of ownership The critical audience supports the children in evaluating their learning with opportunities to improve it further The purpose of learning is responsive to the changing world to support the children in their readiness for their future.		
<b>High Expectations &amp; Inclusion</b> Consistent features of classroom teaching, provision and routines to support and maximise children’s; learning and development.	<b>Support Staff Contribution</b> TAs are deployed from the onset of lessons to support individual and small groups of learners particularly through ‘pre-teaching’, ‘split inputs’ and ‘cutaway groups’. Support staff make a vital contribution and are valued and respected as integral members of every year team. TAs teach catch up maths and English in the afternoons, so children are ready for the following day			<b>Every Minute Matters</b> All members of staff take opportunities to rehearse key skills and knowledge with our children so that moments aren’t wasted and learning remains central to the children’s experience.		<b>Vulnerability &amp; Disadvantage</b> Individual case studies are applied across the school to support those off track and/or in receipt of the Pupil Premium. Potential barriers to learning are identified early with innovative support and signposting provided to families.			<b>Presentation</b> Our children are encouraged to provide explanations, answers and share their ideas using precise technical vocabulary in full and grammatically accurate sentences.		<b>Special Educational Needs</b> Precise identification of need and careful selection of intervention supports all pupils to succeed in an inclusive environment. Effective liaison with families and external agencies strives for children with complex needs to make good progress.	
<b>Subject Purpose &amp; Integrity</b> The driving principles and purpose of all learning whether in the context of curriculum projects or in the form of discrete lessons.	<b>Science</b> Science education will encourage excitement and curiosity about the world through studies of biology, chemistry and physics. By acting as scientists children will understand that through research and practical enquiry questions about the world around them can be answered.	<b>Art</b> <i>High quality experiences should engage, inspire and challenge pupils to experiment, invent and create their own works of art, craft and design.</i>	<b>Geography</b> Our Geography education will develop the children’s natural fascination for the world around them. They will have a growing knowledge of location, people, resources and environments by making direct comparisons, investigating and researching using different sources. The children will be able to discuss and ask questions about the world and develop their understanding of the interaction between human and physical processes.	<b>History</b> History education provides opportunities for pupils to explore, question and understand the past and its impact. Teaching enables pupils think critically, weigh evidence sift arguments to develop perspective and judgement.	<b>DT</b> D.T. combines creativity with practical skills: it provides opportunities for children to take risks and solve real and relevant problems through critical thinking. Teaching encompasses designing, making and evaluating products through use of technical knowledge.	<b>Computing</b> <i>Pupils develop the skills and knowledge they need to use technology safely and responsibly. They select, use and combine software and computer networks to achieve a goal. They have the confidence and resilience to create, test and debug algorithms in order to solve problems.</i>	<b>Languages</b> MFL education encourages pupils to develop curiosity about language and deepen their understanding of the world. French teaching enables children to express ideas, read and write using language that has meaning for them, which can be used in practical ways.	<b>Music</b> <i>Music education should engage and inspire pupils to develop a love of music and their talent as musicians.</i>		<b>Physical Ed</b> A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.	<b>PSHE</b> PSHE education provides opportunities for pupils to reflect on, clarify their own values and attitudes, and contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.	
<b>Wider Life Experiences</b> Our relentless commitment to the development and promotion of the whole child.	<b>Competitive Sports &amp; Physical Development</b> We participate in a range of inter school festivals and competitions We provide a comprehensive range of extra-curricular clubs. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.		<b>Environmental awareness/morality</b> Across the school the children experience a wide range of outside learning opportunities including Eco council, developing the school gardens and participating in longitudinal studies. Woods visits and KS2 residentials offer broad and varied outdoor experiences. In conjunction with the children we continue to develop our grounds to a high standard where children work and learn to develop wider life skills. These activities, coupled with our Global learning projects aim to instil a love for our planet and develop an awareness of wider world issues. We equip our children to become global citizens with the knowledge, skills and values to help make the World a more equal, fair and sustainable place.				<b>Worship, Visitors and School Trips</b> Assemblies are rooted in values and encourage pupils’ contributions. We enjoy regular visits from a range of different representatives. School trips are carefully planned to enhance curriculum projects. A broad range of visitors enrich our curriculum and learning.		<b>Pupil Voice</b> Children work as the School Council, Worship Council and Eco Council across a range of the school’s work and produce an annual child’s School Evaluation. Representatives are elected every year to serve on our councils.		<b>Performing and Creative Arts</b> Our choir practice every week and regularly perform to a range of audiences. All pupils participate in a range of productions/performances. Peripatetic lessons are a feature throughout the week	<b>Community</b> We believe the children should grow into active citizens who contribute positively to society. Children participate the our Challenge where they seek to make a difference to themselves, family and their local community and the wider world
<b>Professional Values &amp; Governance</b> The foundations which enable a safe and successful school.	<b>Keeping Children Safe</b> This is the key fundamental responsibility of all members of staff. Systematic professional development enables pupils to thrive in school and achieve well across a broad and balanced curriculum.		<b>Governance</b> The governing body demonstrate a deep understanding of our curriculum vision and ethos. Their knowledgeable support, challenge and scrutiny contribute to a strong organisational culture of accountability.				<b>Evaluation, Assessment &amp; Moderation</b> Systematic reflection and evaluation informs practice and professional development programmes. The moderation of teacher assessments is increasingly thorough and informative of planning for learning			<b>Behaviour &amp; Wellbeing</b> Our approach to behaviour management is based on the importance of the relationship between the class teacher and the child. We use Restorative conversations as a strategy to support understanding of the importance of emotions in resolutions.		