

Our Learning Culture

At Askwith Primary School, we believe that the climate and ethos are the key determinants in promoting children's social and emotional wellbeing and mental health. It is vital that we achieve the balance between high expectations and structure on the one hand and warmth and support on the other. A culture of continuous improvement is at the heart of **everything we do**; through our evidence based practice, which has been an embedded part of our approach for many years, we believe that we have established a learning environment which has a powerful influence on children's achievements.

Our learning culture fosters the wellbeing of every child. We ensure that they are:

Safe

- There are assemblies/family groups/teaching about keeping safe in and out of school (including when on school trips) and an understanding of safe relationships. Pupils are taught about bullying and how to deal with it
- Visits (e.g. to Crucial Crew) and visitors (e.g. NSPCA) reinforce our school's strong messages about keeping safe
- Pupils/parents are taught about online safety
- Teaching about British Values (Rule of Law) is an embedded approach across the school - pupils understand the purpose of and adhere to school rules
- Pupils have very positive attitudes to learning - there is excellent behaviour across the school at all times

Achieving

- All teaching is rooted in an understanding of working memory and building knowledge so that it becomes embedded in long term memory
- There is a system of recalls and low stakes quizzes used across the curriculum. This ensures that children's confidence re: what they know and what they remember is constantly developing
- There is high expectation across the school for all children to achieve their potential
- Our school has had a long period of successful attainment. This is because of a systematic, 'no stone unturned' approach to personalising learning to meet the needs of all learners

Nurtured

- Our school has an embedded dialogic approach - we believe that teaching pupils how to sustain a learning dialogue is a very important part of their development. To this end, respectful speaking and listen are non-negotiable. We believe that this enables all children to feel valued and respected
- We foster an ethos in which making mistakes is a vital part of learning - we recognise how important this is for the development of pupils' confidence
- We offer a wide range of clubs to meet various interests. These run at break times during the school day and after school. We regularly question children about the types of clubs they would like to have
- We plan enhancements to the curriculum to meet our pupils' educational, social, emotional, physical and mental health needs. We understand the importance of creating as many opportunities as possible to develop all of our pupils' cultural capital
- We have strong transition arrangements for when pupils move from one teacher to another. This ensures that learning is personalised to meet pupils' needs so that they can begin the year with a flying start
- We enable our children to share their work both in and outside of the classroom through work sharing days and art/music/DT exhibitions
- We strive to develop our pupils' public voice through a wide range of performances e.g. nativity/panto/assemblies/Konflux/Askwith's Got Talent/debating competitions
- We employ a 'family group' system. Each group is made up of children from reception to y6. The groups meet every week to discuss a wide range of topics/issues. We believe that this contributes greatly to our strong family ethos which permeates all aspects of school life

Included

- Our ethos has been developed to ensure that British Values are embedded throughout all aspects of school life
- Our pupils learn about other faiths through teaching/assemblies/family groups/visits/visitors
- We are ambitious for all of our pupils and provide a curriculum which meets their needs enabling them to meet their endpoints

Responsible

- We develop our children's understanding of and application of responsibility through a variety of established systems:
 - ✓ Buddy System (y6 pupils supporting reception pupils to understand school routines)
 - ✓ Reading mentors (older pupils working with younger pupils)
 - ✓ School Ambassadors (two y6 pupils who have been voted into the role by the rest of y6)
 - ✓ Sports Leaders
 - ✓ Monitors responsible for various jobs throughout the school
- At the beginning of the year, y6 pupils present possible charities to the rest of the school who then vote for the charity they wish to sponsor for that year. Pupils throughout the school raise money for the charity through various fund raising activities
- In their family groups, pupils agree to implement certain actions around a particular issue

Respected

- Our school culture is rooted in dialogic talk principles. We believe that every member of the school community should feel valued and respected and that this should be evident in all aspects of school life. Our pupils are taught about respect and what it looks like
- We have very high expectations for all of our pupils. An example of this can be seen in their excellent attitudes to learning throughout the school
- British Values are embedded throughout all aspects of school life
- Our weekly 'Good Learning Assembly' is about all aspects of learning and often highlights examples of e.g. the development of interpersonal skills

Healthy and active

- We regularly hold assemblies/family groups to discuss physical and mental health
- Our pupils have weekly wellbeing sessions to develop their knowledge of how to stay physically and mentally healthy
- As part of our PE and Sports provision, our pupils partake in the *Golden Mile* which tracks their fitness levels. Provision is then put in place to increase levels where relevant
- We offer a wide range of sports clubs to appeal to as many children as possible
- We have a member of staff who, as our Mental Health Champion, offers advice and support when required
- All staff have up to date mental health training in *Compass Buzz*