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**SIP: Living our Vision and Values 2022-2023**

**St Day and Carharrack Community School**

***We are the* *CHANGE-MAKERS of OUR WORLD!***

**OUR VISION**

***ENJOYING, ENGAGING, EXCELLING***

Happy, healthy children, **enjoying** learning for life - surrounded by kind, respectful relationships and **engaging** in rich learning experiences. **Together** we will enable and encourage **ALL** our children to discover their unique gifts of character, talents and abilities. Our children will enthusiastically contribute to society, **excelling** in all they choose to do. They will communicate confidently, listen openly, think critically and question respectfully – our children will be the responsible ***Change-Makers of Our World****.*

**OUR SCHOOL AIMS:**

***to live our vision and values through our behaviours It starts with every one of us!***

**People** – placing kindness at the centre of our community to grow healthy, trusting, listening relationships to enable everyone to be responsible, respectful, self-sufficient, valuable members of our local, national and global communities

**Place** - creating a safe learning environment both in and out of the classroom where children’s voices are heard, the bravery, risk-taking and uniqueness of everyone is encouraged and celebrated - to grow our ‘CHANGE –MAKERS’

**Purpose** - living our values of **ENJOYMENT**, **ENGAGEMENT** and **EXCELLENCE** to deliver high quality, inclusive education in order that all learners achieve and exceed their personal best –

to ***be brilliant.***

**LIVING OUR VALUES:**

**ENJOYMENT**

*Laughing*

*Loving*

*Learning*

**ENGAGEMENT**

*Communicating*

*Collaborating*

*Contributing*

**EXCELLENCE**

*Be your best*

*Be even better*

*Be brilliant*

**School Improvement- 5 Priorities for the year 2022-2023**

1. **Quality of Education: ‘Enjoy, Engage, Excel’**

To raise standards through embedding a bespoke, rich, ambitious and progressive curriculum so children increasingly **know more, remember more and can do more to be their best**. Our ‘CHANGE model of learning’ ensures consistently good or better teaching which is purposeful and inclusive - enabling brilliance. Learning is adapted to match the needs of all learners and provides challenge for all. Through embedding oracy skills, children are encouraged to **think critically** by being **curious**, **collaborating** and **communicating** effectively in a range of contexts - to support thinking widely and deeply about themes which are of local and global importance.

**2. Behaviour and Attitudes: ‘Positive and Purposeful School Parent Partnerships’**

Parents and school staff to have the **HIGHEST EXPECTATIONS** for learners’ attendance, behaviour and conduct at all times through respectful, nurturing, restorative relationships and by following the behaviour policy consistently. Through a Rights Respecting Schools culture, children understand their rights and responsibilities, which enables everyone to feel safe, happy and excel with their learning. Our Restorative Justice and Trauma Informed approaches support the development of **children’s self-regulation, resilience and empathy**. Children will be equipped to navigate challenges with confidence.

**3. Personal Development: ‘Every Child a Communicator and Collaborator’**

Our children will discover their talents and interests and understand the positive **contribution** they can make to our school community. They will be encouraged to take risks within a safe, contained and understanding environment. Each child’s unique identity will be recognised and celebrated; diversity acknowledged as a strength uniting our community together. School staff will endeavour to enable children to access a range of wider opportunities beyond the curriculum, facilitating children’s individual growth. The PSHE curriculum enables children to understand and manage their mental health and well-being, preparing them for life in a global world.

**4. Leadership and Management: ‘Shared Leadership –IMPACT’**

Collective leadership at every level across the school drives the shared vision of securing the best outcomes for all children, meeting age-related expectations in reading and writing and maths through living the school values, in partnership with families. Subject Leaders are the champions, guardians and experts of their subject areas ensuring children enjoy, engage and excel within a curriculum, which prepares and enables them for every next step, building on what came before. Effective governance and leadership identifies areas of strength and improvement ensuring timely actions and interventions to actively advantage all of our children including those with additional needs and pupil premium.

**5. Early Years Education: ‘Fantastic Foundations’**

An immersive, interactive environment where children feel motivated, excited to learn, communicate, play and explore build the fantastic foundations for all children, including disadvantaged pupils and those with additional needs. Children make progress from their individual baseline assessments to meet the Early Learning Goals. Investing in developing purposeful and positive partnerships between school and home will support every child’s journey to excellence as they move through school. A relentless focus on the development of early literacy, including a love of reading and oracy skills prepares each child for a successful future. Children will be taught how to self-regulate and to enjoy, engage and excel in their learning. Early identification of learning need will lead to timely and personalised intervention.