

Bure Valley School

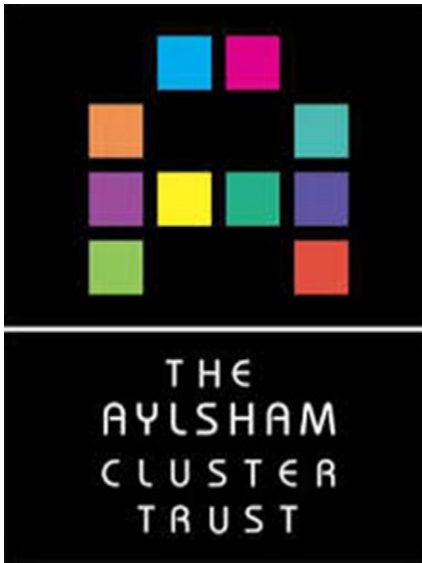
A Framework for Excellence



Care, Creativity, Challenge

The Bure Valley Way

A Framework for Excellence



**“It takes a whole community
to educate a child”**

Our Unchanging Priorities:

- To provide high quality teaching, learning and professional development
- To develop and deliver a knowledge rich, broad and balanced curriculum
- To work in partnership with our community
- For leaders to focus on teaching and learning

Our Co-Operative Working

Bure Valley School, along with Aylsham High School and John of Gaunt Infant and Nursery form the Aylsham Learning Federation (ALF). All three schools also form part of the Aylsham Cluster Trust (TACT). TACT has chosen to adopt the Co-operative Trust model because as a group of schools we believe that the greatest energy for change and development comes from cooperative working in our own communities.

Our work is underpinned by the following co-operative values:

- Self-help—we help people to help themselves
- Self-responsibility—we help people to help themselves
- Democracy—we give our members a say in the way we run our organisation
- Equality—we are genuinely inclusive and pursue success for everyone
- Equity—we carry out our work in a way that is fair and unbiased
- Solidarity—we share interests and common purposes with our members and other co-operatives

Our ethical values are:

- Openness— nobody's perfect and we will not hide it when we are not
- Honesty—we are honest about what we do and the way we do it
- Social responsibility—we encourage people to take responsibility for their own community, and work together to improve it
- Caring for others—we are a nurturing community that takes care of each other and we regularly support charities and local community groups

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At Bure Valley School, we work hard to ensure that our values influence the strategic choices we make. Everything that we do, is for the benefit of our pupils learning and for ensuring that they get the best possible education. Each and every year, we look to build on how our values influence our practices, decisions and school culture. We promise to hold true to our co-operative and ethical values at all times. It is our collective responsibility to ensure that we co-create something to stand the test of time, and we recognise that this takes time, effort and determination. We aim as a school community to create classrooms where pupils feel safe, well cared for and trusted; where teachers can teach and pupils can learn.



How we bring our co-operative/ethical values to life:

- Self-help—focussing on CPD, developing teacher pedagogy & subject knowledge, developing professional networks, asking for help when we are struggling or stuck
- Self-responsibility—being professional, striving for work life balance, focussing on effective use of time, asking for help when you are struggling or stuck, taking responsibility for your mistakes and putting them right
- Democracy—maintaining professional dialogue, using critical friendship effectively, managing up and down, suggesting changes, leading the way
- Equality—everyone can contribute according to their capacity, everyone has access to CPD, being part of a community
- Equity—treating each other fairly and with patience, contributing fully to our teams, being generous to our colleagues through our contributions according to our capacity, ensuring every pupil gets a fair deal
- Solidarity—pulling together, supporting colleagues, sharing resources, collaboration, following agreed protocols, doing our duties, being on time, looking out for each other and offering help to those who may benefit from your support
- Openness—behaving ethically according to the ethic of the profession and in the best interest of the pupils, doing what's right, admitting when we have got it wrong
- Honesty—willing to explore new ideas, happy to accept critique, happy to offer advice sensitively and humanely, keen to extend subject knowledge, ready to take new challenges
- Caring for others—creating a safe environment, watching out for the welfare of others, taking safeguarding responsibilities seriously

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Our Curriculum Philosophy:

We aspire to provide a broad and balanced curriculum, which covers national curriculum objectives whilst giving pupils a secure base of knowledge and a strong level of cultural literacy.

We believe that 'knowing things' is important and that a knowledge-rich curriculum will provide all pupils with the solid knowledge foundations they need in order to be able to express themselves creatively and make links to other areas of learning.

We achieve this through regular, research driven CPD on how children learn (cognitive science), explicit teaching, strong worked examples, interleaved units, planned spaced retrieval practice and low-stakes testing of our Core Knowledge. We make our core knowledge available to all pupils and parents via the school website, pupil planners, knowledge organisers and the Quizlet App.



How our Curriculum fits with our school values of Care, Creativity and Challenge:

Care = The strong pastoral and behavioural model we set.

Creativity = The diverse opportunities we offer our pupils in and out of school and the way in which we encourage them to apply their knowledge creatively.

Challenge = The high standards we set in all areas of the curriculum, through knowledge learning and high levels of cultural literacy.



How our Co-Operative Values Influence our Curriculum:

Self-Help: We help learners to help themselves, through such means as having access to each subject's core knowledge to practise and learn. We give pupils the tools to do this: TT Rockstars, Quizlet, knowledge organisers and personal planners—which contain all English and maths core knowledge. Pupils also work towards end of year exhibitions; where pupils redraft work and utilise peer critiquing to prepare work for a real world audience. Pastorally, we help pupils to help themselves by teaching them life skills such as cookery, first aid, mindfulness and how to interact socially.

Self-responsibility: Our curriculum promotes and supports self-responsibility through activities such as mixed age circle meetings - where pupils come together to learn about, and discuss and debate, world issues. For example, pollution, refugees and significant historical figures. These meetings also enable pupils and staff to discuss whole school issues; helping to ensure pupils have a voice. Pupil Leadership roles encourage pupils to lead, to take responsibility and to help create a positive school culture.

Democracy: There are many opportunities for our pupils to learn about democracy, and to be democratic. Our School Council plays a big role in helping our pupils to have a voice. The school council, elected by peers, meets fortnightly to discuss issues raised by pupils, staff and the wider community. They work to affect real change in our school.

Equality: We use a range of teaching strategies to help all pupils access our curriculum. Approaches such as Maths Mastery, whole class guided reading, explicit teaching of vocabulary, pre-teaching and same day intervention support all pupils to access challenging content. We scaffold and extend learning to challenge all pupils.

Equity: We celebrate diversity through offering a broad and balanced curriculum. We give pupils a range of learning experiences—from which they can develop strengths & passions. This is also demonstrated in the units of work we construct, the texts we select to support learning, the weekly assemblies and family learning events we deliver. Our PSHE curriculum, which runs through all we do, is designed to take into account modern day issues that our pupils come across, such as cyber-bullying, self-harm and gender identification. As a staff we reflect weekly, in staff meetings, on how our curriculum has provided opportunities for SMSC (Spiritual, Moral, Social Cultural) that week.

Solidarity: Our curriculum is designed, maintained and updated alongside colleagues from both AHS and JoG. We work closely to ensure our work builds progressively across the phases. We work closely with cluster partners to offer challenge and support; and are happy to share our passion, expertise and curriculum ideas to help others bring about improvements in their settings.

Honesty: Curriculum design decisions are made by all staff and in the best interests of pupils. We develop pupils so that they are mature enough to tackle complex and thoughtful provoking issues. We teach pupils to understand the importance of doing what is right and the importance of admitting when we have got it wrong.

Openness: We encourage pupils to be open to trying new things. We aspire for our children to be open to making mistakes; seeing errors as learning opportunities. We encourage pupils to be kind, specific and helpful when critiquing their own and others work. We hope to create children who want to redraft and improve their work across all subjects.

Caring for Others: Our pastoral work, mixed-age circle time meetings, as well as, our PSHE and RE curriculums, promote an ethos of caring for others, the school environment, our local area and the wider world. We want our pupils to be good global and digital citizens.

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Our guiding principles — strengthening our ethos and school culture:

- We will ensure that we live our co-operative values through our day to day actions: collaboration, taking ownership of decisions, being positive, showing kindness, being consistent, being inclusive and nurturing
- We will give staff the autonomy to be the authors of their own actions, but within a clear framework and structure for working
- We will place growth mindset and the importance of hard work at the centre of what we do for both staff and pupils; avoid focusing praise on talent or ability. No one is the finished article and we all have more to learn
- We will work to keep expectations high. Kudos for staff and pupils comes from their work and what they do to contribute to our school community
- We will continue to work towards reducing unnecessary workload for staff
- We will use pupil leadership and our house system to support positive behaviours for learning, whilst reinforcing our core values and providing learning and personal development opportunities for pupils
- We will strive to work in partnership with parents and carers, so that they understand our aims, the value of core knowledge (as a foundation for successful learning) and are well placed to be able to support their child's learning

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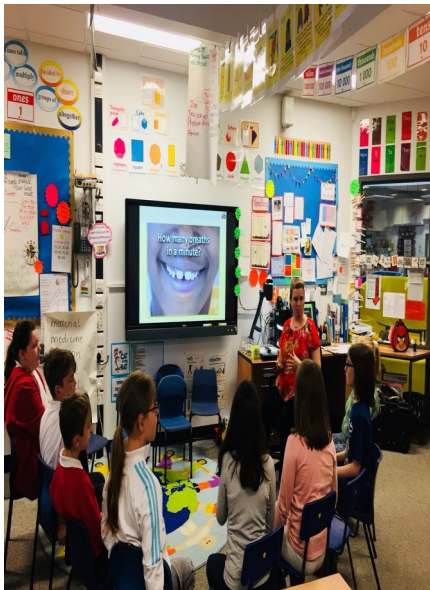


Our guiding principles – curriculum and assessment for learning:

- We will emphasise the importance of learning core knowledge and developing cultural literacy. Placing knowledge at the heart of our teaching culture
- We will make reading, and a love of reading different text types, central to our curriculum development work. We will focus energy and resources on providing pupils with high quality books, and will explicitly teach key vocabulary from these texts
- We will give pupils daily opportunities to talk through their thinking and will expect full, reasoned responses. Encouraging pupils to use the tier two and three vocabulary that they have explored in their learning
- We will develop staff, pupils and parents understanding of cognitive science and how children learn
- We will continue to work towards reducing unnecessary workload for staff
- We will develop our understanding of a mastery approach (especially in maths) and use it to shape our thinking, curriculum design, planning and assessment
- We will regularly review and audit our curriculum to ensure that it is effective, broad & balanced and reinforces our values and aims

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Our guiding principles – how we will develop our teaching and learning:

- We will ensure the importance of embedding core knowledge is reinforced in our teaching culture
- We will recognise the power that high quality direct instruction, followed by clear and challenging worked examples, has on pupil's learning
- We will ensure that our collaborative planning helps teachers to arrive at agreed methods in subjects to explain difficult (sometimes abstract) concepts, in-order to avoid common pupil misconceptions and to reduce variation between classes and outcomes
- We will continue to engage with educational research , as part of an effective programme of continuous professional development, but we will challenge and question research and policy change; reviewing its relevance to our context, values and aims
- We will explore the use of technology to help us create genuine examples of modelled instruction for self reflection, CPD and to support pupils learning outside of lesson time
- We will use our understanding of cognitive science to plan interleaved units of work; with a focus on deliberate practice, immediate feedback and retrieval
- We will continue to develop a range of feedback and assessment strategies to inform our planning and next step teaching

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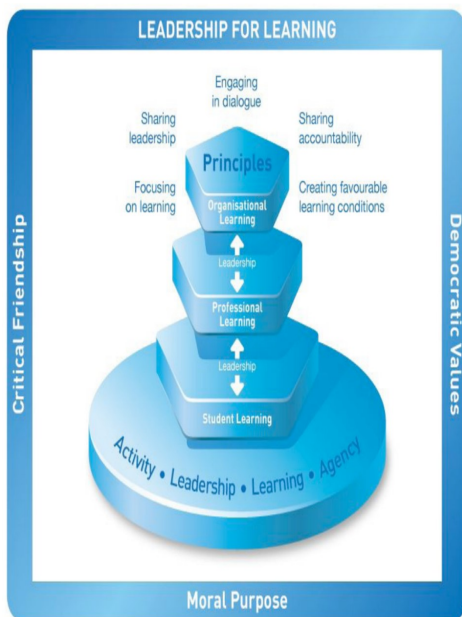


Our guiding principles — how we will strengthen behaviours for learning:

- We will strive to ensure that behaviours for learning continue to be at least good, by closely monitoring standards and by providing staff training and support
- We will continue to create a culture of mutual support, and will strive for consistency in our use of behaviour systems, routines and responses. We will use pupil leaders as role models to reinforce a culture of excellence
- Where possible, we will use 'least invasive' strategies to avoid unnecessary confrontation. To limit disruption to learning staff will use visual cues and non verbal signals
- We will develop our use of 100% compliance rules; referring to and revisiting strategies outlined in Teach Like a Champion
- We will work together, as a staff and school, to maintain high standards, especially during unstructured times and at times of transition. We will do this by being visible and proactive
- We will continue to remember that behaviour issues are not unique to individuals; often colleagues inhabit 'different schools' depending on their place in the hierarchy, their experience and the frequency with which they work with a class. We aim to ensure that we have systems to support these instances
- We will continue to be a nurturing school, where we treat each other fairly and with patience, being generous with our time and support

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Our guiding principles — how we will develop leadership for learning:

- We will revisit our planning and self review framework to help provide senior and middle leaders with a clear framework for working and to ensure highly effective line management
- We will continue to provide high quality CPD to all staff and will look to develop middle leaders
- We will ensure that colleagues are given opportunities to lead and develop projects and to take shared responsibility for the delivery of CPD. Sharing effective practice amongst staff and helping to deepen further the impact that our CPD has on pedagogy and curriculum development
- We will look to provide more opportunities for staff to contribute/present at governor meetings, as part of staff development, but also to enable governors to support & challenge
- We will explore opportunities for colleagues to lead work across the federation, cluster and county
- We will encourage teachers and leaders to explore opportunities to become 'specialists' and to deepen their own professional knowledge and understanding
- We will continue to give pupils opportunities to demonstrate leadership, because it can be transformational to the work we do across school
- We will ensure safeguarding practices are robust

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Our guiding principles — how we will develop our collaborative partnership; and explore future development;

- We will continue to develop our partnership working with Aylsham Federation schools — to help all schools to improve, and to help all pupils thrive
- We will help to grow and develop the Aylsham Cluster Trust, to ensure the co-operative values we share are impacting on classroom practice, curriculum development and family learning & support
- We will continue to work with a range of key strategic partners to strengthen our provision and to offer support to others. By helping other Norfolk schools we can reflect critically on our own work
- We will continue to manage the demands of curriculum and policy changes - to ensure that our curriculum and approach is fit for purpose; but also to ensure our approach is in-keeping with our context, values and aims. Learning will be the key driver to our decision making — not external accountability pressures
- We will work to manage budgetary restrictions to ensure the sustainability of our provision by being enterprising and helping to generate revenue
- We will continue to provide continuous professional development opportunities for all staff as a clear demonstration of our commitment to being a learning organisation



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