



Cumnor Primary School

Values and Vision

The future holds an exciting challenge for our pupils. The world is changing so rapidly and we recognise that the role a school plays in preparing the children for this future is an important one. The children of today are the citizens of the future. They will be faced with situations, responsibilities and challenges which are unique and complex.

All children deserve the chance to be successful. Success comes in many forms: social success, financial success and personal success. Success will mean different things to different people but, whatever your definition is, it is part of our responsibility to provide opportunities for the children we teach to thrive.

All forms of success are routed in the values which we live by and inform the way we choose to live our lives. The values we hold dear and instil in our children will stay with them long after they leave us. This document is our way of outlining the values we feel most strongly about, and try to foster in our children so that the children of Cumnor Primary have the foundation stones for the success they deserve.

Passion for learning.

From the start to the end of our lives we are constantly learning. Primary school needs to be a place where a love and enthusiasm for learning is nurtured and fostered so that learning remains exciting, stimulating and enjoyable. The key to this is to instil confidence in our own abilities, skills and attitudes. With an inner confidence comes a willingness to take risks, to approach new situations and problems and to be able to present ourselves in as positive a way as possible. We encourage pupils to take an active part in their education by providing them with choices wherever possible and by listening and responding positively to all they have to say. There is an emotional response to all learning with emotions and learning being neurologically linked. We ensure the children enjoy their work and have a positive response to their learning. Engaging visitors and visits out as well as memorable lessons which are well planned and tailored to the individual all contribute to that emotional response and ultimately a passion for learning. By maintaining that passion we ensure that as our children grow up and leave education, they continue to learn, are adaptable and flexible and enjoy their work.

Education is what remains after one has forgotten what one has learned in school.

Albert Einstein

Striving for excellence

We believe strongly in developing the children's intrinsic motivation (the feeling of pleasure you get from doing a good job). Intrinsic motivation is invaluable for ensuring that children do their best, try their hardest, are pleased with themselves when they do well and are inspired to do better when they don't succeed the first time. Intrinsic motivation leads pupils to develop their sense of curiosity, approach problems from alternative angles and be flexible in order to achieve the end goal. That inner feeling of success and pleasure that results from doing a good job, persevering to the end and being dedicated to finding that elusive solution all come from high levels of motivation and can be applied to work and social situations. To know you have done your best,

The will to win, the desire to succeed, the urge to reach your full potential... these are the keys that will unlock the door to personal excellence.

Confucius

whether it be in work or in our wider society leaves us with an inner pride and self-satisfaction. Our teachers lead by example – they too strive for excellence in their work, they are energetic and positive, praising effort and celebrating success. Young children usually have a natural intrinsic motivation to learn and do their best. This often needs reinforcement though with external motivators such as praise, stickers, certificates and house points. As our children get older we encourage more independent thinking and analysis of situations with our aim being for our children to work well, get on well with others; doing their best because they want to, not because they will receive external rewards. As we develop in our children a determination to do, and be, their best with a ‘can do’ attitude, we foster an approach that should stay with them long after they leave us.

Creativity

Different people learn and express themselves in a variety of different ways. Some of us will be able to do it through music, or art; others through writing or dance. The work we provide children with needs to reflect the diversity of children’s learning styles and allows them to develop their understanding through the method most appropriate to them. Fostering children’s creativity leads on to innovation of ideas and an ability and approach that ‘dares to be different.’ We adopt a creative approach to teaching and embrace technology. By offering a learning environment where pupils are able to make discoveries for themselves, and with their friends and teachers, they can experiment with different ideas and present both themselves and their work effectively.

Around here we don't look backwards for very long. We keep moving forward, opening up new doors and doing new things, because we're curious...and curiosity keeps leading us down new paths."

Walt Disney

Loving others as we love ourselves

We are all unique and should be valued for who we are. We need the children to take care of themselves, keep safe, well, and happy so they are fit mentally and physically and know how to deal with different, sometimes uncomfortable situations.

Love all, trust
a few, do
wrong to none.

**William
Shakespeare**

On a human level we need to be able to empathise with each other and support each other as if we were in their shoes; to recognize problems that others are facing and do what we can to support them. Empathy also enables us to see problems from someone else’s point of view, to respect our differences and foster a sense of tolerance. The global society we now live in means that we all need to realise the value of what we have to offer, but also to recognise the contributions of others and their potential. A school is, in many respects, a scaled down world, full of difference and diversity. It is an ideal setting in which to promote and practice the empathetic skills we all need to foster to be successful and, once again, staff lead by example. Although not part of the New National Curriculum, we know this to be an extremely important part of the school curriculum. This area needs to be taught explicitly and is done so in class, within our daily assemblies and through the whole ethos of the school. We insist that children are well-mannered and polite and show respect for the views and feelings of one another. They resolve conflicts through discussion and understanding and are taught how to make one another happy.

We also do a great deal of work within the community, and support a range of charities, looking at the work they do as well as fund raising on their behalf. Our extensive RE curriculum ensures that children develop Christian values as well as a real understanding of other cultures, beliefs and values.

Rights and Responsibilities

We often talk of our rights and the need to balance these against our responsibilities. We have the right to be cared for, be educated and be safe at school. Along with that we have the responsibility to make sure this happens for others too. Trust is an important element of this, being trusted to do what you have been asked to do, to do it to the best of your ability and to be relied upon to do the right thing. Trust needs to be earned and proven so that people know that you are true to your word and responsible for your actions. We provide our children with opportunities throughout the day to take on additional responsibilities, build up their independence and to prove themselves to be dependable and conscientious. From Reception class, where the 'Child of The Day' is asked to hand out the fruit or take the register back, to Year 6 where children take on Office Duty at lunch times and relish the challenges of a residential visit, responsibilities are taught explicitly and implicitly across the school.

Education is the most powerful weapon which you can use to change the world.

Nelson Mandela

As well as those rights and responsibilities we have to one another, our responsibilities also encompass the wider community and need to have a global element. Children are taught to be aware of and do what they can to help with local and global areas of concern: Some example of this include the homeless in Oxford, global warming and energy consumption, poverty and famine in the developing world as well as deforestation and its effects in rainforests.

It is only by actively teaching children of their rights and responsibilities that we can encourage the next generation to look after one another and the world around us.

Wholeness:

In order to be successful we need a broad range of skills as well as the ability to apply these skills in different ways at appropriate times. We need to be flexible, and adaptable, ready to learn and develop our views and approaches intellectually, spiritually, physically and emotionally. The curriculum we teach encourages this broad approach and ensures that whatever their skills, talents or passions, we can help our children foster the skills they need.

The basics of literacy and numeracy are essential, and we need to strive to ensure that attainment standards are excellent. An academic education, however, has to go beyond this, covering a broad and balanced curriculum where importance is also given to IT, the arts, humanities and physical education, giving children the opportunity to discover new interests and strengths. We ensure that we use the best quality resources and take on innovative teaching styles to bring subjects to life and capture the imagination of young minds. We ensure that we recruit the highest quality staff who can nurture pupil's skills and talents. As well as a broad and balanced curriculum, we are committed to offering the children a wide range of extra-curricular opportunities in areas both within and outside the normal curriculum; Spanish, chess, gardening and archery being just a few. By the time they leave us, we hope that the children know their particular skills and talents as well as having a good idea of what they really enjoy and are passionate about so that they can take these on to the next stage of their learning journey.