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| **Longton Primary School - Endless Possibilities** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **What do we want for our children?** | **Our Aim** | | Our aim is to promote aspirational, independent children who are happy, respectful and have self-belief. We want all children to become creative, active and reflective learners, enabling them to be able to respond positively to the opportunities and challenges of a rapidly changing world and promote a commitment to lifelong learning.  Safeguarding underpins our practice. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Our Values** | | In caring about excellence and each other, and in promoting enjoyment and happiness through fulfilment, the members of Longton Primary School community believe in | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **CARE through respect, support and togetherness** | | | | | | | | **GROW through choice, opportunity and imagination** | | | | | | | | | | | | | **SHINE through challenge, achievement and celebration** | | | | | | | | |
| **British Values** | | Democracy | | | | Mutual respect and tolerance | | | | | | | | | | Rule of law | | | | | | | | | Individual liberty | | | | | | |
| **A range of experiences** | | Spiritual | | | | Moral | | | | | | | | | | Social | | | | | | | | | Cultural | | | | | | |
| **How do we organise our learning?** | **Approach to learning** | | Ongoing formative assessment. High Quality feedback | | Quality, flexible and inclusive planning | | Effective use of all adults including specialist teachers | | | Stimulating learning environment | | | | Opportunities for SMSC | | | | | Fully embracing Wellbeing for all | | | | Encouraging independent, active learning skills | | | | | | Challenge and support to ensure all children progress and achieve in a broad, balanced, holistic, progressive curriculum. | | | |
| **Exciting curriculum** | | Cross-curricular themes | | Reading prioritised | | Environment rich vocabulary | | | Inspiration days/weeks, field trips and experiences | | | | LPS+ character Curriculum | | | | | Opportunities for reasoning and problem-solving | | | | Purposeful writing opportunities | | | | | | Well designed and sequenced skills and knowledge-based curriculum | | | |
| **NC** | **EYFS** | Personal, Social & Emotional Development | | Communication & Language | | | Physical Development | | | | | Literacy | | | Mathematics | | | | | Understanding the World | | | | | | | Expressive Art & Design | | | | |
| **KS1**  **KS2** | MFL | Maths | Science | | | English | | PE | | RE | Music | | | | | Computing | | | | History | | | Geography | | | | | Art and Design | Design Tech | |
| **PSHE & Relationships Education** | | Being me in my world | | | Celebrating difference | | | Dreams and Goals | | | | | | Healthy Me | | | | | Relationships | | | | | | | Changing Me | | | | | RSE woven in. |
| **How well are we doing?** | **Accountability measures** | | Exceptional attainment and standards across the curriculum | | Excellent behaviour and attendance | | Wide range of healthy lifestyle choices and opportunities | | | ‘Growth mindset’ culture is embedded | | | | Pupils are resilient, independent and resourceful | | | | | Children and adults reach their full potential | | | | Aims and values are instilled | | | | | | Successful transitions; each individual is fully prepared for the next stage of their life | | | |

