

**Fly High**

**Norton Canes Primary Academy**

**School Ethos and Core Values**

**2020**

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**Focus**

**Ducklings**

* Children learn boundaries and expectations

**Nursery**

* Learners begin to engage with one activity at a time for small lengths of time
* Children are able to communicate and respond to one another and eventually adults
* Children begin to understand expectations

**Reception**

* Children are able to sit, listen and play on certain activities for longer periods of time
* Learners show enjoyment with chosen activities
* Children follow routines and expectations

**Year 1**

* Children are able to sit and listen to instructions with support
* Learners begin to focus on one task at a time
* Learners can articulate difficulties and with support, show resilience to overcome them

**Year 2**

* Learners can listen and follow instructions for short durations of time
* Leaners can work on their own for periods of time with guidance and regular prompts
* Children show a willingness to work independently and with pairs/small groups

**Year 3**

* Children are able to sit, listen and follow instructions carefully
* Learners are beginning to manage distractions
* Learners can work on their own with guidance

**Year 4**

* Children aspire to do the right thing, but may make mistakes
* Learners use prompts to work independently without distractions
* Leaners can manage distractions when working

**Year 5**

* Learners mostly take the opportunity to do the right thing
* on task within lessons
* when prompted, children will evaluate and look for ways to improve

**Year 6**

* learner does not need prompting to do the right thing
* on task within lessons
* looking to improve in any way possible
* Taking opportunity to use resources and anything to aid understanding

**Loyalty**

**Ducklings**

* Making and building relationships with one another.

**Nursery**

* Learning what is right and what is wrong and understanding these values. Children begin to look after their own belongings and school property as well as themselves.

**Reception**

* Children know why they look after and care for things within school. Playing cooperatively and showing manners.

**Year 1**

* Children begin expanding friendships, knowing that they are individuals; contribute to whole class discussions and controlling emotional reactions.

**Year 2**

* Making choices and understanding the consequences. Knowing the difference between accidents and mistakes.

**Year 3**

* Children develop their manners and honesty, take responsibility for actions and respect others’ feelings, property and beliefs.

**Year 4**

* Children learn appropriate ways to help one another and begin to show the kindness to care for each other outside of the classroom.

**Year 5**

* Children begin to become positive role models.
* They are honest with themselves.
* Loyal to their own opinion.

**Year 6**

* Standing up for what they believe in/what they think is morally right or important to their beliefs.
* Offering support to peers, both within class and across school.
* Putting others’ needs before their own.
* Being honest, trustworthy, caring and genuine to all they may come into contact with.

**Young Aspirers**

**Ducklings**

* Encouraging positive views of themselves.
* Showing what ‘feeling proud’ looks like.

**Nursery**

* Children are proud of themselves and their achievements.
* Children are able to aspire to reach small milestones.

**Reception**

* Children show a willingness to try new things and experiences
* Choosing their own way to find and explore
* not giving up easily

**Year 1**

* Children are encouraged to push beyond what they may have achieved previously
* With support, children are able to achieve and do more

**Year 2**

* Resilience develops
* Children show more pride in work
* Individuality beginning to show

**Year 3**

* Children always do the best that **they** can individually
* Not giving up easily
* Seeing the benefit of their actions and wanting to do more

**Year 4**

* Confidence in own ability begins to shine through
* Children show perseverance and a ‘can do’ attitude
* Children are aware of the results of hard work

**Year 5**

* Children have higher expectations of themselves
* Own aspirations and goals are aired and made aware of

**Year 6**

* Learners have and show a high opinion of themselves, self-belief and confidence in their own ability
* Have a strong sense of value and self-worth
* Always wanting more – pushing their own limits (in positive ways…)
* To dream big – to know they can achieve anything they want to achieve – astronaut, no problem (children show an understanding that through hard work and these core values they can achieve)

**Happy and Healthy**

**Ducklings**

* Children are taught hygiene and basic health
* Happy and positive attitudes

**Nursery**

* General healthy minds
* Trying new things with confidence

**Reception**

* Leaving adults without being upset
* Settled and happy within school
* Oral hygiene is made aware and children understand how to be clean

**Year 1**

* Children begin to make healthy choices
* Children see the benefits of exercise and looking after themselves
* Children are welcoming to structure and taught lessons

**Year 2**

* Children can identify emotions and feelings
* They are able to articulate emotions and link these to their actions
* Knowing emotions are okay and children know how to act appropriately with said emotion

**Year 3**

* Children begin to take their own initiative
* Smiling, communicative and engaging attitudes
* Children understand diet, exercise and wellness including mental health

**Year 4**

* children express emotions
* reaffirming hygiene and understanding the purpose
* positivity shines through

**Year 5**

* Children take care of themselves and belongings
* They are able to initiate conversation with a range of people confidently
* Emotions are managed more effectively showing strategies to best deal with them

**Year 6**

* Learners enjoy being at school
* Children trust adults and one another and are confident in communicating their hobbies/interests or even any worries freely without judgement
* Smiling, polite, considerate attitudes
* Confidently discuss their views and beliefs about school and the impact it has on their lives
* Clean, and looked after clothing, appropriate school uniform

**Independent**

**Ducklings**

* Children make their own decisions
* Independent toileting is encouraged

**Nursery**

* With the help of others, children complete small tasks by themselves or sometimes with others

**Reception**

* Children know how to follow instructions given without prompting
* Children can change for PE and go to the toilet without accidents

**Year 1**

* Children have the ability to do things by themselves
* Make decisions with support

**Year 2**

* Small steps of progress within decision making (jumpers, coats, tissues, toilet breaks, snacks)
* Children begin making own decisions

**Year 3**

* Using scaffolds and accessing help on their own where possible
* Children show the ability to do things around school on their own

**Year 4**

* Children (with prompts) become more proactive learners
* Understanding of how to work on their own or as a small group successfully

**Year 5**

* Children understand how to follow instructions that may be more complex
* Children are aware of how to support their own learning without the help of an adult

**Year 6**

* Learners are able to problem solve and think for themselves without prompting
* Leaners can take initiative without being asked – handing out books, collecting resources, accessing resources they may require without being told, solving issues around the classroom
* Able to work on their own or in small groups without asking for guidance and support in order to be successful

**Go Getters**

**Ducklings**

* Confidence to ask for help and support when struggling or having difficulty

**Nursery**

* Knowing what to use during an activity (with adult support)

**Reception**

* Children can independently access a task or activity
* Making their own ways to achieve a goal or complete a task/game

**Year 1**

* Development of confidence in choices that children make

**Year 2**

* Children begin to solve more problems on their own
* Learners are not afraid to get equipment or resources to help them in their learning

**Year 3**

* Children are aware of what might be needed in order to achieve a goal/target

**Year 4**

* Use of own experiences to help learn
* Learning from mistakes and using knowledge to help in future scenarios

**Year 5**

* Children know the steps to success
* Children make the right choices at appropriate times
* When appropriate, children seek support or resources to help their learning

**Year 6**

* ‘Outside of the box’ thinking
* Making links to own experiences/knowledge or understanding in order to aid learning
* Deciding what is needed to best accomplish their goal (in lessons or for personal interests)

**High Achievers**

**Ducklings**

* Small achievements in motor skills
* Meeting age related goals

**Nursery**

* Confidence to try new things
* Learning new skills and applying these more regularly

**Reception**

* Application of learnt skills from play and activities within different contexts
* Reaching ARE or appropriately set goals

**Year 1**

* Through modelling, children learn regularly
* Children are aware that mistakes are okay
* Learners make progress, regardless of ability

**Year 2**

* Children understand that they can always choose to work to the best of their ability
* Trying and exploring new vocabulary in various contexts
* Increased attainment against national curriculum guidelines

**Year 3**

* Children aim high with their own work in all areas of learning
* Learners have a positive attitude toward their improvements

**Year 4**

* All children achieve their own smart targets
* Children are positive with constructive feedback and seek ways to make progress

**Year 5**

* Children have ownership over ability
* All leaners can and are pushed to achieve
* Progress is clear and children take pride in academic development

**Year 6**

* Learners regularly make outstanding progress within lessons
* Children accomplish something they may not have even thought possible – a problem they may have solved, a piece of writing that uses Y6 ARE punctuation and vocabulary, a piece of artwork, labelling all places on a map from memory and using an atlas independently
* Achieving greater scores – life isn’t about results… but, they’re needed and they are measurable