

# Redmile Church of England Primary School



## Aims Policy

### Introduction

The school aims to ensure that we motivate and stimulate our pupils, encouraging enthusiasm and a spirit of enquiry. It should broaden their horizons and provide them with essential skills and knowledge, accompanied by the flexibility to adapt these to the changing pattern of life. The school activities should be relevant to the children's needs, cover a wide area of skills and knowledge and preserve a balance between various areas of the curriculum. In an atmosphere of enthusiasm, care, discipline and tolerance it aims to encourage the personal qualities which will allow all children regardless of their age, gender, disability, ability, sexuality, religion or ethnic origin, to make the fullest and happiest use of the knowledge and experience they have acquired.

**Underpinning all our work is the DFE guidance booklet 'Every Child Matters' (2003) and our special Christian ethos which is inherent in all we do.**

**Our school motto is:**

**Learning together, having fun**

**Our Mission Statement is:**

**We Encourage Learning and Caring because Our school Matters to Everyone  
Otherwise known as the school 'welcome'**

**Our ethos statement is:**

Recognising our historical foundation, Redmile Church of England Primary School, will preserve and develop our religious character in accordance with the principles of the Church of England and in partnership with our local churches at parish and diocesan level.

We aim to serve our community by providing an education of the highest quality within the context of religious belief and practice. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experience it offers to all our pupils.

**A summary of our vision and aims are as follows:**

### **Our Vision and Aims**

Together **We** (all our staff, governors, pupils and parents) make Redmile School the happiest, friendliest and most thriving school it can be by always focusing on the things that really matter to us:

<b><i>‘Learning together and having fun’</i></b>	
<b>Learning and teaching</b> <ul style="list-style-type: none"> <li>• We help and support each other to learn, develop and achieve</li> <li>• We encourage independent thinking and working</li> <li>• We explore possibilities</li> <li>• We aim to be the best we can be</li> </ul>	<b>Making Good Choices</b> <ul style="list-style-type: none"> <li>• We will make confident, sensible choices</li> <li>• We will make the most of all the opportunities open to us</li> <li>• We know how to be safe, happy and healthy</li> <li>• We prepare for our future</li> </ul>
<b>Community</b> <ul style="list-style-type: none"> <li>• We can achieve more together</li> <li>• We have a strong team spirit</li> <li>• We help and support our local community</li> <li>• We appreciate and look after our rural environment</li> </ul>	<b>Enjoyment</b> <ul style="list-style-type: none"> <li>• We enjoy what we do</li> <li>• We have fun at school</li> <li>• We enjoy learning together</li> <li>• We celebrate our successes</li> </ul>
<b>Open and Caring</b> <ul style="list-style-type: none"> <li>• We are kind and caring to everyone</li> <li>• We are open and honest</li> <li>• We value our friendships and partnerships with others</li> <li>• We look out for each other and help one another</li> </ul>	
<b>We are true to our Christian faith and have respect for others</b>	

*Our Mission Statement and Aims have been devised in collaboration with representatives from staff, pupils, parents and governors and is a reflection of the strength of our partnership as a whole community. The consensus amongst all of us was that the strong Christian ethos of our school should be reflected in each statement and that our commitment to Every Child Matters is evident throughout. 16/9/08*

**Through this we aim to ensure that:-**

Children are able to communicate clearly, accurately and sensitively both in written and spoken English.

Children are able to read with understanding and pleasure, both fiction and non-fiction to match their age and ability.

Children are able to listen carefully to instructions, accounts and explanations both individually and as a group.

Children learn how to acquire information (independently) in a variety of ways, (reference books, encyclopaedias, dictionaries, atlases, libraries, radio and television and consulting others with specialised knowledge). They are also able to judge the relevance and value of this information.

Children are able to work in all the four rules of mathematics, to understand ideas of place value, shape, sets and our money system etc., to use a variety of units of measurement and most importantly to be able to apply mathematical knowledge to problems they are likely to meet in their daily lives.

Children learn about the physical world and about living things. They should do this by direct observation, questioning, practical investigation, measurement, seeking patterns and explaining results.

Children have some insight into modern technological developments (computing, communication technology, space travel).

Children have a knowledge of times other than their own and some idea of the chronological order of historical developments.

Children have a knowledge of the country they live in and countries other than their own.

Children have some knowledge of the working of their own bodies.

Children are presented with a variety of physical activities, including both individual (gymnastics, athletics) and team (football, unihoc, rounders) skills.

Children acquire the appropriate skills in order to express themselves creatively in the areas of art, craft, music, drama and movement. Children acquire an appreciation and enjoyment of other skills and performance in the above areas.

Children are able to know the Bible and the main tenets of the Christian faith, and have some concept of the application of these to their own lives and behaviour.

Children have some understanding of religions and cultures other than their own.

**We try to encourage each child to:-**

Learn some control of his or her own behaviour and recognise that different behaviour is appropriate to different circumstances (eg. a party, a school visit).

Behave with courtesy to others.

Be tolerant of others' views, feelings and weaknesses.

Behave with kindness to others, particularly those in need of special consideration (those younger than themselves, the disabled, the elderly).

Respect his, or her, own property and the property of others.

Develop an enquiring mind - but one which is not critical without being constructive. Know how to behave sensibly in order to safeguard his, or her, own health and safety - (be careful on roads, near water, with electricity, in all aspects of hygiene). Also to understand positive steps they can take to ensure good health (sensible eating, not smoking, not abusing drugs or alcohol).

Be able to work co-operatively with others, modifying opinions and desires and discussing ideas in order to contribute to a joint effort.

Be able to make good social contacts both with other children and with adults.

Develop knowledge of his, or her, strengths and weaknesses and use this knowledge to set academic and personal goals.

Be aware of his, or her, place in a community - that of school and the wider community, and of both the benefits and responsibilities this confers.

J V Hopkins Autumn 2011