

# Penllergaer Primary School



## Values Policy

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships - Linked to Article 3 (CRC)

## **Philosophy**

Values are the priorities we as individuals and society attach to certain beliefs, experiences, and objects in deciding how we should live and what we should treasure.

We have 9 core values that are at the heart of Penllergaer Primary School. Our values shape our thoughts, feelings and actions. They were devised in consultation with parents, pupils, staff and governors.

- **Positive Attitude**
- **Respect**
- **Honesty**
- **Tolerance**
- **Responsibility**
- **Friendship**
- **Trust**
- **Fairness**
- **Appreciation**
- **Resilience**
- **Collaboration**
- **Perseverance**

The last three have been include in response to consultation Autumn 2019 as we aim to develop ambitious, capable learners.

We believe that the moral purpose of our community at Penllergaer Primary School is to create an environment where everyone is empowered to grow and develop as Responsible Citizens and Life Long Learners

To enable us to be Responsible Citizens we aim to embed within each of us the following behaviours, skills, and values:-

### **Positive Attitude**

At Penllergaer a positive attitude for children and adults is to:

- have positive body language (sitting attentively, listening, responding, focusing, smiling, acknowledging)
- have a sense of self esteem / self worth (confident, happy, prepared to share)
- show enthusiasm
- show willingness
- enjoy learning
- understand and accept constructive criticism
- have a sense of humour
- encourage others
- are prepared to have-a-go

- have perseverance

### **Respect**

At Penllergaer respect for children and adults is to:

- have good manners
- listen to others
- don't put others down
- accept rules
- show consideration
- be thoughtful
- show an awareness of the consequence of their actions by making the right choices
- think of others as of equal importance by valuing everybody
- value others, property and possessions and themselves
- care
- be respectful of self, individuals and other cultures through accepting differences

### **Honesty**

At Penllergaer honesty for children and adults is to:

- be truthful even when it's difficult
- look out for others and their possessions
- be honest to themselves by setting realistic targets
- be open
- not be afraid of the feelings and emotions honesty can evoke
- share true opinions
- say when they don't understand
- own up when they've done something wrong
- can give positive feedback in a constructive way

### **Tolerance**

At Penllergaer tolerance for children and adults is to:

- have a love of life
- have a love of self
- have a love of others
- have a need/desire to help others
- be in tune with others/show empathy
- be warm, kind and caring
- be thoughtful
- show consideration
- be tolerant of others
- be happy
- put other's needs before the needs of themselves

### **Trust**

At Penllergaer trust for children and adults is to:

- know there are people in our school community who will listen and support us
- be able to share
- support each other
- work together/ work side-by-side
- help others
- be able to compromise
- have hope
- be dependable and reliable for and to others
- safeguard and protect
- take charge when required
- have integrity
- show commitment
- entrust; keep without fear of any consequence

### **Fairness**

At Penllergaer fairness for children and adults is to:

- share ideas/ equipment
- take turns
- realise it's okay to be different / realise it's okay to be 'you'
- enjoy variety
- look at all options
- see a global picture
- know the difference between right and wrong
- know some things are not always straightforward
- be open minded
- give time to reflect and experiment on what 'something' may look like and be prepared to change if necessary
- accept possibilities
- understand rules and the reasons for them
- understand that some people need to be treated differently for specific reasons

### **Friendship**

At Penllergaer friendship for children and adults is to:

- offer help to anyone in need
- be able to 'get on with it'
- support others
- have self esteem and confidence
- recognise that they are not operating in isolation
- be thoughtful in our actions
- join in /take part
- be truthful
- be respectful and show tolerance of others
- be kind

## **Responsibility**

At Penllergaer responsibility for children and adults is to:

- take charge of their own learning, feelings, thoughts and actions
- ask questions
- have confidence and have-a-go
- show initiative
- believe in themselves and believe they can do it
- accept failure and learn from it
- have a sense of satisfaction
- make decisions for themselves
- speak out
- are comfortable with themselves

## **Appreciation**

At Penllergaer appreciation for children and adults is to:

- show gratitude
- be thankful
- show good manners
- make a favourable judgement
- know appreciation costs nothing but is priceless to the one who receives it
- have a sense of wonder and awe about nature and our environment
- show a perceptive recognition of someone's qualities and actions or of something
- be kind

## **Resilience**

At Penllergaer resilience for children and adults is to:

- Recover quickly
- Be tough
- Coping
- Solve problems
- Spring back
- Be flexible
- Manage your feelings

## **Collaboration**

At Penllergaer collaboration for children and adults is to:

- work with someone else
- be part of a team
- actively participate (Add your ideas and thoughts not just listen to others)
- Cooperate - be supportive to others
- Share knowledge and learning
- Build consensus
- respect opinions and ideas of others

- be receptive to new ideas
- show interest and enthusiasm

### **Perseverance**

At Penllergaer perseverance for children and adults is to:

- Keep trying
- Not give up
- Be dogged
- Have a positive mindset
- Recall past persistence
- Face obstacles and setbacks
- Have patience
- Show dedication and focus

To enable us to be Life Long Learners we aim to embed within each of us the following key skills and behaviours:-

### **Creative thinking**

At Penllergaer creative thinking for children and adults is to:

- have ideas
- be resourceful and utilise other people's strengths
- be able to use a variety of media
- think out of the box (so long as the box is big enough!)
- extend on what they have
- do things in different ways
- problem solve
- explore and investigate
- think on many levels
- have original ideas/thoughts
- make decisions
- have confidence in suggesting ways of doing things
- make predictions

### **Good Communication**

At Penllergaer good communication means to:

- speak with confidence and clarity
- transmit ideas and speak appropriately for the occasion
- have linguistic control
- argue through your point of view without being aggressive
- listen and show attentiveness (eye-contact, positive body language including facial expression, able to get ideas across without dominating)
- show they value all ideas
- express ideas through written form
- make use of resources in order to reach others

## **Autonomy**

At Penllergaer autonomy for children and adults is to:

- be independent
- think and make decisions for themselves
- verbalise opinions
- take charge/develop leadership qualities within their own strengths and abilities
- have confidence in their own thoughts
- have common sense
- use initiative
- see things through to completion
- recognise their own potential
- not be distracted
- take risks
- plan ahead
- work towards goals
- can formulate ideas

## **The Role of the teacher / adult**

We believe our role as 'teacher' is to facilitate learning that is meaningful, exciting, creative and satisfying and allows everyone to work to their strengths in order to develop a well-balanced cross-curricular approach that allows for children to become Life-Long Learners and Responsible Citizens.

In order to ensure that all children feel secure within their classroom environment 'teachers' must be aware of their role and position. In order to do this there must be a 'single conversation' throughout the school amongst all staff. This will ensure a common approach so that at all times expectations of behaviour, attitude and attainment are made clear and adhered to. This will be reflected in classroom contracts and will result in consistency, structure and rigour. When all this is in place a 'teacher' can take on the role of facilitator.

In our school you would recognise the 'teacher' as a facilitator because you would see:-

- organised classrooms
- a focus on emotional literacy
- monitoring to ensure accountability
- ongoing assessment being used to show children and adults what the child needs to do next to move forward in their learning
- flexibility and the 'best' use being made of time
- creativity and excitement
- a safe environment
- adaptability to meet children's needs
- consistency
- resources readily accessible to the children
- the 'teacher' being a good role model
- a positive attitude, energy and enthusiasm

- risk taking
- different learning styles being taken into account
- encouragement
- all learning experiences being valued

Our role is to understand how to use the skills and content of the curriculum as a vehicle for learning.

You would recognise this at Penllergaer because we:-

- adopt effective positive behaviour management strategies
- display and share Learning Intentions
- use a cross-curricular approach
- Success Criteria made clear to children
- make use of formative planning and assessment
- know, understand and effectively use the National Curriculum
- know our school policies
- use a skills based curriculum
- make best use of all resources including the outside environment
- have high expectations of quality
- look forward and are visionary
- communicating explicitly through language, listening and the written word and through body language and eye contact

Our role is to adopt a holistic approach to nurture the well-being of each child.

You would recognise this because we:-

- promote a healthy life style
- focus on Learning Behaviours and styles
- develop children's Social Skills
- use effective positive behaviour strategies to create a disciplined environment
- care
- listen
- ensure our environment is safe
- give time to find out about the children
- foster creativity
- show respect for individual learning styles
- identify and appreciate that children are different
- are approachable
- are fair
- use humour
- make best use of the outdoors as an extra classroom
- show continuity
- make effective use of quality circle time
- give positive and constructive feedback
- draw up Classroom contracts/rules with our children

At Penllergaer Primary School we have an open door policy. We inform parents through a variety of ways, from informal chats to formal end of year reports. We actively encourage the involvement of parents and value the partnership between home and school, helping each child to realise their full potential.

We inform parents about the school, the curriculum, their child's learning and attitude through:-

- Information letters
- School website / blogs / twitter
- School Prospectus / Foundation Phase leaflet
- Notices on the Notice board
- Interactive displays
- Displays around the school
- meetings both formal and informal including PTA
- informal chats
- newsletters
- termly curriculum letters and Parent consultations
- annual reports
- homework/ messages in the Homework diary
- phone calls/ texts
- quick notes home
- pupil badges and certificates sent home
- being pro-active about issues that arise
- Home / School contract

We involve parents in sharing their child's experiences in school through:-

- encouraging them to come on class trips
- opportunities to see the children in action
- Social events
- Fund raisers
- Special events
- Inviting them to join us in celebrations/assemblies
- Christmas productions
- Sports Day
- Extra curricular activities
- Asking them to come into class to help
- Encouraging them to choose library books with the younger children
- Parents come in to help with the making of resources

Through an experiential, multi –sensory approach to teaching and learning we aim to enable children to become creative, autonomous life-long learners equipped with the skills needed to function as good citizens in an ever-changing technological society. The 4 Purposes drive our curriculum and goals for learners. They are reflected in our school values.

We also use the following strategies:-

- The 12 Pedagogical Principles – approaches to teaching and learning and understanding the ‘how’ we teach and learn effectively.
- AfL (Assessment for Learning) and formative assessment – develops pupil autonomy as children assess their own ( and their peers) level of attainment and provide targets to take their learning forward
- A cross curricular approach – to create a broad and balanced curriculum that is relevant and exciting
- ICT – to empower children with the skills to research and process information

We encourage children to reflect on their learning and experiences enabling them to see the bigger picture and thus become visionary in their thinking and outlook.

We use the following tools:-

- Feedback – to empower children with the knowledge of what they need to do to move their learning forward
- target setting – to give children clear direction
- good and accessible resources – to enable children to be independent
- teacher as facilitator – to plan for and provide quality learning opportunities and provide the structure that will empower the children to take responsibility for their learning
- sharing quality work etc. – to raise self-esteem, value others
- questioning skills – to challenge pupils to see the big picture and look beyond the facts/ideas that they are comfortable with
- whole school approach to the devising of Learning Objectives and Success Criteria in order for children to understand their learning
- use of formative comments by the teacher and children to move learning forward.
- observation – to gain ‘telling evidence’ of what is happening

We aim to enable children to develop a sense of responsibility and to be aware of the needs of themselves and others. We aim to equip the children with the confidence to make decisions, problem solve and other life skills that will affect their future and their relationships with others.

We use the following initiatives:-

- Playground Buddies– run by older children for younger children to have happy playtimes
- School Council - gives all children a voice
- Social Skills – encourages understanding of social awareness
- Fund raising - encourages understanding of the needs of others
- Whole school initiatives such as Fair Trade Day, Themed days, Golden Table, and the Healthy Tuckshop which engenders a real sense of belonging
- Building Learning Communities in our classrooms – giving children the opportunities to make rules and keep to the rules and provide a safe environment within which children can take risks in their learning
- P4C and Circle time – contributing and respecting others
- Assemblies – celebrating their/others work and achievements
- Share learning and skills with other classes

- Rewards system
- Links with the Community – visitors, helping in the community, public performances, student training etc. – learning from others, sharing our learning with others and creating opportunities for others to learn from us.
- Trips out of school - appreciate different environments and to learn appropriate behaviour.

Our Values Policy is inclusive and supports the UN Rights of the Child Articles as well as the Equality Act 2010. **It has been refreshing to find our values are reflected in the four principles of the new Curriculum for Wales.**

Assessment and Review of our Values at Penllergaer is reflected upon annually and amendments made accordingly. Last review and update – 1<sup>st</sup> Oct 2019

# CHILDREN'S MANIFESTO

We, the schoolchildren of Victoria, have been invited by *The Age* to respond to the question of what our "ideal school" would be like. This is what we say. The school we'd like is:

**A learning school:** The subjects we study are interesting and taught well. The curriculum is flexible and allows us to follow our individual interests.

**A school that's physically beautiful:** Light, with uncluttered walls and brightly coloured. Schools should not be drab.

**Toilets:** We want clean toilets with paper and soap and doors that lock.

**Facilities:** Such as pools and lots of green areas with shrubs and gardens. Nature is a teacher. We want the whole physical environment to be a tool to help us learn.

**Canteen:** We want canteens that have choices of food.

**Animals:** We would like to have animals in our school.

**A comfortable school:** With options for students to move in the school – quiet areas to sit; comfortable chairs to sit in; areas to read and play.

**The classroom and beyond:** We wish to move within the classroom and beyond the school to libraries and places in our local area. A "real" school where we visit places where real things are happening and people from outside visit us, people with expertise and passion.

**Children should be able to drink during class.**

**A flexible school:** Minimum homework that has meaning to what we learn rather than given to make parents happy.  
A school not ruled by bells.

**A respectful and listening school:** Where there are ways for children to be heard. Students have a voice in the everyday life and are able to shape what and how they learn.

**A school with relationships:** We want to feel pride in our school. We want our families to be proud of our schools. We want a special relationship with our teacher, our mentor and guide. We want to be close to our teachers and would like to feel that they really care for us. Teachers who love what they teach and are real experts at what they teach.

**A safe school where there is no bullying.**

**A fun school:** Festivals and sport and play and music are a regular part of school life.

**A school for everybody with many backgrounds and abilities:** We don't wish to compete against each other but all are encouraged to try their best. All children are valued equally.

This is what we'd like. It's not impossible. Many of us who responded to this invitation felt we have schools with many of these aspects already. We think it could be done for all children.