

# Brilliance, through Bowsland Best

Behaviours



Safe

Pupils know how to ensure they feel **safe in their bodies and minds**, in school, at home and online, and have strategies to use to help them.



Respectful, always

Pupils **value** each other and are **kind, always**. They communicate **politely** and use **best lines and brilliant walking** to move around school.



Ready to Learn

Pupils have strong **behaviours for learning**, showing their **Bowsland Best** in listening, collaboration and tasks to achieve their best.



Pride

Pupils are proud of their school, their work, themselves and their friends. They **share** their learning and achievements with family and friends, with **clear outcomes across units** of work. Their pride is a **product of praise, independent self-reflection, and a fulfilled feeling of belonging**. Staff are proud to work at Bowsland too.



Achievement

**Every** learner has a chance to achieve, **academically** but also in **social and emotional** development and within in their own **talents** – exploring their own Brilliance. All pupils are **readers**, no matter what their starting point or ability. Tasks are **challenging**, allowing all learners to **progress in skills and knowledge**, across the curriculum. **Cultural capital, learning behaviours and metacognition** are woven into the curriculum. **Aspirations** are developed to promote **future** achievement, both at **secondary school and beyond**.



Responsibility

Pupils are **independent**, taking responsibility for their **learning**, their **choices**, their **safety** and their **emotions** – supported by the adults around them. They know their place in their **local and global community**, and how they can have a **positive impact** in our world.



Teamwork

Pupils support each other to be the best they can be. They feel part of the **school team**, a **valuable** part of something, and **feel safe** with the adults and pupils within it. Pupils **support and challenge** each other with their learning too. **Collaborative learning** allows all to feel part of the same journey towards a **shared outcome**



Enjoyment

Pupils feel **engaged and motivated** in the **challenges, experiences and opportunities** that are provided through school. They enjoy **books for pleasure and high quality texts** in learning. These **enrich** the curriculum, **inspire** our team and **develop** learners who love learning. Pupils contribute to the **journey** of learning with their **own interests and lines of enquiry**. Play and imagination are fostered. First attention is given to **best conduct and praise** directed to celebrate those showing **Bowsland Best, always**.

Values

Community

Families engage with school regularly to **share** in learning outcomes. Families are well represented at **events, on FOGB and in Governors meetings**. They are proud of our school.

Families have strong **communication** about their children's achievements across the curriculum and know how to **support** them in achieving in school. Achievements are **shared and celebrated** with our local community.

Families work with school to **promote positive SEMH and independence**. Outcomes of learning have a **wider impact** on the local and global community.

Families feel part of our school team too. Their **voices** are listened to when **key changes** are made. They know where to ask for **support or advice** and school has strong **networks** with other support services.

Families **share** in this enjoyment. They value the school's role and its vision, support its journey.

Curriculum Drivers



Coherence

Ensure learning **builds on prior knowledge, developing concepts** through **clear learning journeys**



Critical thinking and compassion

Provide opportunities to engage with **thought provoking questions** that develop compassion about people and places



Creativity

Provide opportunities to **build, create, invent, experiment** using imagined and real life situations



Communicate

Provide opportunities to develop **oracy** to ensure **clear, concise and consistent** communication, **appropriate** to task, person and place



Collaborate and connect with the community

Connect with and have an **impact** on classroom community, **school** community, **local** community, **national** community, **global** community