


Expectations of the Core Values.

By the end of the Early Years:

<p>Behaviours for Learning:</p> <ul style="list-style-type: none"> • Be familiar with the daily routine. • Follow the class rules. • Tidy up and know where resources belong. • Sit and engage with a story. • Engage with an activity independently and with peers. • Take responsibility for their learning environment. • Develop concentration to participate in an independent task for 5 unbroken minutes. 	<p>Communication with All:</p> <ul style="list-style-type: none"> • Use 'Please and Thank You' appropriately. • Greet others in an appropriate way e.g. <i>good morning, how are you?</i> • Listen to peers and respond appropriately. • To take turns to speak. • Join in with a conversation with peers and adults. • Use gesture to support meaning.
 <p>Be Kind. Work Hard. Strive for Excellence.</p>	
<p>Character Development:</p> <ul style="list-style-type: none"> • Be kind to others e.g. <i>allowing others to join in with our games.</i> • Be helpful to others e.g. <i>helping a friend with tidying up an area.</i> • Develop independence in taking care of themselves e.g. <i>cutting up our own food.</i> • Begin to resolve issues independently e.g. <i>waiting until there is a space at an activity before joining in.</i> • To cooperate with others e.g. <i>turn taking in games.</i> • Begin to understand that we can learn from mistakes e.g. <i>if we snatch a toy from our friend, we say sorry and use our words to ask to play with the toy.</i> 	<p>Contributions to the Community:</p> <ul style="list-style-type: none"> • Make and post Christmas cards to local residents. • Invite local community members to the Nativity. • Invite residents from care homes to take part in a games session (link with Family Support Hub).

By the end of Key Stage One:


<p>Behaviours for Learning:</p> <ul style="list-style-type: none"> • Develop independence in school routines. • Develop concentration to participate in an independent task for 7 unbroken minutes. • Ask questions linked to the subject of discussion. • Answer questions linked to the subject of discussion. • Listen and contribute during class discussions. • Begin to take responsibility for own organisation, including all belongings and timekeeping. 	<p>Communication with All:</p> <ul style="list-style-type: none"> • To use gesture to support the delivery of ideas <i>e.g. gesturing towards someone if referencing their idea.</i> • To adapt how to speak in different situations according to the audience <i>e.g. when talking to friends on the playground and then presenting an idea to the class.</i> • Respond appropriately if something is not heard <i>e.g. say pardon or excuse me.</i> • Listen to and respect the opinions of others <i>e.g. understand that someone may have a different opinion but it is ok to say, 'I do not agree with you'.</i> • Be polite and positive to everyone in school <i>e.g. smile at others when you pass them in the playground or corridor.</i> • Use body language to show you're listening <i>e.g. make eye contact, nod head, smile.</i>
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<p>Character Development:</p> <ul style="list-style-type: none"> • Show respect for the opinion of peers <i>e.g. listening to another person's opinion even if it is different to your own.</i> • Understand how own actions affect other children and adults <i>e.g. knowing that if you help someone you will make them feel valued.</i> • Accept responsibility for own actions and poor choices <i>e.g. owning up to what you have done and accepting that it was not a good choice.</i> • Understand that it is ok to be wrong if you try your best <i>e.g. using your Fred talk when writing a word rather than saying 'I don't know how to spell that word'.</i> • Have the courage to say, 'I don't understand'. • Resolve issues independently <i>e.g. listening to others when they are explaining the rules of a game and asking questions if you do not understand.</i> 	<p>Contributions to the Community:</p> <ul style="list-style-type: none"> • Write letters to a local care home • Attend a session at Kaleidoscope and make a thank you card. • Apply for and engage with a role in the Job Centre. • Litter pick around the school. • Invite local community members to the Nativity.
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By the end of Lower Key Stage Two:

<p>Behaviours for Learning:</p> <ul style="list-style-type: none"> • Develop concentration to participate in an independent task for 15 unbroken minutes. • Manage all personal belongings and personal space, including pegs, desks and surrounding area. • Begin to work independently in pairs or groups. • Begin to take responsibility for own learning including home learning and research. • Begin to understand personal goals and targets and have the perseverance to achieve them at all times. 	<p>Communication with All:</p> <ul style="list-style-type: none"> • To consider the words and phrasing used to express ideas/needs e.g. <i>'Please may I have a new pencil?'</i> Rather than <i>'I don't have a pencil.'</i> • To reach shared agreement in discussions e.g. <i>'We don't have the same opinion and that is ok but we should respect each other's ideas.'</i> Rather than <i>not talking to that person.</i> • To use natural and subtle prompts for turn taking e.g. <i>waiting for when someone pauses before beginning to speak.</i> • To react appropriately to what others say e.g. <i>use a calm and respectful tone even if it is not what you want to hear.</i> • Use body language to ensure that others know that you are listening and engaging with a conversation e.g. <i>make eye contact, nod at appropriate times, have an open body stance.</i>
 KNIGHTON MEAD <small>PRIMARY ACADEMY</small> <i>Be Kind. Work Hard. Strive for Excellence.</i>	
<p>Character Development:</p> <ul style="list-style-type: none"> • Develop teamwork and cooperation by taking on leadership roles e.g. <i>reading with younger children/joining the Primary Leadership Team.</i> • Begin to develop an awareness of own strengths and areas for development and seek support in improving these. • To persevere when embracing challenges and seeking opportunities for improvement. • To be curious about the world around us and ask questions. • To show empathy to others and have an awareness of their values even if they do not align with your own. 	<p>Contributions to the Community:</p> <ul style="list-style-type: none"> • Be an Eco Warrior and care for the school environment. • Complete a litter pick with the Saffron Wombles. • Attend a session at Kaleidoscope and write to one of the service users. • Visit a local care home and read with a resident. • Apply for and engage with a role in the Job Centre. • Attend a session at Saffron Acres. • Read with younger children in the school. • Litter pick around the school.

<p>Behaviours for Learning:</p> <ul style="list-style-type: none"> • Develop concentration to participate in an independent task for 20 unbroken minutes. • Manage all personal belongings and personal space, including pegs, desks and surrounding area and manage own time keeping. • Work independently in pairs or groups. • Have a focused work ethic by taking responsibility for own learning including home learning and research. • Understand personal goals and targets and have the perseverance to achieve them at all times. 	<p>Communication with All:</p> <ul style="list-style-type: none"> • To adjust tone, volume and pace for a given purpose and audience <i>e.g. use shorter, simpler sentences when play leading in Key Stage 1.</i> • To be able to read a room or a group and act accordingly <i>e.g. if people look confused, stop to take questions.</i> • To show appreciation towards others <i>e.g. thank you for taking the time to explain that to me.</i> • To develop an awareness of group dynamics <i>e.g. if someone is not contributing, invite them to speak.</i> • To assess different viewpoints and present counterarguments in a respectful manner <i>e.g. I understand your opinion, however, I believe that...because...'</i>
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<p>Character Development:</p> <ul style="list-style-type: none"> • Be actively involved in creating and maintaining classroom and playground rules <i>e.g. sharing opinions with the Primary Leadership Team to feedback in meetings.</i> • Demonstrate teamwork and cooperation by taking on leadership roles and supporting peers <i>e.g. being a play leader or reading buddy.</i> • Resolve conflicts or disagreements constructively through negotiation and compromise. • Demonstrate resilience and emotional intelligence in the face of personal or academic challenges. • To show a deep-rooted mutual respect for the beliefs and values of others, even if they are different to your own. 	<p>Contributions to the Community:</p> <ul style="list-style-type: none"> • Be a Play Leader and a positive role model for play across the school • Organise the Harvest Festival collection and volunteer at the Food Bank at Chroma Church (Y6). • Apply for and engage with a role in the Job Centre. • Organise an event to raise money for Community Wishes (Y5). • Read with younger children in the school. • Litter pick around the school.
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