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| **VISION (INTENT) (*Think it. Believe it. Live it.)*** |
| Every child is loved by God and is educated for wisdom, aspiration and global citizenship to thrive in our community through a culture of dignity and respect. Their gifts, talents and wellness are cultivated with knowledge, skills and wisdom to live life purposefully in all its fullness: sadness, struggles, joys, celebrations so that the “children of this world are in their generation wiser than the children of light (Luke, 16. 8) |

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| **MISSION (INTENT)(*Think it. Believe it. Live it.)*** |
| In the eyes of God every child matters, every moment of every day and through our teaching “the child grew and became strong; he was filled with wisdom…” (Luke 2:40) At Buckden we are educating for sustainability in a progressive, student-centred way. We are focused on preparing young people to thrive in a changing world. Our carefully researched educational approach is designed to ignite a love for lifelong learning, a joyful, wonderous journey, and teach our students the skills we believe are required to thrive now and in the future. |

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| **VALUES (INTENT)(*Think it. Believe it. Live it.)*** | | | | | |
| Creativity Compassion | Resilience  Thankfulness | Collaboration Koinonia- Community | Friendship Dignity | Forgiveness  Wisdom | Agape – Love  Hope |

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| **Objectives (INTENT) -**  educating for sustainability in a progressive, student-centred way. We are focused on preparing young people to thrive in a changing world. Our carefully researched educational approach is designed to ignite a love for lifelong learning, a joyful, wonderous journey, and teach our students the skills we believe are required to thrive now and in the future. | | |
| **ACADEMIC**  ***Intent:*** to develop intellectual knowledge, skills, understanding & curiosity | **CHRISTIAN LIFE**  ***Intent:*** to develop spirituality &faith (Think it. Believe it. Live it) | **WELLBEING**  ***Intent***: To develop physical, social and emotional health |
| Specifically provide opportunity to:   * develop language and communication skills * acquire fluency in mathematical concepts * think critically, reason, evaluate and problem solve * gain scientific knowledge; develop understanding about the uses and implication of science and technologies today and in the future * be creative and perform to an audience, to change or create something new * cultivate digital literacy * utilise fine and gross motor skills * be curious about the human and physical world around use * understand significance of the past * cultivate character, ambition and healthy competition * understand the world and their role in changing the future * confidence and independence to embrace a challenging, deep curriculum * their ability to examine in detail information, * to justify opinions by making judgements, assessing validity & quality of ideas | Specifically provide opportunity to:   * be inspired by moments of awe and wonder * think critically about their beliefs and actions * consider Christian perspectives on life * answer existential, or ‘big’ questions * respond to God through worship * seek solace and support from their faith * respond creatively to their life experiences * foster deep respect for others’ beliefs to enable them to thrive and flourish, embracing both success and challenge, prepared for “Life in all its Fullness” (John 10:10) * to gain understanding and knowledge and empathy to become confident, caring and active members of society “Love your neighbour as yourself” (Mark 12:31) | Specifically provide opportunity to:   * feel safe and cared for * become resilient * develop high self esteem * be physically and mentally healthy * acquire optimistic outlook * build positive relationships with themselves and others and:have confidence to take small risks * to be able to collaborate with others effectively * overcome barriers to good health, care and education * develop empathy and contribute as a global citizen * Ensure our extra-curricular offer (lunchtimes and after school) is accessible to all, and responsive to children’s needs, interests and aspirations |

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| **EYFS - Strategies (IMPLEMENTATION-What is being taught specifically in EYFS)** | | |
| **ACADEMIC** | **CHRISTIAN LIFE** | **WELLBEING** |
| Our EYFS curriculum follows the Development Matter guidance and Early Learning Goals. Termly topics have been selected in our curriculum making links with the United Nations Sustainable Development Goals (SDG’s) ensuring children receive a curriculum which reflects our whole school approach and offers progression.  We teach through a carefully balanced mixture of adult led direct learning and independent child led learning based upon individual’s interests. As the Reception year advances, structured learning increases as the cohort and individuals are receptive of this and to support them in their transition into Year 1.  Focus is placed upon learning skills using the Characteristics of Effective Learning teamed with Skills Builder aspects of Listening, Team Work, Aiming High, Creativity, Leadership, Presentation.  On entry all children are Baseline assessed and each term individual targets set for all pupils to support and focus learning and teaching. Where needed additional support is sought from our SENDCO if progression slows or is limited over time.  Learning is assessed through use of the development matters ages and phases with a final assessment against the Early Learning Goals. | Children’s spirituality and faith is addressed throughout the EYFS curriculum. We regularly link with Buckden St Mary’s Church involving the Reverend in events such as our annual Wedding, Baptism and Super Heroes topic.  During discussions about the world around us and being kind references are made with taking care of God’s creatures and thinking about how Jesus dealt with situations.  Daily prayers, a prayer station and our Christian puppets, Tessa and Tom help children to engage with Christian worship and practices, should they wish, in an age appropriate manner. | Parent partnerships form the predominant part of ensuring pupil wellbeing. We have a well-developed transition process which enables the children and parents to feel welcomed into our Buckden Academy community.  As we play and talk with the children, staff are focused upon offering praise and encouragement and never criticism or doubt. This allows our children to flourish, gaining confidence and self-worth. If ever a problem arises, for example with friendships and relationships, we encourage the children to talk or use our Worry Monster to share their concerns so we can offer the best support. All staff are trained in Safeguarding annually in case any more serious concerns are verbalised or identified.  In addition, daily walks, Mind Up sessions, circle times, circuits and health and self care sessions are included in our weekly timetable to give specific time to all in the direct teaching of wellbeing. |

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| **Outcomes - What will our children look like? (IMPACT)** |
| Resilient; Inquisitive; Reflective; Challenged; Aspirational; Confident; Creative; Content; Articulate; Compassionate; Proactive; Informed; Engaged; Generous; Self-sufficient; Kind; Respectful; Caring; Tolerant; Dependable; Thriving; Forgiving; Honest; Independent; Educationally qualified (to their potential); Vigilant; Self-aware; Global Citizen |