Haytor View Community Primary School — Core Offer Statement

With class teachers at the heart of opportunities, tailored to need and responsive to individuals' context, we will support the personalised development of children through provision characterised by opportunities for children to develop :-

Modelled Independence	What would these opportunities look like?
Scaffolded Independence	What would these opportunities look like ?
Applied Independence	What would these opportunities look like ?
Creative Independence	What would these opportunities look like ?

So what key outcomes will our core offer deliver children and parents?

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Each child sees themselves as a learner	What would this see children doing, feeling, experiencing?
Children will collaborate with others in all contexts	What would this see children doing, feeling, experiencing?
Every child has comfort with who they are	What would this see children doing, feeling, experiencing?
Parents enjoy and share in Children's lives	What would this see children doing, feeling, experiencing?
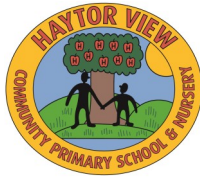
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So how will we achieve the outcomes contained within the core offer?

What will we do?

What sort of experiences will we offer?

What will provision look like?

- Listen carefully to children and parents
- Challenge children at their level
- Guide children in their choice making
- Support children with their emotional development
- Provide room for children to make mistakes and learn from them
- Give children opportunities to find things out for themselves
- Encourage children to speak about their learning
- Support an ethos where everyone is listened to and valued
- Make learning fun, challenging and achievable for all
- Provide opportunities for group learning
- Provide a varied curriculum with opportunities for children to learn in different ways
- Provide Time to Think activities that everyone, children and parents can access
- Invite parents into classrooms regularly—initiate opportunities to talk
- Learning leaders, partners and other adults will model behaviours for children
- Support classrooms where everyone's opinion matters and is valued equally
- Give children opportunities to work with everyone within their class
- Provide activities that will be accessible but challenging
- Provide an environment where everyone can learn from each other
- Ensure that learning will be a social activity benefitting everyone
- Ensure that learning focuses upon what children can do, not just seek to 'fill' deficits
- Provide a school environment that feels like it belongs to everyone
- Allow children to develop the classroom environment
- Ensure that individual children's skills are recognised and shared
- Provide opportunities that allow children to demonstrate their skills and awareness

- Actively seek to engage parents and children in conversation
- Reflect upon conversations held to support learners' progress and relationships
- Seek to support child/parent engagement around learning and school-life
- Give children opportunities to share in learning of others throughout the school
- Support a culture of risk-taking and mistake-making through our behaviours and the nature of support offered
- Provide time and space for children to achieve
- Support a learning environment based upon mutual respect and politeness
- Provide an environment that is transparent, honest, inclusive, inspiring and fun
- Demonstrate flexibility and ensure learning is relevant
- Provide children with rich experiences that take place beyond the school gates
- Demonstrate flexibility in meeting needs of parents in relation to talk and reviews
- Seek to ensure that feedback to children about learning is a dialogue and supports reflection
- Demonstrate trust in children—relinquish control where supportive of learning
- Show children and parents that we have them in mind
- Demonstrate openness and honesty in discussions around feelings
- Beyond modelling explicitly describe the nature of positive interactions where appropriate
- Seek to recognise the learning that children want to use
- Actively and honestly seek children's thoughts and opinions
- Support children in working together to make something 'bigger' or 'better'
- Plan and reflect in a manner which supports every child's needs and next steps
- Encourage children to recognise and feel proud of their efforts and productivity
- Be genuine in interactions with others, always
- Be explicit in reminding or demonstrating that we have been in the uncomfortable shoes of a learner too— because we are all learners, always
- Explicitly focus upon collaboration as a learning outcome of some sessions
- Develop classroom cultures where mistakes are recognised as positive; all children are recognised as having the potential to be good at learning; depth and speed are recognised positively in differing situations; everyone's ideas are recognised as important; learning communities are valued . We have identified that this has close links to the more universally recognised 'Growth Mindset' approach to learning