



Philosophy of Education at Pitmaston Primary School

THE THEORY AND RESEARCH BEHIND OUR CURRICULUM

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Pitmaston Primary School is a three form entry school, with a Governor led Pre-School, Nursery. Our philosophy is to serve all of our pupils well by enhancing and celebrating their academic, personal and social qualities in order to equip them for the next stage of their education and life.

The philosophy and construction of Pitmaston Primary Schools educational offer:

At the heart of the school is our shared vision: “to provide the very best possible education, outcomes and well-being for each individual child at Pitmaston Primary School.”

In order to craft the best possible educational establishment for our pupils; staff, pupils and other stakeholders have influenced the philosophy behind our curriculum so that we fulfil our vision. This has evolved from the united revelation, where all children regardless of academic or social backgrounds and barriers, thrive. We continuously strive to develop excellence and diminish disadvantage and differences through our careful and deliberately structured programme of education.

By identifying some key questions that would shape the rest of the educational offer, Pitmaston created its bespoke ‘Philosophy of Education.’ This built on our quest to serve the children as well as the wider community through a deep awareness and understanding of the contextual and personal backgrounds of our local area and individual pupils.

Our philosophy is driven by the fundamental ‘cogs’ identified by staff, children, parents and Governors and which together not only drive academic standards and outcomes, but also enhance the personal, social and emotional well-being and understanding of all of our pupils. This in turn makes them socially literate and instils the passion for lifelong learning.

The components behind the philosophy:

Stakeholders identified the main components that shape our philosophy of education at Pitmaston Primary School. Below is the detail and reason behind each of these ‘cogs’ that together drive the school forward in our relentless ambition to always maintain and provide the highest quality of education for all.

Relationships: All of our stakeholders recognised that without effective, respectful relationships with others, learning can be directly impacted. Bieber 1994 shared his research on the ‘hidden curriculum,’ as *‘A term to used to describe the unwritten social rules and expectations of behaviour that we all seem to know, but were never taught (Bieber, 1994).* Pitmaston recognise the impact and importance of having role models in the school and wider community that demonstrate positive social interaction and again model and enhance the children’s social literacy.

It has been shown through extensive research that being able to build positive relationships makes us happier and improves our feelings of security; it also effects our mental and physical health. Building positive relationships is essential in order to overcome challenges that pupils might face and is why it remains at the heart of the school’s ethos. Children know that Pitmaston Primary School adults demonstrate certainty and consistency in all behaviour shown, resulting in a safe and secure learning environment. Through the whole school Thrive, and a Trauma Informed Approach, staff are able to recognise and support distressed children or those with additional worries, concerns or mental health illnesses that all form barriers to learning. Staff model intelligent responses to behaviour.

This in turn enables them to acknowledge, relate, regulate, reflect and enquire about emotional responses and behaviour displayed. (Dan Hughes PACE model) This therefore leads to improved future behaviour and an increased ability to engage and progress academically.

Equality:

'I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin, but the content of their character' Martin Luther King. Jr

We have a commitment to promote equality at Pitmaston Primary School, not only within our curriculum but within every element of our school culture. We believe that equality should permeate all aspects of school life and is the responsibility of every member of the school and wider community, ensuring everyone should feel safe, secure, valued and of equal worth.

Driven deep within our school ethos, equality is a key principle, treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act, 2010). To this end, we continue to monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils. We ensure that the curriculum promotes role models that pupils positively identify with, which reflects the school's diversity in terms of race, gender and disability. Our behaviour policies have been designed to ensure that any incidents of discrimination between pupils are responded to effectively and swiftly and monitored discretely. Pupils are taught about protected characteristics through a structured and progressive PSHE scheme (Jigsaw) and through assemblies which equip our pupils with the knowledge and vocabulary to challenge discriminatory behaviour and to value and celebrate diversity. All children are given opportunities for involvement in extra-curricular activities and pupil leadership.

We are always striving to enhance our practice and to share our positive commitment to promoting equality. With an outward looking and research based approach, we seek inspiration from other educational establishments and organisations pioneering in this field and provide support and advice to others. For example, we are proud to have been recognised as a 'Flagship School' through the Inclusion Quality Mark award scheme for our exemplary inclusive practice; the highest level of recognition, which recognises the ongoing commitment as a school to provide the very best education for all children irrespective of differences. Equality is at the heart of all we do.

Inclusion:

As recognised in our IQM reviews, *'...inclusion is the heartbeat'* that runs as a force through Pitmaston Primary School. We are proud to have successfully achieved the Inclusion Quality Mark [IQM] award for the last nine years, being recognised as both a Centre of Excellence and Flagship School for our exemplary inclusive practice; the highest level of recognition. We passionately believe that each and every child is unique and can all achieve their very best. High quality, inclusive teaching within the classroom takes into account the learning needs of all pupils and we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their background, needs or abilities. All pupils, including those with special educational needs, access quality first teaching together in the classroom. Learning environments across school are calm and well-organised to support the differing needs of pupils and to promote independence through engaging and interactive displays, visual cues and a range of well-chosen resources. For those pupils who may require further support, reasonable adjustments are made including adaptive teaching which focuses on targeted/tailored support, additional practice, breaking down components into smaller components, teaching in carefully selected groups and the use of resources; all of which make teaching and learning accessible within the classroom for all. We make it clear that we

value the individuality of all our children and are committed to giving them all every opportunity to achieve the highest of standards. The achievements, attitudes and well-being of all our children matter. Our pupils' mental-health and well-being is of the utmost importance and as a Thrive school, we ensure that the social and emotional development of our children is supported as part of daily practice. We are proud of our Inclusion Team which has developed over time, offering our children the professional expertise in a timely manner supporting all areas of special educational needs.

Research Informed:

Research and insight into the most effective approaches to education are continuous. For this reason, we endeavour to keep up to date with the latest research and findings, and in turn adapt, change or build upon current practice within school. It is an expectation that all staff have expert knowledge in the subjects that they teach, supported by well-informed subject leaders. Leaders exert themselves to disseminate information from other leading experts outside of our immediate environment such as Oliver Caviglioli, Kate Jones and Jon Tomsett. Our Instructional Coaching approach ensures professional discussions and constant reflective practice are part of our professional development. This in turn enables us to be at the forefront of the latest research and implement the very best practice in the classroom, ultimately ensuring our children continue to receive the very best educational offer.

Science of Learning:

Scientific research into cognition and learning is ever evolving, and at Pitmaston Primary School, we aim to keep up to date with the latest findings, sharing our understanding behind the science of learning - leading to a direct and immediate impact as to how we teach.

A deeper understanding behind the neuroscience of learning, including the impact of trauma and stress and the ability to learn and retrieve information is part of continuous professional development. We ensure any new staff in addition to ECTs are given additional CPD on aspects of neuroscience and learning such as:

- memory – its ability to function including understanding of cognitive overload theory, working memory and the impact of lesson structure. (This includes work such as dual coding using our WalkThrus)
- retention of information and how to transfer lesson content into the long term memory
- retrieval including retrieval practice to help build strong neural pathways and strengthen existing synapse in the brain and incorporating the research and impact to teaching and learning behind Ebbinghaus' Forgetting Curve

Our school draws on the research by wider professionals including clinical psychologists such as Dr Dan Hughes, Panksepp and Biven and Burke et al, to support all staff's ability to understand, and therefore respond to, a child who has experienced previous trauma, linking with our understanding of ACES. (Adverse Childhood Experiences) This awareness of the physiological and psychological impact that trauma, stress and fear has on a child's ability to learn, ensures pupils at Pitmaston are supported at the right time with the right intervention.

Pitmaston's Character Values:

Values have always played an important part of Pitmaston's wider education and drive to support the behaviour and attitudes of children. Recent reflection upon these have enabled us, as a staff team, to select Character Values that we feel are essential values for our school community and also cover the spectrum of domains, as published by the Jubilee Centre, University of Birmingham (Performance,

Civic, Intellectual and Moral). Through careful planning and deliberate teaching opportunities detailed in our own personalised Character Curriculum, children are taught the knowledge, reason and practice of their Character Values in a progressive way throughout school. Successful Character education supports individuals to become the best version of themselves as well as creating a school and wider community in which everyone is encouraged and supported to thrive.

Locality and contextualised Learning:

All stakeholders recognise that being located in the city of Worcester brings an abundance of learning opportunities which further enrich our curriculum. Our children are fortunate to live near to the Malvern hills – the location of original hill forts which support their understanding of human evolution through the iron age, as well as demonstrating the physical aspects of geography including hills and climate. Children can see first-hand the problems that the Royalists faced during the Battle of Worcester, and re-enact Cromwell’s attack on our city. The River Severn provides first-hand experience, and develops pupil’s understanding of the impact of flooding, settlement and trade, linking with our aim to enhance their mindfulness towards sustainability.

We strongly believe that as a school, we utilise our locality and draw on local businesses, the local community and amenities including the Cathedral and Library to enhance our pupils’ educational experiences and understanding, to ensure they develop an awareness and respect of their locality.

We also recognise that our pupils come to school with an array of opportunities as well as different challenges that they may face. Our awareness of this contextualised and personal background has been carefully considered when planning our curriculum, ensuring we celebrate and draw on these opportunities, as well as addressing and supporting pupil’s challenges.


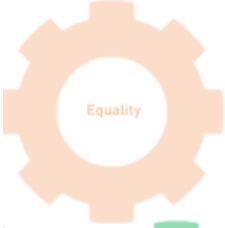


Legacy and sustainability:





‘Education is the most powerful weapon which you can use to change the world.’

Nelson Mandela

The world climate is changing, not just in terms of the impact of global warning, but in our ability to accept and appreciate different beliefs, sexual orientation, race, religion, gender, trade, travel, and evolution through technological advances. Pitmaston Primary School recognises that the world *‘has and is changing and we must continue to change with it’* (Barak Obama.) For this reason, we wanted to go beyond the National Curriculum and crafted a deliberately progressive, bespoke, ever evolving curriculum for some subjects, that ensure the complex concept of legacy and sustainability is embedded and understood by all. Our bespoke schemas in History and Geography endeavour to educate all pupils about their pivotal role in sustaining a habitable, safe and healthy future for all. This goes beyond topics such as deforestation and a ‘greener’ world, but tackles elements of controversy such as empire and colonisation, addressing the ‘right to rule’ by divine right or force – questioning what is meant by a worthy legacy. Throughout our curriculum, we aim to instil in all of our pupils a desire to improve themselves as well-rounded, honest citizens of the world that have an ambition to travel, explore, lead and celebrate cultural diversity. We want them to shape a sustainable future, and recognise in themselves that they will each leave their own form of legacy and how this can play a part in shaping the survival of our planet and their own children’s future.

Teacher consultation: Drivers behind Pitmaston's Educational offer	
What makes our curriculum different at Pitmaston?	<p>Bespoke curriculum – personalized, accessible for all – inclusive</p> <p>Theory driven and informed – collated with teacher's experiences and knowledge</p> <p>Responsive to the pupil's experiences</p> <p>Ambitious</p> <p>Up to date Early Excellence based research</p> <p>COET&L</p> <p>Schemas for our school – bespoke Solo Assessment</p> <p>Holistic approach to education – child centered initiatives</p> <p>Daily, deliberate emotional connection with all children – check ins, mental health boards</p> <p>Clubs offered by EVERY member of staff – variation of those on offer.</p>
How do we serve the wider community and utilise the local area?	<p>Food bank during Harvest</p> <p>Choir singing in the local care homes</p> <p>Church and Cathedral visits and performances</p> <p>Polling station</p> <p>Fayres – open to our community</p> <p>Domestic abuse hub for the community</p> <p>Family support worker</p> <p>Litter pickers</p> <p>Bell boating</p> <p>Bike ability</p>
How do we ensure that we use the local community to co-educate our children and what does this mean?	<p>Local coaches – cricket / golf</p> <p>Swimming using the local pool</p> <p>Emergency services and professionals including the police and ambulance</p> <p>Local trips</p> <p>St Johns Library / Hive</p> <p>Tennis Club</p> <p>Collaboration with the University – Students, science Ambassadors</p> <p>Local Authors and poets</p> <p>School trips in the local community and area</p> <p>Water Safety</p>
How do we understand the changes and challenges our pupils face as well as the opportunities they have? (Contextualised and personal)	<p>Responsive to the pupils needs following 'Let's Talk' Thrive discussions etc</p> <p>Pupil Voice</p> <p>TIS / Thrive: Talk Boxes, trusting staff, Mental health check-ins / Relax Kids / Early Help offer</p> <p>ACES tracker</p> <p>Bespoke interventions – academic and social and emotional</p> <p>Home visits in EYFS AfA</p> <p>Teaching children to listen programme</p> <p>Culture vultures and a celebration of cultural diversity – deliberate planned opportunities within the curriculum</p> <p>Safeguarding Cluster hub – links with police ensure contextualized overview for the school is current</p>

<p>Relationships</p> 	<p>Thrive Book Buddies Reading dog Google Classroom Meet and Greet Share a session (Parental relationships) High expectations – modelled / routines / zone boards / positive rewards and recognition Let’s Talk Boxes Home visits to parents The Hub Tapestry Mental Health First Aiders Teacher Pupil relationships Playground leaders Anti-bullying Ambassadors Safeguarding Mental Health check-ins VIP time EYFS PSHE curriculum Wow Moments RE Curriculum – tolerance and respect Pitmaston Character Values Peer Massage Family Support Worker AFA Community relationships – CSO / Local business Trauma Informed School Feedback strategies – hot marking / positive praise</p>
<p>Equality</p> 	<p>PP Opportunities Mixed ability pairings Displays and lesson content promote equality and diversity Protected characteristic awareness and celebration / recognition Personalised resources – SEND exposure to the same curriculum Jobs for all pupils Diversity celebrated and recognised – languages spoken / beliefs shared. Curriculum design – lessons to promote equality/genres Diversity pledge Avoid stereotypes in modelled language by staff Reading Promise British values Houses SMSC Languages Bespoke book spine in EYFS Zone boards Uniform Parent Diversity Group Smarts reflect diversity PSHE Gender neutral toilets</p>
<p>Inclusion</p> 	<p>SEND- Care plans / Step 7s dissemination of information to support the child Personalised resources IBPs PSPs SALT EHCPs AfA Talking about differences – links with protective characteristics Thrive Visual timetables Diversity pledge EAL leader Parent relationships Changes to accommodate children with disabilities Neuro diversity training Teamwork – modelling Additional adult support Adaptation to teaching and learning to match needs Diversity council Speech and Language Widgets Pupil Progress Meetings FSW Interventions Early action – recognising children’s needs</p>
<p>Research informed</p> 	<p>Subject Leaders – release time / own professional development Retrieval Validated schemes: RWI / Talk4Writing CPD training of high quality drawing on recent research to inform change Ed Psych High quality external CPD- Oliver Caviglioli / Kate Jones / John Tomsett WalkThru’s Instructional coaching – Iris used to support implementation of latest research and monitor impact Rosenshine’s Theory Play – Early Years Excellence Individual staff experiences and influence Weekly, high quality CPD</p>

<p>Science of Learning</p> 	<p>Memory awareness Neuro-science behind learning Learning barriers linked to trauma Autism theory awareness / SEND barriers understood from a scientific / biological angle Teaching children to Listen 7 minute chunking to support learning and retrieval Dual coding</p>
<p>Pitmaston's Character Values</p> 	<p>Selected by the staff team and personalised to school Covers the four domains as published in research findings by the Jubilee Centre, University of Birmingham Progressive curriculum written by staff Deliberate teaching through monthly assemblies and Character sessions in class Rewarded through stickers, achievement cards and Golden Children Awards Celebrated with parents on weekly Newsletters</p>
<p>Locality and contextualised Learning</p> 	<p>High quality, deliberately planned trips and excursions to enhance the learning experiences Supporting local charities – food bank / harvest festival Study of local amenities / resources Staff knowledge Forest School Bespoke history and Geography Water safety residential – Pioneer Centre University of Worcester links Cathedral / Bell Boating bi-annual theatre trip The Hive / Local swimming pool</p>
<p>Legacy and sustainability</p> 	<p>Eco council Values – motivation / self-reliance / love of learning Hidden curriculum – how we value resources. Model preserving and looking after the classroom / school environment Making a difference – learning about people who have brought about change and how our pupils can do this too. Deliberate opportunities in the curriculum planned Schemas built on this – therefore progressive and deliberately planned Head Pupils History / Geography – Mary Anning, Specific key and influential figures chosen Equal opportunities promoted All children having jobs and responsibilities Houses selected by children – balanced and diverse Appreciation of influential individuals to encourage children to follow in the future: Musician and artists of the month</p>