

Every Child Achieving Policy

At Milton Abbot School we believe in equality, diversity and inclusion for all. We believe in equal opportunity and wholeheartedly support the objectives laid out by Ofsted (2016-2020). We believe every child should be treated with equal high expectation regardless of their background, ability or beliefs and stand against prejudice or discrimination. We believe in excellence for all and are serious in our intention to ensure that every child achieves their full potential, whilst always aiming to go beyond this. We believe that such ambitions are enhanced by developing a school environment whereby our children feel happy, valued and safe.

Our '*Every Child Achieving*' policy sets out our intentions, values and beliefs as a school community but is supported and underpinned by the National Teachers' Standards and a number of key connecting policies or action plans. Key to our success is the capacity to review all we do with rigour, self-awareness and a positive determination to improve. At the heart of every decision will be the impact on every child's achievement.

Every member of our teaching team will model the behaviour and guide the attitudes they expect from every child. They will develop and maintain:

- high expectations for every child to achieve
- high expectations for every child to behave positively and with pride
- high levels of optimism and enthusiasm, making their aspirations clear to every child and praising specific achievements
- strong relationships and a good rapport with every child, caring and listening whilst building confidence and self-belief. Described by Milton Abbot as: 'knowing every child'.
- the ability to enjoy exploring new learning as co-adventurer with the children
- planning that seeks to engage, motivate and inspire with a broad and balanced approach to curriculum opportunities, whilst being well prepared for a range of teaching and learning styles.
- a constant cycle of 'plan-do-review', adjusting and reflecting to meet the achievement needs of every child
- high levels of subject-knowledge and capacity to share expertise
- exceptional questioning skills, tailored to individuals and which probe and open understanding
- systems of effective marking and feedback which are matched by responsive teaching that adapts to pupil questions and answers, seeking to rapidly address any misconceptions
- a systematic approach to assessment, that is analytical and can identify any learning needs and adopting a personalised approach to learning targets that understands individuality
- a flexible and effective system of intervention, reflecting on impact systematically
- excellent relationships with our parents, families and wider community, seeking an alliance that supports their child's progress
- a desire to contribute to improving the effectiveness of the wider education

We know that our '*Every Child Achieving*' policy is a statement of intent, and that strong determined words are no more than a vision or an ideal. To make this vision real and to deliver a high performing

self-improving school system, we know that we will need to work effectively as a team to share our collective expertise, whilst demonstrating stamina, courage and belief, alongside trust in the judgement of others and a visible strength to succeed.

Every child will develop and demonstrate:

- A full range of purposeful learning behaviours, skills and attitudes, including those placed in sharp focus on 'The Milty Way' and 'MA5: Agents of Learning', namely:
 - ❖ Independence
 - ❖ Listening skills
 - ❖ Self-awareness
 - ❖ Perseverance
 - ❖ Curiosity
- High expectations of themselves and their peers, alongside a determination to improve: 'Better never stops!' will be the mantra
- The ability to reflect and improve their own work and performance
- Personal ambitions, including goals for the future
- An understanding and clarity of their 'next steps' and learning targets
- The ability to communicate with adults and peers clearly and effectively
- mutual support for all peers, working across the year groups to support each other
- High standards of behaviour that makes the most of their learning time
- Appreciation for teaching support offered

Every member of the school leadership team and Governing body will:

- Demonstrate a strategic approach to closing any attainment gaps
- Support and challenge all to make any improvements within an urgent timescale
- Monitor progress and achievement to ensure consistency of standards is maintained and improved
- Be 'outward facing' when seeking support from Devon County Council and school partners

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Policy date:	September 2015
Policy:	Every Child Achieving (mission statement)
Reviewed:	September 2018
Next review date:	September 2019