

ASPIRE Policy
2018/19



Shoreditch Park
Primary School

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Mission Statement

Within our broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

ASPIRE is an aspirational curriculum and school vision that empowers children to flourish in their academic, personal and social learning. At Shoreditch Park we know that having a positive learning disposition is as important as a strong academic foundation. Therefore, we are teaching our children to embrace learning with excitement and enthusiasm so they are ready to take on challenges without fear of failure. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. The ASPIRE curriculum is planned to suit the needs of our pupils to ensure that they are well equipped to be socially, emotionally and academically prepared for the future. ASPIRE is embedded in all aspects of our school life.

Shoreditch Park Primary School is a **Rights Respecting School**. School handbooks respect the UN Convention on the rights of the child.

The ASPIRE handbook links to:

Article 13 - Every child must be free to express their thoughts and opinions and to access all kinds of information

Article 28 - Every child has the right to an education.

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Learning Dispositions

A learning disposition is a habit or tendency to act in a distinct way that feed specifically towards learning. Learning dispositions are learned over time and in different situations both at school and outside in the wider world.

If a child has a positive learning disposition this means that they have been taught a set of character traits which allow them to embrace learning with excitement and enthusiasm. They are ready to take on challenges and minimise fear of potential mistakes. A positive learning disposition is what we want for every child at Shoreditch Park; the ability to face challenges and make progress. We believe every child has the ability to achieve this.

All staff and governors at Shoreditch Park School recognise that pupils who are confident about their learning and who have a growth mind-set persist when faced with challenges. Pupils who can set goals, manage stress and organise their school work achieve higher grades.

In addition, pupils who use problem-solving skills to overcome obstacles do better academically. Our aim is to explicitly teach and model to our children what is ethically important in different situations leading them to become more autonomous with decision making and reflective about the choices they will need to make as they grow up. Our ethos is not just apparent in one subject or one lesson but permeates the school ethos and is built into our everyday practice.

The six strands of ASPIRE

ASPIRE stands for:

Achievement - We want our pupils to develop high aspirations and set themselves challenging goals. We feel it is important to instil the confidence and determination to achieve these goals. We teach the importance of resilience and determination.

Self-awareness - We encourage our pupils to know themselves better; both their strengths and weaknesses in order to identify where they should celebrate success and where they need to strive to develop further.

Pride - We encourage our children to develop a sense of pride in themselves. This means being punctual, attending school every day, taking pride in their uniform and appearance, presenting their work to high standards and having pride in their behaviour.

Inclusion - We aim to help children understand that everyone has the right and the capacity to achieve no matter the challenges they may face. This is the belief that every child can succeed. We want our pupils to support and encourage each other.

Respect - We want our pupils to understand that respect is not just shown to other people but also to themselves, the wider community and our environment. It is about being polite and courteous but also about developing moral principles and sticking to them.

Enquiry - This is about being ambitious learners who are not afraid to ask questions and dig deeper. We want our pupils to discuss debate and steer their own learning.

These dispositions are taught through 6 characters; Achieving Aisha, Self Aware Samuel, Proud Pinar, Inclusive Izeyah, Respectful Rodrick and Enquiring Ebony.



ASPIRE lessons

ASPIRE lessons are taught for 1 hour per week in all year groups. Our PHSE curriculum is taught within our ASPIRE lessons. Every strand of Aspire is taught explicitly, with a rotating focus each half term. More details of the focus each half term can be seen on the ASPIRE curriculum map. Key SMSC events are also taught within these lessons.

The six values of ASPIRE are taught using story books as a stimulus and incorporate opportunities for pupils to link what they are learning to real life experiences.

Outcomes from lessons are displayed on ASPIRE working walls in each classroom, and photo/video evidence is used when appropriate.

Medium term plans are completed each half term to ensure that the learning is differentiated and age appropriate. Links are made to safeguarding, Rights Respecting and SEAL when appropriate.

Spring 1 Enquiring Ebony						
SEAL (PSHE)	SAFEGUARDING	RIGHTS RESPECTING	SMSC/RE	LINK TEXTS	Assemblies	
Going for goals	Safer Internet Day	Article 12 – views of the child Article 13 – freedom of expression Article 2- Non-discrimination Article 29 – Goals of education	Week 4 – maths day Week 5 – internet safety Week 5 – Chinese new year Week 6 Nirvana day	Non-fiction books What to do with an idea Philosophy for children books	Philosophy for children assemblies Aspire Assembly (Week 2) Week 3 – Mace assembly School council chef feedback and switch off fortnight (week 4) Safer internet and Chinese new year (week 5) Week 6 – mother tongue assembly	
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	LO	SC	RR links	Activities	Outcomes	Aspire Mornings
Week 1	I am learning how enquiry can help me grow as a learner	I can discuss what enquiry is I can explain what enquiry might help me to achieve I can name some famous philosophers	Article 29 – Goals of education Article 12 – views of the child	Create display materials for your aspire wall! Remind children of what enquiry is. Remind children of the philosophy lessons we tried last year. How does enquiry and philosophy help us in our learning? Make a shared write poster <ul style="list-style-type: none"> • Helps us to ask good questions • Makes us consider other opinions • Helps us to look at the world from a different perspective • Challenges what we already know • Supports our reasoning skills • Supports our oracy skills • Helps us to articulate our thoughts • Listening skills 	Shared writing poster – How will enquiry and philosophy help me as a learner? Create child-written signs for the famous philosophers for the	Enquiring Ebony Tasks

ASPIRE across the curriculum

ASPIRE permeates all aspects of our curriculum and daily routine. It is visible in all classrooms and is used across the curriculum to enhance outcomes in all lessons. For example, a teacher may refer to Achieving Aisha within a lesson to remind children how they can persevere during a challenge.

The health and wellbeing of students and staff is promoted through the ‘informal’ curriculum, including leadership practice, assemblies, the school’s values and attitudes, together with the social and physical environment.

ASPIRE Mornings

At Shoreditch Park Primary we have a 'soft start' to our day. Pupils are encouraged to arrive at school for 8.45am to take advantage of our ASPIRE mornings. During ASPIRE mornings children can read, change home reading books, have fruit, complete ASPIRE reflections or activities linked to our SMSC calendar. This is also an opportunity to talk to pupils and support them academically or emotionally. Children refer to visual timetables and discuss the day ahead. ASPIRE mornings help our pupils to have a bespoke and nurturing start to their day, which has a positive impact in lessons.

ASPIRE Assemblies

Weekly Assemblies

Our weekly assemblies are an opportunity to introduce and develop the focus for the half term. Children are asked to discuss and share ideas around the focus ASPIRE strand. These assemblies are also an opportunity to cover aspects of our SMSC calendar such as Unicef events, fundraisers, Pupil Voice projects and International days.

Parent Assemblies

Parents are invited to attend ASPIRE assemblies once per term. This is an opportunity for children to share their learning and progress within a chosen strand of ASPIRE. Children take this opportunity to develop their oracy skills; a key skill needed for future success.

Celebration Assemblies

At the end of each half term we hold a celebration assembly to acknowledge the progress made by pupils linked to the focus disposition. Every child is awarded a certificate linked to strength they have shown. Two children from each class receive exemplary certificates for outstanding effort and progress in their ASPIRE dispositions. Aspire Ambassadors always play a role in leading this assembly. This assembly is an opportunity to sing our ASPIRE songs, which are usually led by the school choir. We also celebrate achievements within other aspects of the curriculum such as reading and maths.

Enrichment

There are a number of enrichment opportunities linked to the ASPIRE curriculum. Some examples are:

- Anti-Bullying Workshops
- ASPIRE trips
- Aspire Ambassadors roles
- National Career Week visitors
- Philosophy workshops