



Co-op Academy
Medlock

Co-op Academy Medlock

Co-op Ways of Being	Do What Matters Most What matters most is ensuring that our students achieve the best possible outcomes We make a positive difference to our children through showing exemplary professional behaviours	Be Yourself, Always We bring our best self so that we each contribute a bit of our own unique Co-op difference and respect others for doing the same. We understand that we are all unique and bring our own strengths to work.	Show You Care We care about our Co-op, our colleagues, our members, our students, their parents and communities, now and for the future. Our focus remains on doing our best for our children.	Succeed Together Co-operating is what makes us different; we're better and stronger when we work together. We recognise that what we achieve is achieved together.
----------------------------	--	--	---	---

Curriculum aims	To foster a love of reading in all pupils and enable pupils to read widely for both pleasure and the acquisition of new knowledge.	To develop the voice of the child and their ability to communicate, ask questions and think critically.	To enable pupils to challenge preconceptions about the world they live in and use empathy and kindness to speak up for what is right.	To enable pupils to see themselves in the curriculum and be 'funds of knowledge' for others.	To inspire and motivate children to be creative thinkers and problem solvers in order to be lifelong learners.
------------------------	--	---	---	--	--

Teaching Principles	Challenge for All	Dialogic Teaching	Commitment	Sequencing Learning	Metacognition
----------------------------	-------------------	-------------------	------------	---------------------	---------------

Community Curriculum	SMSC	Spiritual	Moral	Social	Cultural
	Promoting British Values	Democracy	Rule of Law	Individual Liberty	Mutual Respect and Tolerance
	Oracy	Critical Thinking	Caring Thinking	Creative Thinking	Collaborative Thinking

EYFS overarching principles	Unique child		Positive relationships		Enabling environments		Children develop/ learn in different ways and at different rates	
EYFS Framework	Prime areas				Specific areas			
	Communication and Language	Physical development	Personal, Social and Emotional Development		Literacy	Maths	Understanding the World	Expressive Arts and Designs

National curriculum	RE	MFL	PE	Computing	PSHE	SRE	English	Maths	Geog/ History	Science	Art & Design Music D &T
---------------------	----	-----	----	-----------	------	-----	---------	-------	------------------	---------	-------------------------------

Teaching Principles	Challenge for All Ensuring the learning needs for all pupils are catered for though having high expectations of all pupils and providing an equitable classroom.	Dialogic Teaching Uses the power of talk to create a stimulating and purposeful learning environment. It encourages and involves purposeful teacher / student and student / student dialogue to advance children's thinking and understanding.	Commitment That all children demonstrate a love of learning and show expertise in a range of curriculum areas.	Sequencing Learning The way that the learning is structured to ensure that pupils know and remember more. This includes being able to retrieve prior learning, apply new knowledge, make connections with other learning and apply this in different contexts.	Metacognition Metacognition is understanding the way that we think and giving the children strategies to support the way that they learn.
---------------------	--	--	--	--	---

SMSC	Spiritual The opportunity to explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world.	Moral To know the difference between right and wrong, both from a humanitarian point of view and from a legal standpoint.	Social Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.	Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.
------	---	---	---	--

Promoting British Values	Democracy A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.	Rule of Law The need for rules to make a happy, safe and secure environment to live and work.	Individual Liberty Protection of your rights and the rights of others around you.	Mutual Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them.
--------------------------	--	---	---	---

Oracy	We are Critical Thinking when we are: Asking big idea questions Testing our ideas Giving good reasons Looking for evidence Suggesting conclusions	We are Caring Thinking when we are: Thinking about what's been said Listening carefully to others Imagining how others feel Not interrupting Waiting for our turn	We are Creative Thinking when we are: Making connections Thinking of new ideas Exploring new possibilities Comparing things Suggesting alternatives	We are Collaborative Thinking when we are: Speaking to each other Building on ideas Friendly and helpful Sharing our experiences Working together
-------	---	---	---	---

