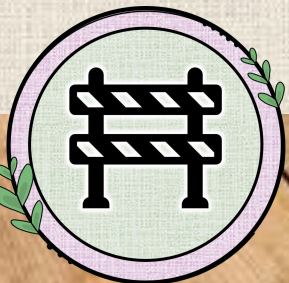


Pupil Collaboration



-  Pupils are encouraged to learn with and from each other through group work, peer feedback and cooperative projects.
-  Collaboration develops communication, empathy and respect for differing viewpoints.
-  Teachers model and promote kindness in teamwork, ensuring that all voices are heard and valued.



Curriculum Structure



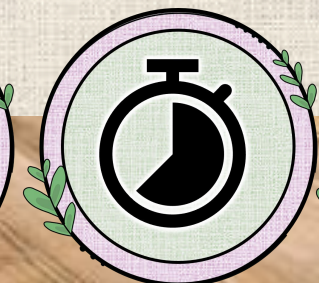
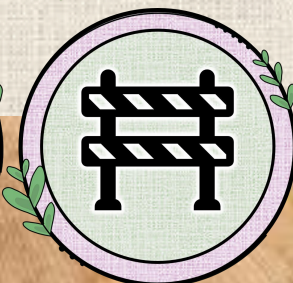
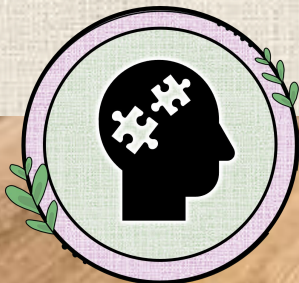
The curriculum is broad, balanced and ambitious, ensuring all pupils can engage with knowledge and skills that prepare them for the future.



Units are coherently sequenced to build on prior learning and create meaningful connections across subjects.



Respect for diversity is embedded, ensuring representation and inclusion in all areas of the curriculum.



Maximum Learning



- Lessons are designed to maximise active engagement and deep thinking.
- Teaching strategies ensure every child is appropriately challenged and supported.
- Ambition is celebrated, with pupils encouraged to take risks in their learning and strive for excellence.



Quality first teaching



- Teachers use clear explanations, modelling and scaffolding to support understanding.
- Adaptive teaching ensures that learning is accessible for all pupils, including those with SEND or additional needs.
- Respectful relationships between teachers and pupils underpin positive classroom climates where pupils feel safe to learn.



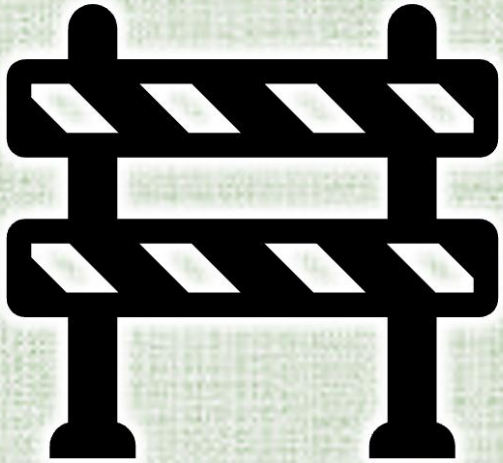
Assessment for Learning



- Ongoing assessment is used to identify next steps, guide teaching and provide constructive feedback.
- Pupils are taught to reflect on their own learning and set goals with ambition and kindness to themselves.
- Data is used thoughtfully to ensure fairness, respect and equality of opportunity.



Barriers to Learning



- Teachers identify and respond to barriers such as language needs, SEND, emotional wellbeing, or external factors.
- Staff work in partnership with families and agencies to ensure barriers are removed or reduced.
- A respectful, nurturing environment is prioritised so that pupils feel secure, valued and ready to learn.



Space for Learning



- Learning environments are safe, well-organised, and stimulating to support focus, creativity, and collaboration.
- Classrooms and shared spaces are arranged to allow independence, group work, active learning opportunities.
- Resources are accessible to all pupils, promoting responsibility and self-directed learning.
- feel secure to take risks in learning within a kind and supportive environment.



Time for Learning



- The school day is structured to maximise learning, balancing focused teaching, independent work, and enrichment.
- Pupils are encouraged to manage their learning effectively, developing organisation, focus, and self-discipline.
- Lessons are planned to make efficient use of time, reducing unnecessary transitions or disruptions, ensuring maximum learning for every pupil.
- Time is allocated to reflection and goal setting, encouraging pupils to strive for ambition and continuous improvement.



Habits for Learning



-  Pupils are supported in developing lifelong learning habits, curiosity, resilience, perseverance, reflection, responsibility.
-  Positive behaviours such as preparation, engagement, and self-motivation are consistently reinforced.
-  Pupils are encouraged to take initiative, ask questions, and embrace challenges, reflecting ambition in their learning.
-  Learning routines are embedded to develop consistency, independence, and confidence, while maintaining a kind and respectful attitude toward others.

