

Teaching & Learning Policy

Review Date:	**September 2027**

"Teaching what will matter to our children so that they know more, remember more and understand more."

School Ethos

Excellence and creativity are at the heart of everything we do at Lower Peover C.E. Primary School, and this is why we view the design of our curriculum as an evolving and fluid process which takes into consideration: the needs and character of our children; the children's prior learning; children's experiences; the community in which our school exists, the statutory curriculum (National Curriculum) and educational research. We have designed a curriculum, which teaches what matters to our children so that they know more, remember more, and understand more.

In order to enrich our ambitious and diverse curriculum, we offer a continually expanding range of first-hand learning experiences and extra-curricular activities in order to enhance their learning experience and deepen their understanding. We believe that it is important that our classrooms look and feel vibrant, and that creativity exudes from our displays and the presentations as well as the performance of our children. All our children will aim high: trying to make or exceed national expectations of progress and attainment at each stage. The staff will relentlessly support all children with outstanding teaching and learning. Through every strand of school life at Lower Peover, we aim to promote the spiritual, moral, and cultural development of every child to prepare them for the opportunities, responsibilities, and challenges that life offers.

Vision and Purpose

At Lower Peover CE Primary School, we believe that every child is capable of success and deserves access to a rich, ambitious curriculum. Our teaching and learning approach is underpinned by a commitment to adaptive teaching – ensuring that all pupils, regardless of background, ability, or need, are supported to thrive in a nurturing and inclusive environment.

Aims

- To ensure high-quality teaching that promotes deep understanding, curiosity, and a love of learning.
- To implement adaptive teaching practices that enable all children to access and engage with the full curriculum.
- To equip children with the knowledge, skills, and attitudes they need to succeed in life.
- To use assessment effectively to inform planning, identify needs, and close gaps.

Curriculum Definitions

When collating this policy, we have agreed the following definitions:

Intent – everything that happens in the curriculum up to the point of delivering it (before the teaching)
Implementation – everything that happens in the classroom (the teaching)
Impact – children knowing more, remembering more, and understanding more

Curriculum Intent

In our school, all children develop a deep knowledge and wide skill set in all subjects. Our curriculum encourages children to become curious, active, and resilient learners. Children will know more, learn more and understand more. Everyone in our community flourishes.

Children will be ready for their next stage of education and will leave our school worldly-wise and well read. They will be equipped for the diverse society we live in. We want our children to become advocates of change, successful pioneers, and humble, empathetic citizens.

Our curriculum offer is relevant to the current climate of the society our children are living in: children use their creative and analytical skills to make links with what they are learning, as well as the world around them.
As a church school, Religious Education is at the heart of our curriculum. Children love learning and live out our school vision and values every day:

"Let your light shine, so that others may see the good you do" Matthew 5:16
A place to learn where everyone feels welcome; based on love, wisdom, and respect.

Intention 1:
To build a curriculum, with reading at its core, which develops learning and results in the acquisition of knowledge so that all children know more, remember more, and understand more.

Reading is a fundamental right of the child, and we believe it is the gateway to success across the curriculum for all children. Reading is the core of everything we do. Children are read to daily by their teachers and Early Reading is prioritised to enable all children to become fluent and confident readers. Reading comprehension is developed through Guided and Shared Reading lessons. We use texts in English that link to our overall curriculum themes, which drive all subjects across the curriculum. High quality information texts are used to enable children to research, question, analyse and evaluate in history and research, explore, and identify in geography.

Intention 2:
To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards acquiring and remembering knowledge, learning skills, and making connections so that all children know more, remember more, and understand more.

To design a curriculum which grows the learning behaviours of collaboration, independence, resilience, communication, leadership, and empathy so that children know how they learn and as a result they know more, remember more, and understand more.

Intention 3:
To build a curriculum, which ensures children know right from wrong, understand equity and justice, celebrate diversity, obtain cultural capital and are 'ready' for their next stage of education.

To design a curriculum this results in children developing crucial life-skills, and positive moral traits so that they understand their role within the community and wider world beyond life at Lower Peover.

To be aware of the British Values: rule of law, tolerance and being mutually respectful whilst understanding what it means to live in a democracy and to have individual liberty.

To experience cultural capital and to use enhance their learning experience whilst making links across the curriculum.

To become passionate and knowledgeable about current world issues and share their voice and knowledge with the wider community.

To develop empathy for others.

Curriculum Implementation
Pedagogy - How we intend to teach what will matter to our children so that they know more, remember more, and understand more.

In all subjects, we recognise the importance of effective methods and practice of teaching (the pedagogy). We believe in using proven research and evidence for informing our teaching and learning; enabling pupils to know more, understand more and remember more. The following approaches and strategies are used across subjects throughout school.

1. Direct Instruction with Scaffolding
   - Explicit teaching of key concepts, vocabulary, and knowledge.
   - Use of modelling ("I do, we do, you do") before moving to independent work.
   - Guided practice with teacher feedback.

2. Retrieval Practice
   - Low-stakes quizzes and knowledge checks.
   - Brain dumps (writing down everything remembered about a topic).
   - Spaced recall across weeks and terms.

3. Metacognitive Strategies
- Modelling “thinking aloud” to show how experts approach problems.
- Children explaining their reasoning (“I did this because…”).
- Use of planning, monitoring, and evaluating frameworks for tasks.

4. Cognitive Load Management
- Breaking complex content into small, manageable chunks.
- Use of visual scaffolds, diagrams, and dual coding.
- Gradually reducing support as children gain independence.

5. Knowledge-Rich Curriculum Design
- Sequencing content so knowledge builds cumulatively.
- Use of prior knowledge as a foundation for new learning.
- Explicit teaching of disciplinary knowledge (historical thinking, scientific enquiry, geographical reasoning).

6. Use of Models, Representations & Analogies
- Concrete–pictorial–abstract progression (especially in maths and science).
- Visual timelines, maps, diagrams, and artefacts in history and geography.
- Analogies to make abstract concepts meaningful.

7. Active & Experiential Learning
- Hands-on investigations, fieldwork, experiments, and role play.
- Trips, visits, and use of local context to build cultural capital.
- Drama and storytelling to embed understanding.

8. Deliberate Practice & Overlearning
- Opportunities to rehearse and refine key skills over time.
- Spiral curriculum where knowledge is revisited in greater depth.
- Cumulative tasks (e.g., extended writing, projects) that apply prior knowledge.

9. Formative Assessment for Learning
- Use of questioning, feedback, and mini plenaries to check understanding.
- Misconceptions addressed immediately.
- Self-assessment and peer-assessment to develop ownership.

10. Cross-Curricular & Thematic Links
- Connecting knowledge across subjects (e.g., history with geography, art with English).
- Thematic projects that make learning coherent and memorable.
- Opportunities for creativity and application of knowledge in real-world contexts.

11. Use of Technology to Enhance Learning
- Interactive tools for modelling and collaboration.
- Digital presentations, research, and creative outputs.
- Use of retrieval apps and online quizzes for recall.

12. Storytelling & Narrative Approaches
- Framing learning as stories or journeys to make knowledge “stick”.
- Use of character, conflict, and chronology.
- Embedding knowledge in memorable narratives.

13. Feedback & Reflection
- Timely, specific feedback to close learning gaps.
- Opportunities for children to respond and improve work (e.g., “purple pen” time).
- Reflective journals or exit tickets for metacognitive growth.

And a key focus on the following:

14. Adaptive Teaching & Differentiation
- Responsive teaching based on ongoing assessment.
- Use of scaffolds, prompts, and challenge questions.
- Varied entry points into tasks to meet different needs.

15. Dialogic & Oracy-Based Teaching
- Structured classroom talk: exploratory, collaborative, presentational, and debate.
- Talk partners, group roles, and whole-class discussions.
- Strategies such as Pose–Pause–Pounce–Bounce, Talk Tokens, and Hot-Seating.

16. Integrating 'Equity, Diversity and Justice' Into Our Curriculum
- Representation matters: Ensure books, resources, displays, and curriculum materials reflect a wide range of cultures, backgrounds, and experiences.
- Diversify voices: Teach history, literature, art, and music that include contributions from underrepresented groups.
- Inclusive role models: Highlight diverse figures (past and present) so all children see themselves reflected in the curriculum.
- Challenge stereotypes: Actively address and dispel stereotypes in lessons, discussions, and resources.
- Critical thinking about fairness: Build opportunities for pupils to ask questions about fairness, justice, and equality in stories, history, and current events.
- Cultural capital for all: Provide experiences (trips, visitors, projects) that broaden horizons and give every child access to the same opportunities.
- Language of respect: Explicitly teach and model inclusive language, respectful debate, and valuing different perspectives.
- Safe spaces for dialogue: Use oracy structures to allow all voices to be heard, especially those less confident.
- Curriculum audits: Regularly review subjects for bias or gaps in representation, ensuring equity is embedded not added on.
- Link to lived experiences: Connect learning to children's own identities, backgrounds, and communities.
- Promote global citizenship: Encourage empathy, responsibility, and understanding of local and global issues of justice.

Definition of Adaptive Teaching
Adaptive teaching is an inclusive approach where teachers adjust their instruction to respond to the strengths and needs of all learners. Unlike differentiation by outcome, adaptive teaching maintains high expectations for all, modifying support, representation, and access without narrowing the curriculum.

Curriculum Delivery and Adaptive Teaching
- Planning
- Curriculum planning follows the National Curriculum and is sequenced to build on prior learning.
- Teachers plan lessons with adaptive strategies in mind—anticipating where pupils may struggle and how they will provide scaffolding or challenge.
- Long-term and medium-term plans include opportunities for overlearning, retrieval practice, and extension.

Inclusive Classroom Practice
- Teachers use a range of instructional strategies (e.g. modelling, guided practice, and questioning) to make learning accessible.
- Flexible grouping, targeted questioning, peer support, and scaffolds (e.g. sentence stems, manipulatives, visual aids) are routinely used.
- Pupils with SEND are supported through high-quality teaching and, where necessary, reasonable adjustments or specialist interventions.
- EAL learners are supported through visual cues, structured talk, and vocabulary development.

Feedback and Assessment

- Formative assessment is ongoing through questioning, work scrutiny, and observation.
- Teachers adapt lessons based on real-time assessment, responding to misconceptions, and adjusting pace or task complexity.
- Feedback (verbal or written) is specific, timely, and moves learning forward.
- Summative assessments inform wider adaptations to curriculum planning and groupings.

Subject-Specific Adaptive Teaching

Key Features of Adaptive Teaching in English

- Differentiated reading support: Using phonics interventions, guided reading groups, or scaffolded texts so that all pupils can access material at their level.
- Writing scaffolds and models: Providing sentence starters, word banks, or model texts to help pupils structure their writing, gradually removing support as independence grows.
- Flexible grouping: Organising pupils by reading needs, writing skills, or spoken language development, and changing these groups dynamically based on progress.
- Vocabulary and comprehension strategies: Explicitly teaching new vocabulary with visuals, actions, and context, adjusting pace for pupils with different language backgrounds.
- Use of technology and resources: Audiobooks, speech-to-text, and visual aids to support those with literacy difficulties.
- Assessment-informed instruction: Regular checks for understanding in reading and writing tasks, using these to adapt questioning, texts, or expectations.

Key Features of Adaptive Teaching in Mathematics

- Concrete–pictorial–abstract (CPA) approach: Adjusting the level of representation (manipulatives, diagrams, symbols) depending on pupil readiness.
- Varied questioning and examples: Using probing questions, stem sentences, or real-life contexts tailored to different ability levels.
- Flexible pacing and challenge: Allowing rapid graspers to deepen understanding through reasoning and problem-solving, while providing extra scaffolding or practice for others.
- Scaffolds and supports: Number lines, place value grids, multiplication grids, or visual models adapted to learners' needs.
- Error analysis and feedback: Using misconceptions diagnostically and providing tailored next steps.
- Collaborative learning: Partner or group work to allow peer explanations and multiple entry points to tasks.

Key Features of Adaptive Teaching in Science

Practical and hands-on learning: Adjusting experiments so all pupils can participate (e.g., simplified procedures, adapted equipment).

Pre-teaching of key vocabulary: Ensuring scientific language is introduced with visuals and actions, with differentiated reinforcement.

Tiered questioning: From recall questions to higher order 'why' and 'what if' prompts, matched to pupils' levels.

Scaffolded recording methods: Using sentence frames, diagrams, tables, or oral responses depending on literacy levels.

Linking concepts to prior knowledge: Building on what pupils already know, adapting explanations with analogies, models, or simpler language.

Assessment for learning: Using concept checks, mini-quizzes, or practical demonstrations to quickly spot and address misconceptions.
Inclusion in enquiry: Offering multiple ways to engage in scientific enquiry (observing, measuring, predicting, recording, explaining).

Key Features of Adaptive Teaching in Religious Education (RE)

Differentiated access to texts and stories: Using simplified versions of scripture, visual storyboards, or videos alongside full texts.

Use of artefacts and visuals: Handling religious objects, looking at photos, or exploring symbols to make abstract ideas concrete.

Scaffolded discussions: Providing sentence starters, word banks, or structured talk frames to help all pupils contribute.

Inclusive questioning: Offering a range of entry points (from factual recall to reflective, philosophical enquiry).

Respect for diversity of views: Encouraging personal responses while valuing different faith backgrounds and levels of prior knowledge.

Creative expression: Allowing pupils to respond through drama, art, music, or writing at a level suited to their abilities.

Linking to lived experience: Connecting religious themes (e.g., belonging, forgiveness, celebration) to children's everyday lives.

Key Features of Adaptive Teaching in Art and Design

- Step-by-step modelling: Demonstrating techniques in stages and allowing pupils to revisit earlier steps.
- Choice of media: Offering a range of tools and materials so pupils can work at an accessible level (e.g., pencils, pastels, collage).
- Visual exemplars: Using picture prompts, artists' work, or videos to support understanding.
- Flexible outcomes: Encouraging creative expression rather than a single "correct" result, so all pupils can succeed.
- Scaffolding skills: Breaking down drawing, painting, or sculpting into smaller, achievable skills.

Key Features of Adaptive Teaching in Design and Technology (DT)

- Practical differentiation: Adjusting tools and materials (e.g., child-safe scissors, pre-cut materials) so all can participate.
- Templates and guides: Providing patterns, jigs, or stencils to support construction.
- Step-by-step demonstrations: Clear modelling of skills with opportunities for repetition.
- Choice and creativity: Allowing varied product outcomes that reflect pupils' skills and interests.
- Collaborative building: Pair or team projects to balance strengths and support weaker areas.

Key Features of Adaptive Teaching in Computing

- Scaffolded coding tasks: Using block-based programming (e.g., Scratch) before moving to text-based coding.
- Stepwise instructions: Chunking tasks into small, clear stages with visual or verbal prompts.
- Assistive technology: Speech-to-text, screen readers, or adapted keyboards for pupils with additional needs.
- Pair and group work: Encouraging collaboration so pupils can problem-solve together.
- Multiple representations: Using flowcharts, unplugged activities, and simulations to explain computing concepts.

Key Features of Adaptive Teaching in Geography

- Visual supports: Maps, globes, photos, and diagrams to aid comprehension.
- Pre-teaching vocabulary: Introducing geographical terms with images and actions.
- Scaffolded tasks: Using sentence starters, labelled maps, or graphic organisers.
- Linking to real life: Relating concepts to pupils' own environment or experiences.
- Tiered questioning: From naming places to explaining causes and consequences.

Key Features of Adaptive Teaching in History

- Timelines and visuals: Using pictures, artefacts, and story maps to bring history to life.

- Scaffolded writing tasks: Sentence frames, guided notetaking, or storyboard formats.
- Storytelling and narrative: Explaining history through engaging stories that pupils can retell at different levels.
- Differentiated sources: Using adapted texts, simplified sources, or visuals to match reading ability.
- Questioning for depth: Encouraging higher-attaining pupils to compare, analyse, and evaluate.

Key Features of Adaptive Teaching in Languages (French)

- Repetition and modelling: Frequent practice of key phrases with clear teacher modelling.
- Multi-sensory methods: Songs, rhymes, gestures, and visuals to reinforce vocabulary.
- Differentiated speaking tasks: From choral repetition to independent role-play.
- Scaffolded writing: Word mats, sentence starters, or fill-in-the-blank activities before free writing.
- Cultural context: Using French stories, food, or traditions to provide accessible entry points.
- Flexible questioning: Yes/no or single-word answers for beginners, extended responses for confident learners.

Key Features of Adaptive Teaching in Music

- Tiered performance tasks: Allowing pupils to join in through clapping, singing, or instrumental parts at different levels of complexity.
- Use of visual notation: Colour-coded notes, symbols, or simple patterns before standard notation.
- Repetition and practice: Frequent revisiting of songs or rhythms with gradual progression.
- Choice of instruments: Offering tuned and untuned percussion to meet different needs.
- Group music-making: Encouraging collaboration and peer support in ensemble work.

Key Features of Adaptive Teaching in Physical Education (PE)

- Differentiated activities: Adjusting rules, equipment size, or distance to ensure accessibility (e.g., larger balls, smaller pitches).
- Step-by-step skill building: Breaking down movements into smaller components.
- Choice and roles: Allowing pupils to take on different roles (e.g., player, scorer, referee) depending on ability.
- Inclusive participation: Modifying activities so all pupils can be involved, regardless of physical ability.
- Progressive challenges: Increasing complexity or speed for confident pupils while maintaining achievable goals for others.

Key Features of Adaptive Teaching in PSHE

- Lessons are responsive, with teaching adapted to pupil needs in real time.
- Content is presented in varied, accessible ways (visual, verbal, practical).
- Ground rules ensure a safe, inclusive and respectful environment.
- Learning is personalised and relevant to pupils' lives and contexts.
- Scaffolds and supports (e.g. visuals, sentence starters, structured activities) aid access.
- Challenge and extension are provided for more confident learners.
- Sensitive topics are handled with care, with support where needed.
- A variety of strategies (discussion, role-play, storytelling, digital tools) engage all learners.
- Clear structures and routines support accessibility and consistency.
- Feedback and reflection shape future learning and ensure inclusivity.

Integrating Oracy Into The Curriculum

Listening & Attention Activities

- 1–20 Game: Children count aloud to 20 in random order without talking over each other. Builds focus, patience, and listening skills.
- Silent Summariser: After a discussion, each child quietly writes one key point they heard and then shares it back.
- Back-to-Back Traverse: One child describes an image (map, diagram, character, shape), the other draws it without looking. Great for detail, listening, and descriptive language.

Exploratory Talk (Thinking Together)

- Pose, Pause, Pounce, Bounce: Teacher poses a question, pauses for thinking time, pounces on one child for an answer, then bounces it to another to build on/challenge.
- Opinion Continuum: Pupils place themselves physically or with cards along a line (e.g., "strongly agree" to "strongly disagree") and explain their choice.
- Consensus Target: Small groups negotiate to agree on the "most important" idea (e.g., most significant cause of a historical event, or most useful material in science).
- Talk Tokens: Each child has a set number of tokens (e.g., 3) and must spend one every time they contribute. Ensures balanced participation.

Presentational Talk

- Mini-Speeches: Pupils present a one-minute talk on a topic (favourite book character, historical figure, solution to a maths problem).
- News Reporter: Children summarise what the class learned today as though reporting on the news.
- Expert Explainer: Pupil takes on the role of the "expert" (scientist, historian, artist) and explains findings to the rest of the class.

Collaborative Talk

- Recorder–Solver: Partner A explains a method/idea, Partner B records it. Used in maths for calculations or science for experiment steps.
- Word Webs: In groups, children build a word web around a key concept (e.g., volcano, habitat, monarchy). Each contribution must link.
- Talk Towers: Groups build "towers" of ideas (each new brick = a new idea) to answer a big question. Helps structure contributions.

Dramatic & Role Play

- Hot-Seating: One child takes on the role of a character (e.g., Florence Nightingale, Henry VIII, a refugee, an animal) and others ask questions.
- Conscience Alley: Class forms two lines; one child walks through while classmates whisper arguments for/against a decision (great for history or ethics).
- Freeze Frame: Groups create a frozen picture of a moment in a story, science experiment, or historical event, then explain their choices.

Debate & Critical Thinking

- For and Against: Split class in two to argue for or against a motion (e.g., "The Romans were the greatest invaders of Britain").
- Diamond Nine: Groups rank nine options (causes, events, solutions) from most to least important in a diamond shape, justifying choices.
- Would You Rather?: Pupils debate choices (e.g., "Would you rather live in Tudor England or Victorian England?").

Effective Teaching

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum, so that they know more, remember more, and understand more.
We use the school curriculum overviews, one-page plans (medium-term planning) individual lesson plans and knowledge organisers to guide our teaching. These set out the aims, objectives and values of the school and details what is to be taught.

The 'Teaching and Learning Policy' has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

Teachers make on-going assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to further develop the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability with challenge. We do not believe in setting by ability – we have the highest expectations for all pupils, and

we expect all pupils to share these expectations. Indeed, when pupils are set work according to their perceived ability, the danger is that they will be given work at a low level, believe they are not as clever as others, have low self-esteem and feel negative about school.

As a result of research across the school, we plan for mixed ability groups for most lessons. Pupils have 'buddies', 'talking partners' and 'shoulder partners', and these are frequently changed. There are, however, times when it is entirely appropriate to group by ability, but these groups are not fixed, and pupils will move fluidly depending on their strengths and successes. Assessment will be used skilfully to plan future teaching and learning.

When planning work for children with special educational needs, we give due regard to information and targets contained in the children's provision maps. Teachers modify learning and teaching as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities' legislation, covering race, gender, and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion. The progress of all pupils is discussed in detail at 'pupil progress meetings'.

Teaching Sequence

The leaders within school recognise that the purpose of our school curriculum is for all children to engage in learning so that they retain knowledge and maintain connections between what is taught. Children should know more, remember more, and understand more. In order to do this, the effective implementation of the curriculum is essential. At Lower Peover C.E. Primary School, we recognise that the sequence of teaching directly impacts on the successfulness of the implementation. Whilst each leader has developed a clear approach to the implementation of their subject, school has agreed key features in the sequence of teaching that support the retention of knowledge to the long-term memory. Because of this, all teaching sequences start with a 'hook' which sets the learning that is about to take place within the chronology of learning. Once the 'hook' has been established, the sequence will then focus on the last piece of connected learning that has most recently taken place. Once the first 2 steps in the teaching sequence have taken place, the proceeding steps will be specific to each subject and developed by each subject leader. (See progression of knowledge and skills overviews for each individual subject and teachers' medium-term plans).

Consistency of Practice at Lower Peover

Each lesson begins with a starter activity, a short warm-up, which engages pupils in their learning quickly and/or re-caps on previous learning. This sets the learning in a larger context and supports learning retention in the children's long-term memory. The 'primacy effect' suggests first impressions are so powerful; for our pupils this occurs in the first 6 seconds of our lessons.

Other matters to consider:

- Teacher explanations and instructions are clear, unambiguous, and pitched at the correct level
- Pupils are active learners
- A variety of activities should be evident. All pupils should be actively engaged
- AFL is used throughout the lesson
- Guided by the teacher in their work with different groups, teaching assistants are used effectively
- The school's Behaviour & Relationships Policy is consistently applied
- Questioning is used to promote learning and foster curiosity and enthusiasm for learning. Various strategies are used to build pupils' confidence: thinking time is built in, talking partners, phone a friend etc. Teachers use methods to engage all pupils, such as random name generators, lollypop sticks, nohands up, etc
- Pupils are always encouraged to construct their own questions
- Learning behaviours and school values are a feature in all lessons
- Core skills in all lessons will be applied across all subjects: reading, writing (including spelling andgrammar, communication) and mathematics
- Every opportunity is taken to connect classroom learning to prior learning and
- All teachers will have high expectations of all pupils
- We provide high quality whole class feedback. Research has found that effective feedback is one of the most powerful ways to close the gap for underachievers (Higgins, Kokotsaki and Coe 2011). This includes oral or written feedback which is specific and positive. (please refer to the Marking & Feedback Policy).

- Peer and self-assessment are built into all lessons. Mistakes are viewed as a learning opportunity
- The lesson ends with a short plenary, when learning is reviewed with the pupils, and they know where this will lead. Teachers will be creative in approaches to assess the learning that has taken place. They may use a range of approaches such as exit discussions, 'Tell me something that you can remember from today's lesson'.
- Opportunities to extend learning at home are taken, e.g. use of Accelerated Reader and TT Rock Stars.

Our three school intentions are used to drive **curriculum implementation**, alongside appropriate evaluated educational research. The school implements the three curriculum intentions in the following way:

<table>
<tr><th colspan="2">Intention 1: To build a curriculum, with reading at its core, which develops learning and results in the acquisition of knowledge so that all children know more, remember more, and understand more.</th></tr>
<tr><th>Curriculum Implementation</th><th>Research</th></tr>
<tr><td>National Curriculum Programmes of Study
All subjects within the National Curriculum are planned for and covered in full within the KS1 and KS2 school curriculum.

Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding, enhance our curriculum as and when necessary, so that children know more, remember more, and understand more.</td><td>Ofsted (Education Inspection Framework, 2019):
Emphasises that a well-sequenced curriculum with reading at the heart enables access to the full curriculum.
Deep dives in reading demonstrate that fluency, vocabulary, and comprehension are non-negotiable foundations of learning.
Education Endowment Foundation (EEF):
Improving Literacy in Key Stage 1 and Key Stage 2 guidance reports:
Systematic phonics has strong evidence for effectiveness.
Oral language interventions, explicit vocabulary instruction, and reciprocal reading improve comprehension.
Teaching and Learning Toolkit: Reading comprehension strategies (+6 months), phonics (+5 months), oral language interventions (+6 months).
Cognitive Science Principles (Rosenshine, Sweller):
Sequenced, scaffolded instruction reduces cognitive load, enabling long-term retention of knowledge.
Frequent retrieval and overlearning of key texts build automaticity and schema.</td></tr>
<tr><td>Language & Vocabulary Development
The development of speech and language is identified as one of the most important parts of our school's Early Years curriculum. The 'NELI Speech and Language Programme' is used if children are identified as needing intervention with regards to speech and language. All staff in EYFS are NELI trained.

Books are central to all learning throughout each year group. Texts are carefully chosen to drive the curriculum learning. This results in excellent language acquisition for all children and promotes a love of literature.

To ensure a language rich curriculum, each class will learn a 'vocabulary' for each theme covered, made up of technical subject specific tier three words. They can be found on related one-page plan and knowledge organisers.</td><td>1. Education Endowment Foundation – Developing Vocabulary in Early Years Education
Author: Education Endowment Foundation (EEF).
Key Insight: The EEF report underscores the importance of both explicit and implicit vocabulary teaching strategies. Explicit practices, such as naming and explaining new words, alongside implicit practices, like using comments to highlight key vocabulary, are effective in enhancing pupils' language development.
Relevant Quote: "Explicit practices include: naming and labelling to introduce new words and concepts; explaining and showing to support pupils' understanding of a key word or concept; repetition of key words throughout the day or over time."
2. Ofsted – Curriculum Research Review Series: English (July 2022)
Author: Ofsted.
Key Insight: The review emphasises that knowledge of language—including vocabulary, grammar, and syntax—is foundational for reading, speaking, and writing. It</td></tr>
</table>

The promotion and implementation of tiered language enables children to make links across the subjects so that they know more remember more and understand more. Words of the week are implemented across the school in English to develop literary tier 2 vocabulary and ensure children use aspirational vocabulary within their speaking and writing.	highlights the necessity of prioritising progression in linguistic knowledge to support literacy development. **Relevant Quote:** "Knowledge of language, including vocabulary, grammar and syntax, is part of the foundational knowledge needed for reading, speech and writing."
Phonics The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and 2. Once Phase 5 is completed in Year 1, this is then revisited in Year 2. Once recapped in Year 2, the children are then taught spelling in line with the 'Pathways To Spell' programme of study. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in a whole class format because it enables staff to ensure application across subjects, embedding the process in a rich literacy environment for early readers. Keep-up interventions are planned and delivered daily, as per the Little Wandle expectations. Little Wandle is the phonics program followed throughout EYFS and KS1.	**1. Ofsted – *The Reading Framework: Teaching the Foundations of Literacy* (2021)** **Author**: Ofsted. **Key Insight:** This framework emphasises the importance of systematic synthetic phonics as the primary method for teaching early reading. It advocates for a structured approach where phonics instruction is delivered consistently and explicitly, ensuring that pupils develop strong decoding skills essential for fluent reading. **Relevant Quote**: "For beginning readers and pupils with very low proficiency in reading, teaching will focus on word reading, and especially systematic synthetic phonics." **2. Education Endowment Foundation (EEF) – *Improving Literacy in Key Stage 1* (2020)** **Authors**: Caroline Bilton and Sarah Tillotson. **Key Insight:** This guidance report provides evidence-based recommendations for enhancing literacy outcomes in Key Stage 1. It highlights the significance of systematic phonics instruction, alongside other strategies like language development and comprehension skills, to support young readers in acquiring and retaining knowledge effectively. **Relevant Quote**: "In Key Stage 1, there is very extensive and consistent evidence that systematic phonics teaching should be included as part of an overall balanced approach to developing reading."

Reading
Reading forms the core of our curriculum. All children read and are read to so that they develop a love of reading.

Quality texts are used for the teaching of English grammar, punctuation and writing skills. These are carefully matched to the children's age and stage and are mapped out progressively, so they link to the genre outcomes for children's writing. These books link to the theme covered in each class.

A chapter book is read at least three times a week to each class every half term. These are mapped out progressively in a separate document.

Reading Scheme – School uses a variety of different reading schemes to provide a wide variety of appropriate quality texts for children to read, covering all genres and challenge stereotypes, as well as developing an understanding of equity, diversity and justice. All books are levelled in order to ensure children read at an appropriate word and comprehension level to their ability and are able to make excellent progress.

Children complete benchmarking assessments to ensure they are reading books that enable fluency and independence.

In EYFS and KS1 Phonics books are matched to children's phonics ability in line with Little Wandle assessments.

Individual Reading – All children in Foundation Stage read regularly to a member of staff or parent helper.

Throughout school, a minority of children will read 1-2-1 with an adult as a form of intervention.

Home Reading – All children are expected to read at home five times a week, taking home reading books matched to their ability. All children in EYFS and Year 1 take home three books a week – two phonics books and one school library book (to be read together with an adult). Year 2 children take home two colour-banded books as per benchmarking assessment and choose one book from the 'Accelerated Reader Library' in line with their 'Star Reader' assessment. Those children who have not passed the Little Wandle Phase 5 fluency tests will continue to take home Phonics books matched to the Little Wandle assessment.
Through regular assessment, including 'Star Reader Assessments' and 'Benchmarking', each child's reading level and progress is systematically tracked. As a catch-up intervention, the bottom 20% of readers, in every class, read (one-to-one) to a teacher or teaching assistant at least three times a week.

Guided Reading – All children from Foundation Stage and Year 1 take part in guided reading each week. 'Guided Reading' sessions are planned to teach a group of children at the same level to develop a specific comprehension skill and increase their word level reading fluency, as per Little Wandle expectations.

1. Ofsted – Early Reading and the Education Inspection Framework
Author: Gill Jones, Deputy Director for Early Education at Ofsted, November 2019.
Key Insight: Ofsted's Education Inspection Framework (EIF) mandates a "reading deep dive" during inspections of primary schools. This deep dive evaluates seven key aspects of early reading, including phonics teaching, curriculum design, and support for struggling readers. The emphasis is on ensuring that children become fluent readers as early as possible, as this fluency enables them to learn more across all subjects.
Relevant Quote: "We've made the early reading deep dive mandatory because it's so important that pupils learn to read fluently as quickly as possible. Inevitably, fluent readers will learn more because they can read and gain knowledge for themselves."

2. Education Endowment Foundation – Improving Literacy in Key Stage 1
Author: Education Endowment Foundation (EEF), October 2021 (Second Edition).
Key Insight: This guidance report focuses on enhancing literacy for 5–7-year-olds. It offers evidence-based recommendations, such as the importance of systematic phonics instruction, the integration of language-rich environments, and the development of reading comprehension skills. These strategies aim to support all pupils, including those who are struggling, in becoming proficient readers.
Relevant Quote: "The recommendations represent 'lever points' where there is useful evidence about language and literacy teaching that schools can use to make a significant difference to pupils' learning."

Shared Reading – All children from Year 2 upwards receive x3 'Pathways to Read' shared reading sessions each week. 'Shared Reading' sessions are planned to enable all children to access a challenging text in order to develop comprehension skills for each reading domain. **Reading Areas** – All classrooms have an inviting and up-to-date class-reading area with subject specific books and age-related reading for pleasure books. All classrooms have access to mental well-being books in the reading areas. The children get to choose books that they want added to their class library areas from the Education Library Van that visits school. There are always a wide range of non-fiction reference books, in specific areas of the classroom, linked to the geography / history / science topics being covered each term. **Accelerated Reader** – Children from Year 2 to Year 6 can access this online scheme to enhance their reading ability. Children are tested each term and complete a comprehension quiz in school after completing a book. Formatively, **INSIGHT** is used to track progress and attainment, and summative NFER reading assessments are carried out at the end of each term.	
Writing All children write daily. The teaching of writing, including grammar and punctuation is taught through a quality text. It is taught in three key stages: imitation, innovation, and invention. Writing genres are mapped out progressively. All children write a narrative and non-fiction extended piece of writing every half term. Writing, grammar, punctuation, and spelling skills coverage are mapped out progressively for each age and stage. Regular internal moderations take place. Opportunities for children to apply their writing are planned for the wider curriculum. Writing is regularly self/peer assessed and edited by the children, paying particular attention to the editing process whilst up levelling their work. Our school has high expectations of presentation that all children and staff adhere to, and good presentation is celebrated and rewarded – school values' stickers, pen licence, etc. All classes use a 'washing line' as a working wall which is added to daily to show the writing process and enhance the writing learning environment for children. Children's writing is celebrated and displayed in corridors and around classes. **INSIGHT** is used to track progress and attainment.	**1. Ofsted – *Telling the Story: The English Education Subject Report*** Autor: Ofsted, March 2024. **Key Insight**: While reading has improved, writing, and spoken language require more focus. Also, effective writing instruction includes explicit teaching of writing processes, opportunities for extended writing, and integration with reading. **Relevant Quote**: "While English remains at the heart of the school curriculum and there is much to celebrate, there is more to do if we are to make sure that all pupils achieve well." **2. Education Endowment Foundation (EEF) – *Improving Literacy in Key Stage 2*** **Author:** Education Endowment Foundation, November 2021 **Key Insights**: Writing should be taught as a process, encompassing planning, drafting, revising, editing, and publishing. And explicit instruction in writing strategies and regular practice are essential. **Relevant Quote**: "To develop pupils' ability to write... it can be helpful to think of writing as a task made up of five stages: planning, drafting, revising, editing, and publishing." **3. Ofsted – *Curriculum Research Review Series: English*** **Author:** Ofsted, January 2022. **Key Insight**: A high-quality English curriculum includes a coherent progression in writing skills, and assessment should inform teaching and support pupils' development in writing. **Relevant Quote**: "We hope that, through this review, we will contribute to improving the quality of education in English, thereby raising standards in reading, writing and spoken language for all young people."

Lessons are structured as follows: Teacher exposition – introduction to the lesson. Handwriting practice Modelling / shared writing / discussion / oral / partner work Independent writing (with adaptations where needed) Proof – reading / editing	
Maths Maths has a high priority within our school curriculum. Teachers deliver concepts using a CPA approach (concrete, pictorial and abstract), allowing children to explore concepts, acquire knowledge that 'sticks' and deepen their understanding. Although taught discretely, where appropriate, maths concepts are taught through other curriculum areas, where skills can be applied and understanding of concepts deepened. **White Rose** is used as the core maths programme in EYFS and KS1, and this is supported with the use of NCETM materials. Power Maths/WRM is used as the core maths programme in KS2. The delivery of these programmes is underpinned by staff CPD with MathsHub. Key mathematical **vocabulary and language** are explicitly taught, revisited, and applied in context to secure understanding (Ofsted, 2021). Carefully sequenced curriculum supports **cumulative knowledge building**, with retrieval and reasoning tasks reinforcing long-term memory (EEF, 2020). **Word problems and maths texts** develop reading fluency in mathematical contexts, ensuring pupils can access and apply knowledge effectively. **Times Tables Rock Stars** is a times tables programme that is used in KS2 to ensure children are developing rapid recall of multiplication and division facts. 'Arithmetic tests' and 'times tables tests' are carried out at the end of each week. **Formative assessment** – Teachers use **INSIGHT** to track children's day-to-day understanding, progress, and attainment. **Summative assessment – White Rose** end of unit assessments and end-of-year NFER assessments are used to inform teachers of children's understanding and progress. **Lessons are structured as follows:** Recap on previous lesson Discover – paired work Share – whole class teacher led Thinking Together - whole class teacher led (I do, We do, You do) Practice – independent work in PM/WRM books. Once pupils have completed the first two questions, teacher reviews pupil responses and models correct approaches. Pupils self-	**1. Ofsted Mathematics Subject Report: "Coordinating Mathematical Success" (July 2023)** **Authors**: Ofsted. **Key Insight**: This report evaluates the common strengths and weaknesses of mathematics in schools, highlighting the importance of a well-structured curriculum that supports retention and understanding. **Relevant Quote**: "The widely-used small step approach provides coherence across the school, reduces teacher workload and helps teachers clearly see prior knowledge and identify next steps." **2. Education Endowment Foundation (EEF) Guidance Report: "Improving Mathematics in Key Stage 1 & 2" (2017)** **Authors**: Professor Robert Slavin and Professor Maggie Snowling. **Key Insight**: This guidance report focuses on the teaching of mathematics to pupils in Key Stages 1 and 2, emphasising the need for a deep understanding of mathematical concepts to enhance retention and application. **Relevant Quote**: "Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught."

mark work. Continue with independent work in PM/WRM books. Challenge – whole class teacher led (I do, We do, You do) Practice - 'Challenge' question in PM/WRM books. Follow this up with an additional WR 'challenge' question. Plenary – reflect on learning.	
Science Science is taught half-termly in all key stages. Science is delivered as a discrete subject, but links are made to other subjects when appropriate. High-quality, age-appropriate **science texts** (non-fiction, biographies, articles) are used to place reading at the core of science learning. Language development has a salient role in scientific understanding, so **scientific vocabulary** is explicitly taught and revisited to support knowledge retention and understanding (Ofsted, 2022). In addition to this, all science units focus on key facts/skills to be used during knowledge acquisition, so that children **know more, remember more, and understand more** concepts that are scientific. These can be found on all topic-related knowledge organisers. The science curriculum is **carefully sequenced**, with reading and retrieval activities strengthening long-term memory (EEF, 2017). Teachers model how to **read as scientists** (interpreting texts, diagrams, evidence), developing both substantive and disciplinary knowledge. **Cultural Capital Enhancement**: Visiting professionals are welcomed as speakers or offer workshops. We have had visits from vets, firemen, etc. **INSIGHT** is used to track progress and attainment following end-of-unit quizzes. **Lessons are structured as follows:** Recap on previous lesson – mini quiz Possible starter – Where possible, use 'Explorify' to engage pupils in science by sparking curiosity, discussion, and scientific thinking. Main learning Independent work Plenary	**1. Improving Primary Science – Education Endowment Foundation (EEF), November 2023** **Authors**: Katie Luxton and Bob Pritchard. **Key Insight:** This guidance report offers six evidence-based recommendations aimed at enhancing primary science education. It emphasises the importance of developing pupils' scientific vocabulary, fostering scientific inquiry, and using assessment to support learning. **Relevant Quote**: "Explicitly teaching scientific words that have another meaning in everyday life and showing how they can be used in different contexts can support primary school pupils' science attainment." **2. Finding the Optimum: The Science Subject Report** **Author:** Ofsted, February 2023. **Key Insight:** This report evaluates the strengths and weaknesses of science education in primary schools. It highlights that while most schools offer a curriculum at least as ambitious as the National Curriculum, there are variations in how well pupils develop secure knowledge and understanding in science. **Relevant Quote**: "In a significant minority of schools, pupils were not developing secure knowledge of science."
Religious Education RE has a high priority within our school curriculum. Teachers use the 'Questful RE' curriculum to plan each topic's sequence of lessons, ensuring that they follow the school's RE Curriculum Overview. High-quality religious texts and scriptures are used to develop knowledge and understanding. Key religious vocabulary is explicitly taught and revisited to support retention.	**1. Research review series: Religious education (Ofsted, 2021)** **Author:** Ofsted (HMI Curriculum Unit). **Key Insight:** High-quality RE builds secure **substantive knowledge** (religions/worldviews content) and **ways of knowing** (how knowledge is gained, tested, and used). Reading, vocabulary, and text-rich study are central to helping pupils "know more, remember more and understand more." **Relevant Quote:** "In high-quality RE, substantive knowledge and ways of knowing are not separated."

The RE curriculum is carefully sequenced so learning builds progressively. An 'end of topic quiz' is implemented for each RE topic. Following each lesson and then after each end-of-unit quiz, progress and attainment are first tracked on an excel spreadsheet in the RE folder on TEAMS, then on **INSIGHT**. Each quiz builds on from the previous one, so pupils **know more, remember more, and understand more.** **Lessons are structured as follows:** **Starter / Hook:** Introduce the key question with a prompt, story, or image. **Exploration:** Investigate religious/worldview perspectives through discussion and enquiry. **Book Work:** Pupils record findings, reflections, or responses in their RE books. **Reflection:** Consider personal responses and develop critical thinking. **Plenary:** Summarise learning and revisit the key question. **Differentiation:** Ensure activities are inclusive and adapted to age/stage.	**2. Deep and meaningful? The religious education subject report (Ofsted, 2024)** **Author:** Ofsted (RE subject report). **Key Insight:** Where RE is strongest, leaders sequence **specific knowledge** and rich encounters with texts so pupils deepen understanding over time – directly aligning with a reading-centred curriculum intent. **Relevant Quote:** "A well-organised curriculum containing knowledge chosen by leaders to enable pupils to deepen their understanding term by term."
Foundation Subjects **1 Year Cycle** – Our curriculum is taught on a one-year cycle with each National Curriculum year having their own bespoke curriculum, encompassing all subjects. Each one-year cycle builds upon the previous year's knowledge, so that children retain learning – **they know more, remember more, and understand more**. **Termly Blocks** – Each National Curriculum year group one-year cycle is split into termly blocks with topic titles. The termly planned work starts with key vocabulary and knowledge for children to learn so that they **know more;** this supports them throughout the remainder of their learning. Opportunities are provided for children to apply this newly acquired knowledge to ensure they **understand more** about the concepts being taught. An 'end of topic quiz' is implemented for each Geography and History theme. This enables children to re-visit the newly acquired knowledge and understanding, so that they remember more and to check retention of their prior learning. Children add to their own mind-maps at the end of each lesson, teachers will recap at the beginning of each lesson and 'Flashback Fridays' will also aid this. **Working Walls** – 'Working Walls' are displayed in all classrooms. These walls are divided into subject specific columns and reflect the school's curriculum design. These walls consist of key vocabulary, key knowledge, applications, and retention notes for tasks completed. **Art/DT –** All skills are taught over a 2-year period to ensure quality time is given to develop and embed each area through a meaningful topic. Time is given to research designs in the real world or artists to inform and develop children's knowledge and application of skills. For both subjects, the	**1. Art & Design – *Research review series: art and design* (February 2023)** **Author:** Ofsted. **Key Insight**: High-quality art and design education integrates knowledge of art history, criticism, and practice, fostering creativity and critical thinking. **Relevant Quote**: "A broad conception of curriculum quality... draws on art education research, as well as traditions and associated pedagogies from art history, art criticism, aesthetics, and art practice." **2. Design & Technology – *Meeting technological challenges: school design and technology provision* (March 2011)** **Author:** Ofsted. **Key Insight**: Effective design and technology education emphasizes problem-solving, creativity, and practical skills, contributing to a well-rounded curriculum. **Relevant Quote**: "Technical subjects... are not compulsory national curriculum subjects after the age of 14." **3. Geography – *Research review series: geography* (June 2021)** **Author:** Ofsted. **Key Insight**: A comprehensive geography curriculum enhances pupils' understanding of the world, fostering critical thinking and spatial awareness. **Relevant Quote**: "Inspectors found that almost half of the schools inspected did not teach the breadth of knowledge set out in the national curriculum, particularly in key stage 2." **4. History – *Research review series: history* (July 2021)** **Author:** Ofsted. **Key Insight**: History education should be chronological and coherent, enabling pupils to build a secure knowledge base and understanding of historical events. **Relevant Quote**: "Pupils should be taught to understand the history of these islands as a coherent, chronological

following model is applied: research, design, make and evaluate. **Cultural Capital Enhancement** – We plan that each half-term pupils will experience cultural capital enhancements in the form of a visitor; an external trip; a project within the community of Lower Peover and/or an involvement in a specific activity to provide first-hand experiences for the children to support and develop their learning. We recognise that to have impact the planned activities must be clearly linked to the statutory knowledge to be acquired and provide the opportunity for children to **know more, remember more and understand more**.	narrative."

Intention 2: To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards acquiring and remembering knowledge, learning skills, and making connections so that all children know more, remember more and understand more.

Curriculum Implementation	Research & Policy Links
Behaviour & Relationships Policy At Lower Peover C of E Primary School, our curriculum implementation is inseparable from our Behaviour & Relationships Policy. In order for pupils to flourish academically, socially, and spiritually, they must feel safe, valued, and respected. The policy establishes the relational climate and behavioural expectations that enable high-quality teaching and learning to take place. **Creating a climate for learning** - Our restorative, relationship-based approach underpins the calm, structured, and respectful environment required for pupils to develop effective learning behaviours (EEF, *Improving Behaviour in Schools*, 2019). - High expectations of behaviour, consistent routines, and clarity of communication allow children to focus on learning rather than uncertainty. - Pupils are taught self-regulation, reflection, and responsibility, ensuring they can engage fully in the curriculum. **Developing learning behaviours and metacognition** - The explicit teaching of LOVE, WISDOM, and RESPECT provides a framework for pupils to approach learning with curiosity, resilience, and motivation. - Staff model and scaffold metacognitive strategies (EEF, *Metacognition and Self-Regulated Learning*, 2018), supporting pupils to think carefully about how they learn, not just what they learn. - Restorative practices foster reflection, dialogue, and empathy, helping pupils make links between their behaviour, choices, and learning outcomes. **Inclusivity and SEND provision** - Our curriculum implementation recognises that behaviour may stem from unmet needs. By working closely with the SENCO and external specialists, the curriculum is adapted and scaffolded to remove barriers, ensuring that all pupils – including those	**1. Ofsted EIF (2023)**: States that positive behaviour and attitudes are integral to an effective curriculum, noting that a calm, safe, and supportive environment is essential for pupils to learn and remember more. **2. EEF (2019) Improving Behaviour in Schools**: Highlights the importance of teaching learning behaviours alongside managing misbehaviour, and stresses that good behaviour is a precursor to effective curriculum engagement. **3. EEF (2018) Metacognition and Self-Regulated Learning**: Emphasises that pupils should be supported to plan, monitor, and evaluate their learning. Restorative practices and reflective spaces align with this by giving pupils structured opportunities to think about their behaviour and learning. **4. Paul Dix (2017)**: Advocates for consistency, relational practice, and recognition of positive behaviour, which resonates with your PIP/RIP approach and "optimal behaviours" framework. **5. DfE Behaviour in Schools Guidance (2022)**: Stresses that behaviour policy and curriculum should work together to create environments where pupils can succeed.

with SEND – can know more, remember more, and understand more. - This reflects the Ofsted Education Inspection Framework (EIF, 2023), which emphasises inclusive, ambitious curricula for all pupils. **Building cultural capital and curiosity** - A positive relational climate, grounded in Christian and British values, supports pupils to engage confidently with new knowledge, experiences, and ideas. - Through secure attachments with trusted adults, pupils develop the confidence to ask questions, take risks in learning, and make meaningful connections. **Celebration and motivation** - Behaviour systems that prioritise praise and recognition (Paul Dix, *When the Adults Change, Everything Changes*, 2017) ensure that pupils see the value in positive learning behaviours and perseverance. - The regular celebration of pupils' effort, kindness, and wisdom promotes intrinsic motivation and strengthens long-term engagement with learning.	
Positive Learning Behaviours • High engagement and motivation to learn. • Independence, self-regulation, and ownership of learning. • Curiosity, questioning, and critical thinking. • Collaboration, respect, and effective teamwork. • Resilience, perseverance, and positive response to challenge. • Reflection, goal setting, and use of feedback. Alongside the formal curriculum, our school endeavours to develop the positive learning behaviours above through providing challenging learning which enables pupils to take risks to deepen their understanding and build their skills as self-regulating learners. We believe that understanding and developing character helps pupils become better learners. Key skills are woven throughout our curriculum and their development is recognised and celebrated in a variety of ways: through rewards in assemblies, feedback on pupils' work, and communication with parents. This is further reinforced by open-ended homework tasks, features in our school newsletter, and a range of parental engagement activities.	**1. Improving Behaviour in Schools** **Author:** Education Endowment Foundation (EEF). **Key Insight:** This guidance report emphasises the importance of teaching learning behaviours alongside managing misbehaviour. It highlights that fostering emotional, social, and cognitive learning behaviours can significantly enhance pupil engagement and academic outcomes. **Relevant Quote:** "The general climate for learning can be improved through the explicit teaching of learning behaviours." **2. EEF Blog: Three Keys to Unlocking Positive Learning Behaviours** **Author:** Kirsten Mould. **Key Insight:** The blog discusses the necessity of a collaborative approach involving various school leaders to implement effective learning behaviours. It underscores the importance of a shared language and understanding of learning behaviours to create a cohesive learning environment. **Relevant Quote:** "A shared language for learning behaviours is understood and 'lived'." **3. EEF Blog: Leveraging Learning Behaviours: Maximising Opportunities for All Pupils** **Author:** Freya Morrissey. **Key Insight:** This blog highlights the significance of focusing on positive learning behaviours to boost pupil progress. It advocates for the explicit teaching of behaviours such as perseverance, collaboration, and self-regulation to enhance overall learning outcomes. **Relevant Quote:** "Focusing on positive learning behaviours can boost pupils' progress." **4. Ofsted Inspection of Cherhill Preschool** **Author:** Ofsted. **Key Insight:** The inspection report notes that pupils demonstrate high levels of engagement and motivation to learn during activities. It also points out that staff's interactions

	and the learning environment significantly influence pupils' curiosity and willingness to take risks in their learning. **Relevant Quote:** "Most of the time, pupils show high levels of engagement and motivation to learn during activities." **5. Ofsted Inspection of Kids Planet –** Prestwich Author: Ofsted. Key Insight: The report highlights those pupils demonstrate high levels of engagement while participating in stimulating and interesting opportunities. It emphasises the role of staff in creating an environment that fosters curiosity and collaborative learning. Relevant Quote: "Pupils demonstrate high levels of engagement while taking part in the stimulating and interesting opportunities created for them."
Outdoor Learning and Forest School **Outdoor learning** is a valued part of learning within our school because it provides opportunity to develop pupils' curiosity of learning. Appropriate age-related activities are planned for pupils to apply their curriculum knowledge outside the classroom. Our school recognises that to have impact, outdoor learning must have a clear focus and link directly to the statutory curriculum. **Forest School** – Throughout the school year, all children will have access to Forest School activities, affording them the opportunity to apply learning and further develop their internalisation of the positive learning behaviours stated above.	**1. Learning outside the classroom: How far should you go?** **Author:** Ofsted (2008). **Key Insight:** Ofsted highlights that well-planned outdoor learning has a positive impact on pupils' personal, social, and emotional development, as well as their academic progress, when linked directly to the curriculum. **Relevant Quote:** "When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development." **2. Improving Social and Emotional Learning in Primary Schools** **Author:** Education Endowment Foundation (2019) **Key Insight:** The EEF identifies structured opportunities, such as outdoor and experiential learning, as being effective in supporting children's social and emotional development, which in turn enhances academic learning and behaviour. **Relevant Quote:** "Targeted activities that explicitly teach social and emotional skills are most effective when they are supported by an ethos and climate that promotes positive interactions, such as those fostered in outdoor and experiential environments." **3. Natural Connections Demonstration Project, 2012–2016: Final Report** **Author:** King's College London / Natural England (2016) **Key Insight:** This study found that regular outdoor learning improved pupils' engagement with learning, well-being, and attainment, particularly when embedded into the school's overall curriculum design. **Relevant Quote:** "Teachers reported that outdoor learning made lessons more enjoyable, engaging and memorable for pupils, leading to improvements in behaviour and attainment."
Intention 3: To build a curriculum, which ensures children know right from wrong, understand equity and justice, celebrate diversity, obtain cultural capital and are 'ready' for their next stage of education.	
Curriculum Implementation	**Research**

The planned school curriculum includes three components: the statutory knowledge of the National Curriculum; how this is to be delivered and also how school can nurture an understanding of morality and the wider world. We want all our pupils to understand what it means to be a British Citizen, or what it means to be someone from another country who lives in Britain. We ensure the intention to build 'Life Ready' pupils is achieved by: - **Collective Worship** – Weekly whole-school and class worship led by the Headteacher, Deputy Headteacher and Key Stage Leads and staff, which explore pupils' understanding of the Bible, Christianity, and other events related to our school. - **Cultural Capital** – A 'Cultural Capital Enhancement Plan' which provides all pupils, particularly those who are disadvantaged, the opportunity to experience a wide range of experiences relating to living in Britain. (See Cultural Capital Enhancement Plan). - **PSHE and RSHE** curriculum – Planned weekly learning (see Jigsaw curriculum overviews) helps pupils question and make sense of their place in the world. (See PSHE and RSHE Schemes of Work - Jigsaw) - **Curriculum Links** – Spiritual, Moral, Social and Cultural links are made to all elements of the planned curriculum. - **Displays** – Displays reinforce the intentions of the school and provide support for pupils with their learning. - **Community** – The curriculum is planned to enable pupils to work with local community groups such as working with local charities, collecting, and raising money for charities and food banks and working with other schools near and further afield. We aim to increase our learner's engagement with activities that benefit other members of the community and beyond.	**1. Learning About Culture: Overarching Evaluators' Report** (2021) – Education Endowment Foundation (EEF) in partnership with UCL Institute of Education, Behavioural Insights Team, RSA, Arts Council England, Paul Hamlyn Foundation **Authors:** Jake Anders, Nikki Shure, Dominic Wyse (UCL Institute of Education); Kimberly Bohling, Alex Sutherland, Matthew Barnard, Johanna Frerichs (Behavioural Insights Team). **Key Insight:** This landmark programme conducted the UK's largest-ever set of randomised controlled trials on arts-based cultural learning interventions (involving ~8,500 pupils in 400 schools) and shows how thoughtfully-designed cultural experiences can benefit pupils—especially disadvantaged ones. It evidences how cultural capital interventions support knowledge, personal development, and readiness for future stages of life, aligning closely with your school's "Cultural Capital Enhancement Plan," PSHE/RSHE aims, and community-based enrichment. **Relevant Quote:** "These trials represent the biggest study of its kind ever undertaken in the UK and provide much-needed insight into both what works and how it works." **2. Exploring teachers' views of cultural capital in English schools** (2024) – Gareth Bates & Steve Connolly (Anglia Ruskin University), *British Educational Research Journal* **Authors:** Gareth Bates and Steve Connolly, Anglia Ruskin University. **Key Insight:** This qualitative study digs into what cultural capital means in practice, exploring how teachers conceptualise and deliver cultural capital—often in richer, broader, and more flexible ways than the narrower regulatory definitions. It gives voice to educators' perspectives on embedding morality, diversity, British values, spiritual/moral/social/cultural (SMSC) dimensions, and community awareness into the curriculum, which precisely echoes your school's multi-pronged approach through collective worship, PSHE/RSHE, curriculum links, displays, and community partnerships. **Relevant Quote:** "While English policymakers' and regulators' views of cultural capital are both narrow and perhaps, in some senses, deviate from both traditional and contemporary definitions of the term, teachers take a much richer and more flexible approach to the idea."

Curriculum Impact

The intended impact of our curriculum and how do we measure it.

Intention	Intended Impact	How will it be measured?
Intention 1: **To build a curriculum, with reading at its core, which develops learning and results in the acquisition of knowledge so that all children know more, remember more, and understand more.**	Pupils will make at least good progress from their last point of statutory assessment of from their starting point in EYFS.	Pupils' work in books and pupil voice shows excellent knowledge and skills. Progress from a pupil's starting point or from the last point of statutory assessment. Attainment at each end point. Attainment at each statutory assessment.

Intention 2: **To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards acquiring and remembering knowledge, learning skills, and making connections so that all children know more, remember more, and understand more.**	Pupils have positive attitudes towards their learning which continues as they move to secondary school and adulthood. Pupils know how they learn best and use this knowledge in their day- to-day work. Pupils demonstrate resilience in their learning and do not give up when they find something challenging. Pupils have high aspirations of themselves and, as a result of this, set themselves challenging next steps.	The learning behaviours displayed by pupils in the classroom and in the wider school environment. The care pupils demonstrate to their learning through the presentation of their work. The completion and return of homework. Attendance at school – pupils are rarely absent.
Intention 3: To build a curriculum, which ensures children know right from wrong, understand equity and justice, celebrate diversity, obtain cultural capital and are 'ready' for their next stage of education.	Pupils demonstrate a positive attitude towards all aspects of school life. They demonstrate respectful behaviour to all, and this is transferrable outside of school in the wider community and beyond. Pupils are resilient to the beliefs of others and make the correct choices independently based on their understanding of right and wrong	Throughout school positive attitudes prevail towards all pupils and staff. There are very few incidents of disrespectful behaviour and when there is a disagreement this is resolved through respectful discussion. School pupils are ambassadors whenever they are outside of the school environment. School pupils very rarely become involved in problems outside of the school day. Pupils stand up for what is right and speak out positively against inequalities. Children are empathetic towards others and knowledgeable about current affairs.

Professional Development

We expect all staff at Lower Peover C.E. Primary School to be on a learning journey: adults need to model learning behaviours by behaving as effective learners themselves. Weekly staff meetings are therefore training sessions, and these will focus on improving teaching and learning across our school

Monitoring

- The Senior Leadership Team and the Governing Body are responsible for monitoring the impact of the school curriculum in terms of both social outcomes and academic progress. Please see the School Improvement Plan Monitoring Schedule 2024 - 2025 for the current academic year's planned curriculum monitoring, which will include:
- Classroom environment / lesson observations
- Pupil voice
- Book looks – monitoring of teaching and learning
- Data analysis – monitoring of progress and attainment
- Internal / external moderation of pupils' work

The Deputy Headteacher is responsible for the day-to-day organisation of the curriculum. The subject leaders monitor the implementation and impact of the part of the curriculum for which they are responsible. They champion their subjects to inspire learning in their subject and monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are used.

Curriculum monitoring completed by subject leaders is forwarded to the Headteacher and SLT, along with strengths and actions for further development. It is also uploaded to specific subject folders on TEAMS.

Roles and Responsibilities

Teachers:

- Plan and deliver inclusive lessons with relevant strategies embedded.
- Use assessment to guide teaching and provide effective feedback.
- Reflect on and refine teaching practices.

Senior Leadership Team:

- Provide a clear vision and support for teaching in our school.
- Ensure access to high-quality CPD.
- Monitor consistency and impact of teaching and learning.

Teaching Assistants:

- Support all approaches to teaching through guided work, interventions, and reinforcement.
- Communicate regularly with class teachers to ensure alignment.

Governors:
Along with the Headteacher, oversee the implementation of this policy and hold leaders to account for its impact.