

L E A R N



WEST HOVE
INFANT SCHOOL
.....
A family of friends



HOVE LEARNING FEDERATION CURRICULUM POLICY

Amended: Spring 2026
Adopted by the Governing body: Spring 2026
To be reviewed: Spring 2028



Contents

This Policy outlines our:

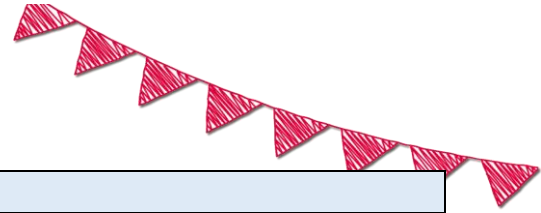
- Curriculum Rational
- Joint Vision
- Federation Values
- Guiding Principles
- Use of Theory and Evidence Based Research
- Curriculum Intent, Implementation and Impact
- Focus on Knowledge
- Learning Model
















As a Learning Federation, we have joined and refined our Infant and Junior curriculums designing and implementing a new spiral curriculum, which is built to provide our children with the best educational start in life. Our robust curriculum considers the needs of a 21st Century child: it is ambitious in providing our children with the knowledge, skills and learning behaviours required to become successful life-long learners.

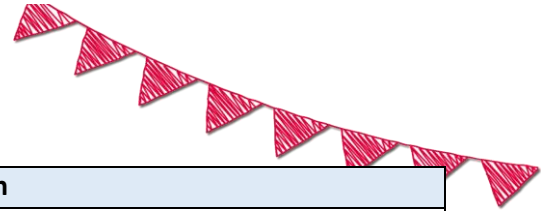
Cultural capital and creativity enhance and enrich our topic led curriculum. We endeavour for all staff to be trained to have the highest pedagogical understanding in order to achieve consistent excellence in teaching and learning for all pupils.

Hove Learning Federation Topic Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Bears, Bears, Bears!		I Need A Hero! Great Adventures	I Need A Hero! Great Adventures	Out of the Egg! Splish, Splash, Splosh!	Out of the Egg! Splish, Splash, Splosh!
Year 1	Wonderful and Wild!		The Secret Garden		Castles and Caves	
Year 2	Space: To Infinity and Beyond!	Heroes and Villains	Into the Jungle		Beside the Seaside!	
Year 3	Portals Through the Ages		Trash to Treasure		The Roamin' Romans	
Year 4	Survival of the Fittest		Vicious Vikings?		The Awesome Egyptians	
Year 5	Brighton Rocks!		The Mighty and Mysterious Maya		The Groovy Greeks	
Year 6	Explore Extreme Earth		A World at War		The Windrush Generation	



Vision											
‘We are a Family of Friends who LEARN together.’											
Curriculum Statement											
Our Hove Learning Federation curriculum is broad and balanced giving children carefully designed opportunities to acquire and retain knowledge through thoughtfully planned and passionately taught topic-based lessons. Our curriculum is guided by evidence-led structures and underpinned by research focused pedagogy. It is aspirational and inclusive for all learners and our children are encouraged to talk about their learning in all subjects with precise vocabulary and understanding. Through the design of our curriculum, we want to enable children to meet their full potential, make progress through their learning journey and develop into globally aware, well-rounded citizens.											
Values											
Our Curriculum is underpinned by the following values:											
<table border="1"> <tr> <td style="text-align: center;">Love of learning</td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;">Equality and inclusion</td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;">Aiming high</td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;">Respect and well-being</td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;">Nurture and citizenship</td> <td style="text-align: center;"></td> </tr> </table>	Love of learning		Equality and inclusion		Aiming high		Respect and well-being		Nurture and citizenship		
Love of learning											
Equality and inclusion											
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Respect and well-being											
Nurture and citizenship											
Guiding Principles											
Our curriculum is designed to meet the needs of every child by ensuring:											
<ul style="list-style-type: none"> • Equity Equality of opportunity so that all children to succeed no matter their entry point. • Inclusion Every child, whatever their individual abilities or needs, is equally valued. • Learning Behaviours Attitudes and attributes for lifelong learning are modelled and fostered at all times. Our curriculum design, approach to teaching and the CPD we provide for staff is underpinned by the strongest available evidence on pedagogy. • Personal Development Children are equipped to become global citizens, who live happy and healthy lives and know how to achieve their goals and nurture others. • Skills A clear progression of knowledge, skills and vocabulary is specified, taught, assessed and retained by pupils. Our curriculum is mapped to include the subject specific skills required to attain and excel. Children develop learning to learn skills such as metacognition. • Knowledge and Understanding We foster deep learning of the key concepts of our curriculum and the National Curriculum. Our curriculum is thoughtfully structured and sequenced to ensure that key concepts are built on lesson by lesson, year by year. Children are given every opportunity possible to retain knowledge in the long term. Our curriculum is adaptable and teachers are confident to use assessment to support and progresses learning. • Creativity and Critical thinking Both are nurtured: children are challenged to question, reason and express themselves. • Cultural Capital Is the golden thread, woven through everything we do and every learning experience we create. 											






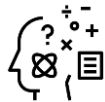




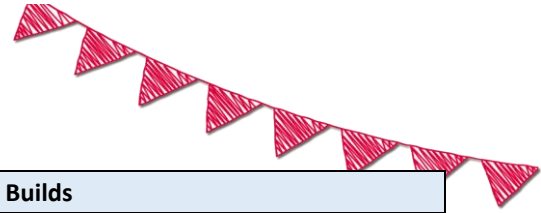
Key Theories and Evidence Based Research

The intent of our curriculum design and approach to teaching and learning is underpinned by the following key theories and evidence based research:

- Sweller’s cognitive load theory
- Rosenshine’s principles of instruction
- Cain and Oakhill’s vocabulary instruction
- Fiorella and Mayer’s generative learning practice
- Ebbinghaus’ forgetting curve
- Bjork and Bjork’s difficulties
- Interleaving
- Spacing
- Retrieval Practice
- Bloom’s Taxonomy
- Bruner’s Spiral Curriculum
- Maslow’s Hierarchy of Needs
- Pupil Book Study
- Education Endowment Federation

Curriculum Designed to Meet the Needs of all Children

Equity 	Inclusion 	Learning Behaviours 	Personal Development 	Skills 	Knowledge and Understanding 	Creative and critical thinking 	Cultural Capital 
Equality of opportunity. All children to succeed no matter their entry point.	Every child, whatever their individual abilities or needs, is equally valued.	Attitudes and attributes for learning and life.	Equip children to become global citizens, who live happy and healthy lives and know how to achieve their goals.	The curriculum is mapped to include the subject specific skills required to attain and excel. Children develop learning to learn skills such as metacognition.	Deep learning of the key concepts of our curriculum and the National Curriculum.	Both are nurtured. Children are challenged to question, reason and express themselves.	Is a golden thread, woven through everything we do to teach children well.



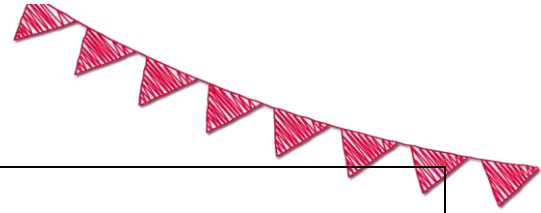
A Long Term Sequence where Knowledge Builds and Builds							
Sequencing 	Small Steps 	Spiral 	Long Term Memory 	Making New Links 	Cognitive Load 	Key Concepts 	Substantive and Disciplinary Knowledge
<p>Our curriculum design deliberately sequences units of learning from EYFS to Year 6 to ensure children deepen understanding through exposure to a progression of substantive and disciplinary knowledge.</p>	<p>Learning is chunked into small steps that allow children to build knowledge and deepen understanding lesson to lesson, unit to unit and year to year.</p>	<p>The spiral design of our curriculum means children will return to key learning points and concepts.</p>	<p>The progression of knowledge in has been clearly mapped across each year group to ensure children will transfer new learning to long term memory. The ultimate goal is to make the learning stick!</p>	<p>The acquisition of knowledge into long term memory means that children are able to make links with new learning more easily. Our curriculum overview shows how new learning is carefully imparted over time.</p>	<p>Our long-term sequence for history reduces cognitive load by mapping out opportunities for children to review previous years and units learning. All staff are aware of the units and lessons covered in previous years in order to refer back.</p>	<p>Children develop knowledge about key concepts within the context of each subject. This allows them to draw contrasts, analyse trends and create their own structured accounts. This allows them to discern how and why contrasting arguments and interpretations have been constructed.</p>	<p><u>Substantive Knowledge</u> The subject knowledge and explicit vocabulary used to learn about the content</p> <p><u>Disciplinary Knowledge</u> The action taken within a subject to gain substantive knowledge. It is through disciplinary methods, approaches and assumptions that pupils are able to construct substantive knowledge.</p>

Intent

The strategies and steps that we take every day to achieve our curriculum intent:

Key Principles for Effective T&L

- high expectations
- quality first teaching
- adaptive teaching
- developing learning behaviours
- secure relationships and optimum learning environment
- high quality explicit instruction
- inspire, support and challenge
- layered modelling to ensure access for all children 'I do. We do. You do'
- accurate subject knowledge and mastery approach
- effective questioning and feedback
- 'making learning stick'



Mapping and planning

At HLF, children are taught a broad and balanced curriculum. Each subject is unique and dedicated time is allocated to the teaching of national curriculum subjects discreetly. Our curriculum design is refined by:

- National Curriculum and starting points
- values and educational aims of the school
- child centred approach
- balance, breadth and depth
- links to other subjects/contexts where meaningful and purposeful
- progression of skills and knowledge
- small steps
- sequencing and cumulative learning over time
- quality and consistency

Curriculum Subjects

All children study the full requirements of the National Curriculum across all core and foundation subjects. Our topics are designed to connect our subjects, provide our children the opportunities to make connections and deepen their understanding.

Subjects at Hove Learning Federation						
English (including writing, spelling, reading and phonics)	Maths	Science	Art	Computing	Design and Technology	Geography
History	Modern Foreign Languages (KS2 only)	Music	PE	PSHE	RE	Saplings (EYFS & KS1)

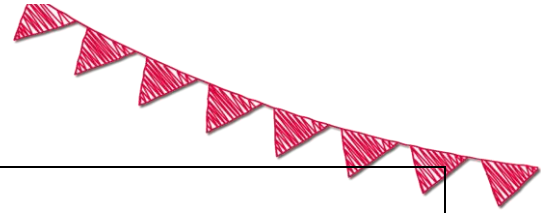
The power of reading

At Hove Learning Federation, reading is a cornerstone of school life. Children have numerous opportunities to engage with reading for pleasure and purpose across their educational experience. Our curriculum is enriched with ambitious, content-rich texts that give pupils access to a broad spectrum of high-quality literature, informational texts and poetry. These texts are thoughtfully selected to spark and nurture a love for reading, forming the foundation of our approach to reading and writing.






The importance of our Early Years curriculum

Our Early Years setting provides a welcoming, nurturing environment where young children can build essential skills and a love for learning. We use a balance of guided teaching and child-led play to help our children develop the confidence, curiosity, and skills they need to thrive. In our school, children are encouraged to explore, discover, and learn through well-designed indoor and outdoor spaces that support every aspect of their growth. All areas and tasks are set up to ensure active engagement to help our children develop a strong sense of independence and confidence along with high level oracy skills. We emphasise the importance of language-rich interactions and carefully select key texts to nurture communication skills and early literacy. By incorporating familiar and diverse resources that reflect our children’s backgrounds and experiences, we create a setting that feels safe, welcoming, and respectful, fostering a strong sense of belonging.

Through these intentional spaces, our aim is to meet each child’s individual needs, inspiring a love of learning that will carry them through their primary years and beyond.



Learning characters

Independence	Perseverance	Curiosity	Imagination	Co-operation
				

As part of our federated and inclusive approach, staff and children were consulted about key values that underpin what positive relationships are - these values are reflected in our Learning Characters. Each Learning Character is assigned a characteristic as a vehicle to promote positive behaviours. Across the curriculum, every person at the Hove Learning Federation works proactively to promote these characteristics. The language associated with the Learning Characters shapes the way we communicate with children. If there are any occurrences of unwelcome behaviour, we consistently use the language associated with the Learning Characters to discuss it, encouraging children to identify their responsibilities, the rights of others and how to respect them.

We strongly believe in this being both for adults and children, and that mutual respect and understanding is key to building strong, positive working relationships.

Daily Maths and English

We teach daily maths and English lessons that are designed to ensure continuous progression from year to year. We take a mastery approach in Mathematics which means that we focus on deep understanding and fluency in fundamental concepts before moving on. Our curriculum is carefully sequenced, allowing for knowledge and skills to build in complexity and depth as children move through the school, ensuring that they are challenged yet supported at every stage. This involves problem-solving and reasoning, with an emphasis on conceptual understanding.

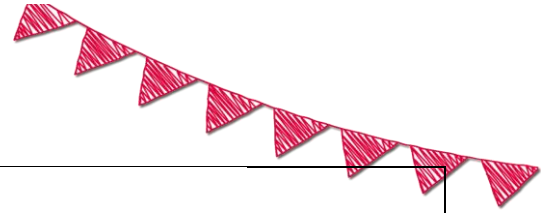
In English, we focus on developing proficiency in reading, writing, speaking, and listening, nurturing each student's ability to communicate effectively and with confidence. This approach helps every child achieve a strong grasp of core skills and foster a love for reading and writing as well as a resilience in tackling new challenges as they move through the key stages.

Vocabulary

We explicitly teach new vocabulary at the start of each lesson. Making sure children are guided through the steps below when introduced to new words.



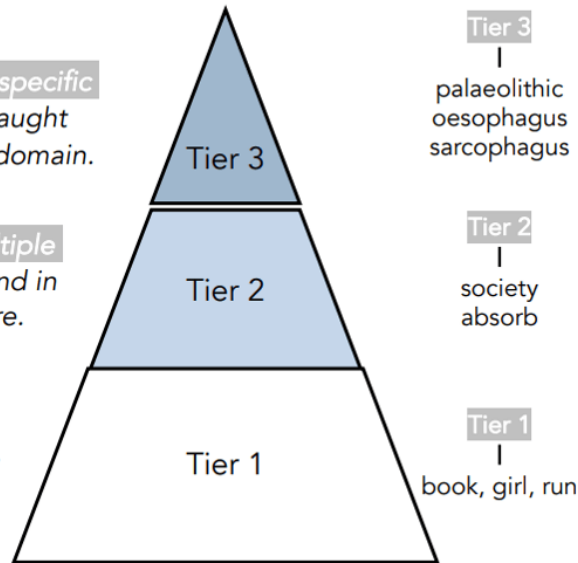
We provide definitions of tier 2 and tier 3 words and ensure these words are used throughout the lesson so that our children can practise using them orally and in written sentences. These definitions are illustrated below.



Tier 3: Low frequency, context-specific vocabulary – language that is taught as part of a specific subject or domain.

Tier 2: High frequency and multiple meaning vocabulary, often found in adult conversation and literature.

Tier 1: Basic vocabulary needed to function in daily life.

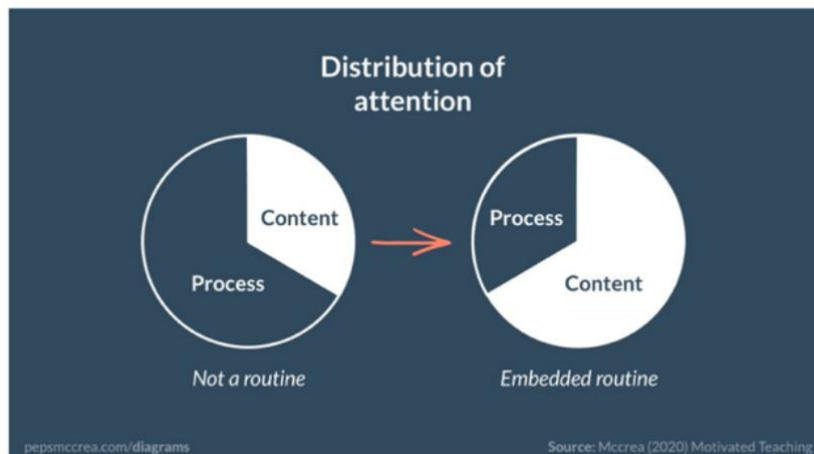


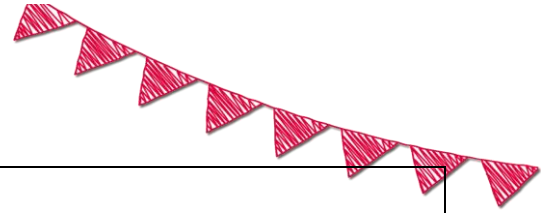
Thinking hard routines

Our lessons are planned with tasks, activities and questions to prime and support our children. We use processes and routines that allow our children to feel comfortable in the rhythm of our lessons. Working in familiar structures reduces cognitive load and allows our children to focus their attention and think hard on the content rather than the processes.



Routines such as the example above are built into our Hove Federation Learning model. A model that we created to allow children to select, organise and integrate their learning, so that they are engineering their learning processes, applying what they know and transferring it to their long-term memory. We require this approach in teachers’ planning and in the delivery of all subjects. Prior knowledge, expected presentation and implementation of feedback are essential elements within a learning routine. We ensure that teachers uphold these expectations and do not settle for less than a child’s best.





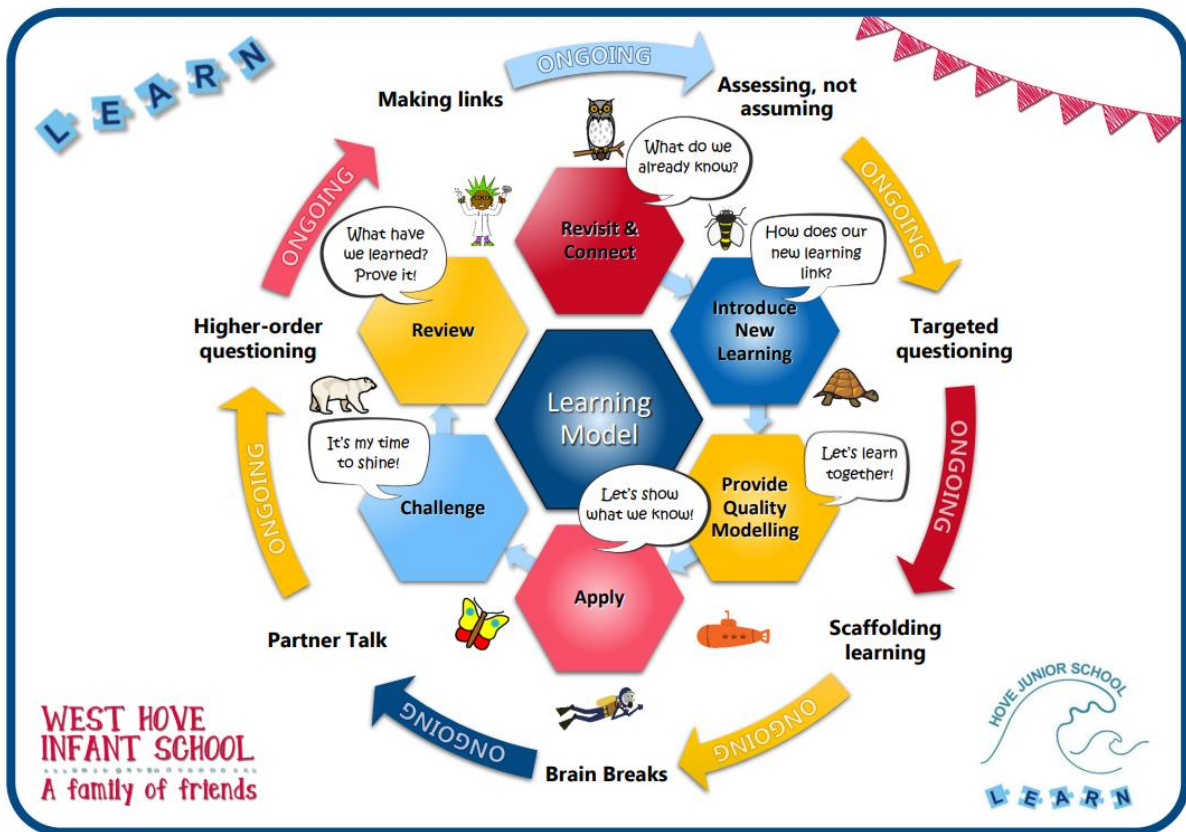
Learning Model: The Enacted Curriculum

To ensure constant quality-first teaching across the curriculum we have developed the Hove Learning Federation Learning Model. As illustrated in our visual guide below, each stage of the model has been carefully crafted on the most up to date evidence based research. It is a model designed to give enable all children to:

- Revisit prior learning from previous lessons and linked units from past terms and years.
- Make links with this learnt knowledge and new learning.
- Access new learning through skilled teacher modelling and instruction.
- Apply new understanding and skills with partner and independent work.
- Experience challenge at their level.
- Review the learning for that day and be guided to see how their understanding has deepened.

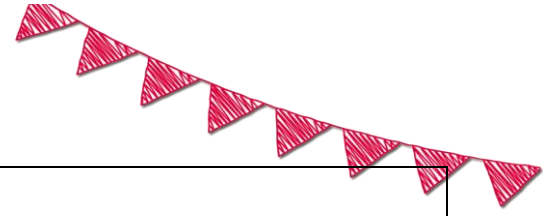
Teachers do not make assumptions about children’s understanding but use a range of Assessment for Learning strategies to adjust lesson content and pace so that they are delivering the right knowledge and skills for the children they have in front of them. Learning is scaffolded to be inclusive to all and brain breaks and partner talk keep the learning engaging, accessible and challenging. Higher order questioning is used to guide children to make links and encourage considered thinking.

Staff receive regular CPD on each element of the Learning Model. Areas for development are pinpointed through monitoring and targeted for improvement.



Questioning

As indicated in our learning model, we use a range of questioning techniques that require all of our children take part. We use a mix of lower and higher order thinking question styles to ensure that our children are able to retrieve answers, analyse, make connections, create new thinking patterns and deepen their understanding. By asking relevant questions and using a range of questioning techniques, all pupils are engaged: not just the same few.

**Teach, Task, Teach, Task approach**

Teachers plan our lessons with a teach-task-teach-task approach which allows for a balance of listening to teacher input and active learning opportunities. This pace within our lessons enables our children to focus on one small step at a time and ensures they have the working capacity to select information, practise, remember it and then apply it independently in different contexts.

Special Educational Needs

At Hove Learning Federation we strive to adapt the curriculum to meet all children's needs including special educational needs and disabilities.

By never making assumptions about children's learning, we use AfL to identify what children know and then determine the critical core content within each unit that children with SEND need to know and use. Our aim is that all children can take part in all the lesson sequences. Year groups ensure they are clear about this content when planning and it is also linked to, and monitored via, children's individual learning plans.

When differentiating or individualising learning, we adapt resources so that knowledge is delivered in digestible chunks. All new vocabulary is dual coded and peer collaboration and challenge partner work is skilfully embedded in our learning model. We have a flexible approach to the amount of content some children are given to process which ensures core learning is understood and becomes a building block to future learning. Teachers are trained to use modelling and worked examples to provide the most inclusive learning opportunities possible. We use scaffolded resources, structured vocabulary teaching and dual coding to elicit oral responses, in sentences. Our teachers model to children how to think through, select and organise content. During lessons, we orally and physically rehearse and practise. When planning, teachers carefully design opportunities to retrieve and rehearse within partially completed response frameworks. If necessary, we rephrase new learning into simple sentences using sentence or question stems.

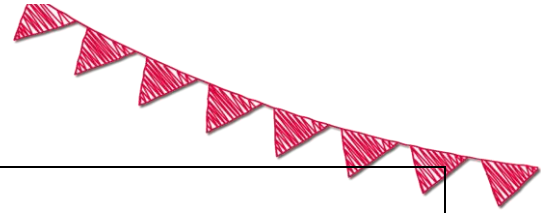
Children with SEND are entitled to think hard. Our teachers and support staff use challenge at all levels to promote hard thinking, drawing on knowledge, word connections and sequenced, modelled thinking paths. We provide frameworks to scaffold these and we spend time developing their use throughout school so that they become routine and reduce cognitive load.

Equality of Opportunity

We provide all children with equal access to the curriculum, regardless of gender, race, religion or ability in line with our Equalities and Diversity Policy. It is the aim of Hove Learning Federation, valuing all children equally and as individuals.

Inclusion promotes equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for, and the achievement of, different groups of pupils within a school and any pupils who are at risk of disaffection and exclusion.

Ofsted defines an educationally inclusive school as one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. As a federation, we have undergone the 'Inclusion Quality Mark', which provides schools with a nationally recognised framework to guide their inclusion journey. Through this process, the school has also been awarded 'Centre of Excellence' status in 2019-20 and 2020-21 and 2022-23. This is an opportunity for the school to build on the success of the IQM award and work with other Centre of Excellence status schools to share and build on their existing good practice in inclusion best practice.



Lessons at Hove Learning Federation

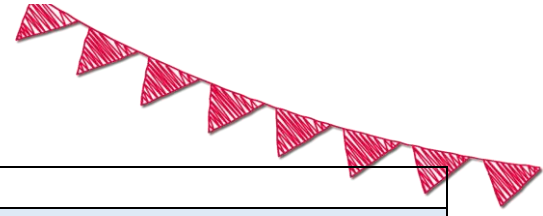
Revisit, Connect and Introduce New Learning	
<ul style="list-style-type: none"> Teacher explains how the learning of the lesson fits into the 'bigger picture' Teacher explains links to prior learning Teacher explicitly shares aims and outcomes for the lesson Teacher gives clear instruction supported by carefully created resources Tier 3 vocabulary is dual coded and explicitly taught 	<p>So that...</p> <ul style="list-style-type: none"> Children are clear about what they are learning and what success looks like Children make links with their prior learning and new learning Children grasp key concepts quickly

Provide Quality Modelling	
<ul style="list-style-type: none"> The teacher models what success will look like (I do...) The teacher uses questioning to involve children in creating a worked example (We do...) The teacher is explicit about key misconceptions using them to move learning forward The use of supporting resources and scaffolds is modelled to all or key groups so children are ready to have a go (You do...) 	<p>So that...</p> <ul style="list-style-type: none"> All children are confident in the steps they need to take in order to be successful Children have a successful model to draw upon and refer back to



Apply and Challenge	
<ul style="list-style-type: none"> Tasks are purposefully designed to achieve specific outcomes Appropriate supporting resources and scaffolds are provided so all children can make progress Tasks stretch all children to just beyond their comfort zone Teachers use assessment for learning to determine where further modelling is needed 	<p>So that...</p> <ul style="list-style-type: none"> Children can develop fluency and accuracy in key skills Children can clearly articulate their progress Children can apply their learning in a variety of contexts Children are thinking hard about their learning

Assess and Review	
<ul style="list-style-type: none"> Teacher uses carefully selected formative assessment methods to check the progress that children have made against the clearly defined lesson outcomes Teacher gives timely feedback in a range of forms that is specific, accurate and clear, and helps the children to make next steps in their learning Children understand their success 	<p>So that...</p> <ul style="list-style-type: none"> Teacher knows which knowledge needs to be revisited and which concepts were not fully grasped the first time round Planning is adapted to refocus or redirect children to enable them to make further progress Children can quickly unlock further learning



Knowledge			
At HLF we understand that learning occurs when there is a change to long-term memory. Long-term memory is a store of knowledge . Types of Knowledge can be categorised in several ways.			
	Semantic: learning facts in order to group them together with other facts into a schema or usable cluster	Procedural: procedures, processes, and skills required to perform and complete a task or activity.	
Substantive: the established facts that are central to a subject	The knowledge mapped out in our long term subject overviews and progression ladders: e.g. naming parts of a plant	Writing in cursive script Learning to join two materials together Playing an instrument Planting seeds and growing plants	Episodic: the activities and events that allow for procedural and semantic knowledge to be learnt
Disciplinary: the ways that substantive facts are established e.g. by reviewing the data	Asking scientific questions Drawing conclusions Making predictions Debating arguments Measuring rainfall Reading music	Tying shoelaces Writing in cursive script Analysing results Answering questions in a quiz Calculating an answer	

Setting up for Success!

Entry into the Classroom	
<ul style="list-style-type: none"> Teacher greets children at the door in the morning, welcoming them into the classroom. Familiar questions are put to key children to ensure they feel included, noticed and nurtured. Children put property in agreed locations and sit quietly ready to learn. The register and dinner choices are taken quickly. 	So that... <ul style="list-style-type: none"> Children enter the classroom in a calm focused manner Children have the information and resources they need to start learning Learning environments are organised and clutter free Learning begins promptly
While You Wait / Review	
<ul style="list-style-type: none"> Teachers give children a short task designed to recap on recently taught knowledge and / or return to previously taught concepts Links with previous topics are made explicit Tasks are designed for children to make links with what they know and new learning 	So that... <ul style="list-style-type: none"> Children revisit material in a way which promotes long term memory Children become skilled in making links in their learning
Exit Routine	
<ul style="list-style-type: none"> Children line up in silence to be lead out of the classroom by an adult 	So that... Children leave the classroom in a calm and settled manner and positive transitions round the school are maintained



Impact

Children leave Hove Learning Federation with a secure understanding of how they learn and the ability to analyse, understand and question the world around them. They are lifelong learners who have had tailored opportunities and experiences to develop their cultural capital. They leave with the knowledge of how to be socially, morally, spiritually and culturally responsible and aware. They are able to make positive contributions to the local community and wider world, and strive to be the best that they can be.

To check how effective the impact of our curriculum is, it is monitored using a number of methods:

Monitoring

- year leader and SLT learning walks
- book looks
- planning and lesson slide / lesson flip looks
- book study pupil voice
- lesson observations
- in year / phase peer observations
- coaching and mentoring with individual teachers

Permanence of outcomes

We use the 7-lenses created by Alex Bedford (leading advisor for school improvement) to quality assure the curriculum. These are:

- **Structure**
 - Content and Knowledge
 - Teaching Sequence
 - Vocabulary
- **Participation**
 - Explanation and Modelling
 - Tasks
 - Questioning and Retrieval
 - Feedback

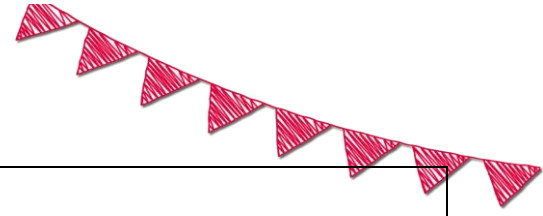
Through these lenses, we observe and measure the impact our curriculum is having on our children and we check the extent to which learning has become permanently embedded in their long-term memory in addition to looking for excellence in their outcomes.

We further monitor this by asking these key questions:

- How well do pupils remember the content that they have been taught?
- How well are children able to articulate their learning?
- Do books and pupil discussions exhibit excellence?
- Can children access learnt knowledge in order to make links with new learning?

Our teachers are trained to employ a range of assessment for learning strategies both at the point of teaching and after the planned point of learning to check the impact of their teaching on the permanence of pupils' learning. These methods include:

- deliberate practice and rephrasing of taught content
- cumulative quizzing within the learning sequence
- structured discussions in class



- retrieval and recall
- explaining and challenge partner talk
- self-assessment
- teacher feedback and summaries
- diagnostic questioning
- higher order thinking and exit tickets
- summarising and explaining the learning question from the sequence
- rephrasing and thinking out loud
- key vocabulary use and application
- Professor Prove It, Deep Diver and Submarines
- lesson to lesson, unit to unit, term by term, end of year feedback

Summative assessments

At Hove Learning Federation summative assessment is used 'to provide an accurate shared meaning without becoming the model for every classroom activity' (Christodolou, 2017). For this purpose our summative assessments consist of standard tasks taken in standardised conditions and other assessment judgements that are made using shared assessment models (the curriculum). If our curriculum is effective, it will merit consistent summative assessments over time for all pupil groups.

Pupil Book Study

Pupil book study is used as a method to quality assure our curriculum by talking to the children and giving them the opportunity to articulate and discuss their learning whilst looking in their books. We do this as part of our subject monitoring overview and subject teams collate evidence to create clear feedforward actions for year groups and whole federation, or to design key stage specific CPD. Our aim is always that children will be remembering more and able to do more. In preparation for book study sessions, we review the planned content for each year group and the skills, knowledge and vocabulary taught, so that conversations with pupils are meaningful and focused.

When looking at books, we look at the content and knowledge, teaching sequence and vocabulary. We also consider the balance of children's participation, the explanations and modelling used, the task design within the lesson and the provision and resources to allow all children access to the learning. Subject teams ask careful questions that probe their knowledge, understanding and skills.

Responsive Teaching

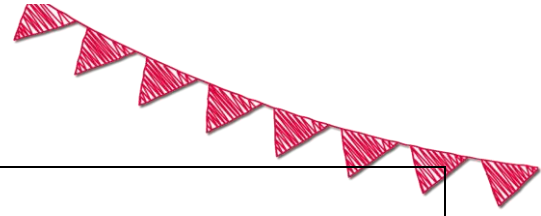
Teachers at Hove Learning Federation use information from tasks, quizzes, summative assessments, pupil book studies and other monitoring to support learning by addressing the gap between where children are and where they need to be. In lessons, this may be achieved by adapting explanations and examples to address misconceptions and providing additional support, practice or challenge where required. Once lessons have been taught, they analyse children's responses to identify shared and individual gaps in learning and misconceptions. Year groups and teachers then adjust subsequent planned teaching in response.

Learning to Learn

Within each lesson positive learning practices and behaviours are modelled by all adults and celebrated when shown by children. All children are guided to have:

Learning Behaviours

- **Emotional**
 - name and express emotions
 - manage impulses of personal behaviour
 - show value in successes
- **Social**
 - have strategies to focus on learning in class
 - attentive to directions, listening to the teacher
 - show empathy and appreciates diversity



- **Cognitive**
 - organise time and space for own learning
 - set goals and monitor own progress
 - talk purposefully with peers, valuing other opinions

Attitudes to Learning

- love of learning and lifelong learners
- positive
- curious and inquisitive
- independent
- able to work in teams
- motivated and hardworking
- resilient
- proud
- ready for secondary school

Quality of Education

- evidence of learning
- attainment
- progress
- skills, knowledge and understanding
- personal development
- relationships between pupils and staff
- learning atmosphere and environment
- professional development
- school Improvement