

## Consistencies of curriculum implementation at John Perry Primary School



1. Our planning adheres to the EYFS Statutory Framework and the National Curriculum programmes of study.

We **adapt planning** prior to the lesson and **adjust our practice** during the lesson because of careful and continuous assessment.

2. We plan lessons so that learning is **engaging, sequenced and contextualised**; children are taught to apply skills and knowledge to the real world.

We aim to create cross-curricular connections, thus facilitating the application of transferrable skills.

We celebrate all cultures in our school community and we help children access a broad range of **cultural coverage and experiences** to prepare them for life in modern Britain.

4. We create a positive and supportive learning environment where **appropriate behaviours are reinforced and celebrated**. British Values, together with our School Values act as a 'moral compass'; they set the expectations and guide our children's behaviour and choices.

**3. Emotions are integral to learning:** Our holistic view of the child and nurturing approach to education aim to help children to self-regulate their emotions so they are in the best frame of mind to learn. We model how to use the language of feelings and emotions and encourage children to use it. We teach our children that there is no such as thing as a 'negative emotion'.

5. Our teaching is challenging and **inclusive**: we recognise individual differences (e.g. abilities, learning styles) and we uphold **high standards for all**. All children are positively challenged and have access to high quality teaching.

Our approach to teaching is scaffolded; we deploy LSAs effectively so that our children can access all learning whilst becoming gradually more **independent**.

6. We **model the key language, the content ('what') and the procedure ('how')** so that children can see/hear their thoughts, modify them, organise them and improve them.

Through **skilful questioning**, we identify misconceptions so that every child makes progress in every lesson. We promote curiosity and encourage children to ask questions and question the world around them.

7. We believe in and encourage **collaborative learning**. Children get to work with different partners and groups; this broadens their mind, develops oracy and listening skills and contributes to mutual respect.

8. We encourage children to **reflect on their learning and behaviour**, just like we do on our practice. We want our children to embrace learning as a positive challenge and to feel **proud** of their achievements and themselves.