



Stamford Bridge
Primary School

Part of the Family:



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

Believe, Engage, Succeed, Together

T: 01759 371 430 | **E:** office@stamfordbridgeschool.co.uk

Lower Site: Godwinsway, Stamford Bridge, East Riding of Yorkshire, YO41 1RA

Upper Site: 5-7 Church Road, Stamford Bridge, East Riding of Yorkshire YO41 1BP

Stamford Bridge Primary School



Teaching and Learning

***Nurturing a love of learning through excellence,
inspiration, and wonder.***

www.stamfordbridgeschool.co.uk

Wonder Learning Partnership is a charitable company limited by guarantee, registered in England and Wales with Company Number: 10518602

2026 Vision:

Our provision will communicate our school values and expectations by maintaining the highest standards for all our learners through a combination of excellent teaching and learning, curriculum provision and an ethos of expecting the best.

In 2026 our provision will:

- Promote pride and high expectations by being surrounded by excellence.
- Engender a culture of high aspiration, curiosity, and a love of learning.
- Foster outstanding teaching using strategies that are underpinned in research.
- Provide a challenging and highly effective curriculum which builds on the children's prior learning.
- Encourage a sense of pride and high achievement in all areas of school life.

Vision into practice:

- *Leadership of teaching and learning is prioritised as the most important improvement activity in school.*
- *All staff have strong subject knowledge and a secure understanding of pedagogical approaches through structured and facilitated activities intended to increase their teaching ability.*
- *There is a strong culture of learning in which colleagues can develop their practice and test the impact of their practice through structured reflection and high-quality professional development.*
- *Adaptive teaching is evident with all pupils included and challenged, including all sub-groups.*
- *Questioning and deep thinking is valued and facilitated by skilful questioning and lesson design.*
- *Mistakes are seen as useful and being stuck is seen as honourable. Opportunities for Desirable Difficulties should be evident in lessons.*
- *All staff nurture and equip our children to become confident, independent, considerate individuals who respect and celebrate diversity and are ready to take their place in an increasingly global and digital society.*

OUR MAIN AIM: TO MAXIMISE EVERY LEARNER'S POTENTIAL

Research that underpins our approach

[Metacognition and self-regulation | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/metacognition-and-self-regulation)

<https://researchschool.org.uk/durrington/news/bjorks-desirable-difficulties>

[Parental engagement | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/parental-engagement)

[How the Gradual Release of Responsibility... | Aspirer Research School](https://aspirer-research.school/)

[Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT \(teachertoolkit.co.uk\)](https://www.aft.org/publications/principles-of-instruction)

[Element Videos - Evidence Based Education](https://www.element.education/)

Key areas of learning in detail

Curriculum

- Careful consideration of what is being taught to enables a clear structure and narrative to the learning journey. The progression of learning needs to start in early years and should (if possible) make links through to KS3 to ensure that children are ready for their next stage of learning.
- The curriculum is an explicit, coherent sequence of learning that builds on the children's prior knowledge and is coproduced by all staff and understood well by staff.

Believe, Engage, Succeed, Together

- The curriculum includes and makes use of the context of school to give the children a sense of relevance, identity and belonging in their learning. It is enriched with high quality trips, visits and visitors- blending knowledge and experience.
- It is literacy rich with reading underpinning all other learning. This is planned into the curriculum, opportunities to read scientific or historical texts will be woven in. Vocabulary development is also consolidated through this route.
- Authentic connections are made within subjects and across subjects to enable the children to apply their learning to new concepts, revisit key knowledge and skills and deepen learning.
- The school curriculum develops pupils' character including their resilience, confidence and independence, and it helps them keep safe and physically and mentally healthy.
- Each stage of the curriculum prepares our pupils for adult life- they build the skills and knowledge to be responsible citizens with an understanding of some core values and an appreciation of diversity. This is mirrored in the interactions and behaviours across the school in all aspects of school life.

Planning

Excellent teaching in lessons is when:

'.....ideas and skills are taught in an inspiring and highly effective way.'

- Clear Learning Objectives: Planning should begin with well-defined learning objectives that outline what students are expected to achieve.
- Planning for adaptive teaching in primary planning ensures inclusion of all students by tailoring instruction to meet their diverse needs and abilities, ensuring that all learners can access and engage with the curriculum. This includes adapting materials, using varied teaching methods, and providing additional support or challenges as needed.
- Engaging and Relevant Activities: Planning should incorporate a range of engaging and meaningful activities that connect with students' interests and prior knowledge. It should include hands-on experiences, group work, independent activities, real-world applications, and opportunities for creativity and critical thinking, fostering active participation and deeper learning.
- Assessment and Feedback: Planning should include ongoing assessments that allow teachers to monitor student progress and adjust instruction accordingly. It should include formative assessments to provide timely feedback, allowing students to reflect on their learning and make improvements. Summative assessments can be used to evaluate overall achievement.
- Integration of Technology: Effective planning embraces the use of technology to enhance learning experiences. This includes selecting appropriate digital tools, resources, and platforms to support instruction, promote collaboration, and expand access to information.
- Collaboration and Communication: Planning should encourage collaboration among teachers, allowing them to share ideas, resources, and best practices. Effective communication with parents and carers is also crucial, involving them in their child's learning journey and keeping them informed about progress, activities, and ways to support learning at home.
- Flexibility and Adaptability: Excellent planning acknowledges that flexibility is necessary to meet the evolving needs of students. It allows for adjustments and modifications based on ongoing assessment data, student feedback, and changing circumstances, ensuring that teaching remains responsive and effective.

By incorporating these key features into our planning, we can create a well-rounded and inclusive learning experience that supports the academic, social, and emotional development of our children.

Quality Learning is:

'Learning is defined as an alteration in long term memory. If nothing is altered in long term memory, nothing has been learned.'

Believe, Engage, Succeed, Together

- When pupils are captivated, inspired and engaged in what they are learning and there is a sense of wonder in the learning space.
- Where learners make considerably better progress than may be expected; pupils display a strong desire to contribute the effort and concentration required to match the teacher's passion for learning. **Children are mirrors.** We need to **be a role model** for attitudes and behaviours.
- Teachers expect and maintain high expectations for all.
- Learning is an active process – making every second of learning count.
- Facilitation of learning by both the teacher and other pupils through interaction, collaboration and teacher intervention.
- Reviewing learning enables learners to monitor and reflect on their own work and identify their next steps for improvement.

In order to make this aim a reality, teachers at Stamford Bridge should as a team of staff always:

- Set high expectations of learners at school that clearly define the effort and behaviour that students should put into learning in lessons. ***Ensuring all are challenged to achieve their best.***
- Teachers need to have a good knowledge and understanding of the school curriculum. They need to be explicit on what is the key knowledge and skills the children need to learn and have learned at each stage, and they need to be taught in coherent bite sized chunks. It should be taught to children using strategies to engage and facilitate their learning- explanation, modelling, scaffolding and practice.
- Teachers need to have a secure subject knowledge in what they are teaching.
- Where there are barriers to learning, these need to be effectively identified and learning needs to be amended or adjusted to meet their needs. Teachers will be skilled in identifying gaps in children's learning so they can be revisited and relearned.
- Communicate optimism by using positive language and designing challenging tasks.
- Promote growth, independence and responsibility for their own learning through using a variety of assessment for learning strategies and development of self-regulation and metacognition.
- Demonstrate a commitment to every learner's success, making him or her feel included, secure and valued.
- Provide a clear moral code as a basis of behaviour which is promoted consistently through all aspects of the school that will enable them to be role models within the wider community.
- Ensure that a culture of safeguarding, tolerance and mutual respect is fostered within the classroom and beyond.
- Create opportunities for learners to develop effective social and emotional skills as well as personal qualities such as considerate behaviour and positive and tolerant attitudes that will enable them to contribute effectively to the community.
- Create an environment where learners feel able to make mistakes and comfortable to learn from them, without feeling inadequate or foolish.
- Set high expectations of learners at home - engaging parents in their child's learning in partnership with the school. Parental partnership and support in the home is critically important.
- Create opportunities for pupils to enjoy themselves or have fun: this is when pupils learn best, because their emotional state is fundamental to learning.

Elements in practice

Six-part lesson structure

All lessons should contain the following elements listed below in some shape or form. They are the strategies formulated with staff as being most important to empower us to consistently deliver high quality lessons. In so doing we believe these elements are core to enable us to unlock a student's full potential and hence maximise their progress and level of attainment:

Believe, Engage, Succeed, Together

Prepare

- Opportunities to recall and practise previously learned skills and knowledge.
- Clear evidence of established routines
- A prompt start to the lesson: resources are in place so that pupils can start the lesson immediately
- Teachers communicate clear and consistent expectations which are understood and followed.
- Pupils' behaviour contributes to the focus on learning.

Purpose

- The content of the lesson is suitably demanding.
- The lesson content is appropriate to the age group and does not lower expectations.
- Clear articulation of the bigger picture – teachers explain, and pupils, understand **what** they are learning and **why** they are learning it. This should be evidenced by pupil voice.
- The whole lesson links to the purpose – the criteria set in the purpose is achieved by all pupils by the end of the lesson
- Pupils' behaviour contributes to the focus on learning.
- The use of outcomes and / or success criteria are not used as a ceiling for achievement

Present

- Teachers use relevant and appropriate resources during presentation to clarify meaning to pupils
- Teachers' use of presentation allows pupils to build knowledge and make connections
- Information, knowledge and skills are introduced in small steps. The teacher checks for understanding continually.
- Explicit instruction is effective. This may include, but is not limited to:
 - Using examples and non-examples
 - Using clear and unambiguous language
 - Anticipating and planning for common misconceptions
 - Highlighting essential content and removing distracting information
- Pupils' behaviour contributes to the focus on learning.
- Adaptive teaching is evident throughout this stage of the lesson with all pupils included and challenged, including all sub-groups.

Practise

- Exemplary practice at this stage is likely to include:
- Teachers possess good questioning skills, drawing on a range of strategies such as:
 - Hinge questions
 - Probing questions
 - Cold calling
 - Process questions
 - Radial questioning
 - Think, pair, share
- Questioning requires pupils to draw on prior learning.
- Teachers effectively check for understanding of **all** learners, with teachers directly addressing misunderstandings and misconceptions.
- Teachers give explicit, detailed and constructive feedback in class, including live modelling.
- Teacher modelling is used effectively, with teachers using metacognitive talk to highlight key ideas and processes
- Adaptive teaching is evident throughout this stage of the lesson with all pupils included and challenged, including all sub-groups
- Pupils' behaviour contributes to the focus on learning.

Prove

- Clear progression from the 'practise' stage: pupils should move on to independent practice only once the teacher knows that they have the confidence and fluency to do so
- Pupils' fluency is evidence of learning over time: pupils are able to recall and draw upon prior learning and demonstrate automaticity
- Activities are matched to the purpose of the lesson – pupils are able to prove, during this stage, that they have fulfilled the outcomes of the lesson
- Pupils should be able to apply their knowledge independently; at this point in the lesson, there should be limited teacher intervention.
- The teacher is able to check that pupils' work is accurate throughout this stage. This is likely to be through live marking.
- Where scaffolds are given to pupils, there should be evidence in books that:
 - Guidance is being reduced over time.
 - Challenge is increasing over time.
- The behaviour and the culture with the classroom is conducive to independent work, with pupils' behaviour contributing to the focus on learning

Ponder

- Opportunities for pupils to self-evaluate their success throughout the lesson. This may include:
 - Use of answer sheets
 - Use of success criteria
 - Self-evaluation against an exemplar
- Pupils are able to self-diagnose gaps in their learning and address them independently.
- Teachers have clear evidence of what has been understood and what the next lesson will need to focus on / recap in order to secure understanding on a topic
- Adaptive teaching is evident throughout this stage of the lesson with all pupils included and challenged, including all sub-groups
- Pupils' behaviour contributes to the focus on learning.

Classroom Climate.

There are few areas of generic teaching and learning that must be evident in every classroom to help maximise learning, manage behaviour effectively and ensure an excellent and safe learning environment. There should be consistencies of approach across a school to minimise the cognitive load in the short term memory so more can be stored in the long term memory.

Ready, Set, Go Strategy.

To help speed up and ease transition of pupils moving from the carpet to the tables and vice versa I would like all classrooms to use the 1-2-3 strategy.

For example

Carpet to chairs.

Ready= sitting up straight, arms folded.

Set= standing up.

Go= go to chairs.

Chairs to carpet/lining up etc.

Ready= sitting up straight, arms folded

Set= standing behind chairs.

Go= moving to carpet.

This needs to be carried out in silence.

Maximize the learning.

Talk partners need to be used in lessons. Questions now need to be asked to everybody and answered by everybody. Pupils should not put their hands up to answer a question, only to ask one. Teachers can choose any pupil to feedback or have lollipop sticks with pupil's names on to pull out for feedback. You may need to think carefully where you use TA support during this time to help the LA pupils; it may also be useful to let some pupils know in advance if they are feeding back so they can prepare their answer. No opt out strategies should be used to ensure all pupils are set high expectations for their learning. The use of face and shoulder partners should be developed at the tables.

Listen

The use of holding up a hand and saying, "show me 1, show me 2, show me 3" (or '1,2,3' for speed) should be used in school to stop lessons and ensure all pupils are actively listening. A further "All eyes on me" may also be required at times. Do not lower expectations with this strategy, never begin talking when others are. (See Walkthrus Signal, pause, insist strategy)

Inclusion/ equal opportunities.

At Stamford Bridge we aim to provide a consistent approach to including all pupils across the curriculum and work hard to ensure that we do not tolerate any form of discrimination. When planning and delivering lessons teachers should have high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with Special Educational Needs, children 'looked after' by a local authority, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths that will influence the way in which they learn. Teachers have a duty to plan their approaches to teaching and learning so that all pupils can take part in lessons and other school activities fully and effectively. Throughout school we need to encourage an increased appreciation of differences and the opportunities these present. Tolerance and mutual respect should permeate all aspects of school life.

Parental partnerships.

Parental partnerships play a crucial role in enhancing learning in primary schools. First and foremost, when parents actively engage in their child's education, it creates a strong support system that nurtures and reinforces learning. Parents can provide additional resources, such as books and educational materials, and offer guidance and encouragement that complement classroom instruction.

Parental involvement also fosters a positive learning environment. When parents participate in school activities and attend parent-teacher meetings, they demonstrate their commitment to their child's education. This involvement encourages students to take their studies seriously and motivates them to excel academically.

Moreover, parental partnerships promote communication between teachers and parents, allowing for a better understanding of a child's individual needs and progress. This collaboration enables teachers to tailor their instruction to suit each student's learning style, strengths, and weaknesses, thereby maximizing their potential. Furthermore, parental engagement helps reinforce classroom lessons at home. Parents can assist with homework, provide additional practice opportunities, and engage in educational activities, creating a seamless connection between school and home learning.

In summary, parental partnerships are vital for enhancing learning in primary schools by providing support, fostering a positive environment, promoting effective communication, and extending learning beyond the classroom.

Teaching and Learning self-assessment

Rudimentary (Limited evidence or none).	Improving (Some evidence of good practice with inconsistency and/or limited impact, but also areas for development).	Securing (Clear evidence of consistently good, impactful practice).	Exemplary (Evidence of exemplary practice that would serve as a model for other colleagues to see).
--	---	--	--

The trust wide curriculum intent and implementation are in the very early stages of being implemented. There is unacceptable variation in practice between classes or across year groups. Teachers and leaders may be unclear on the trust's agreed curriculum intent and/or implementation. Teachers require focused support to deliver the curriculum through agreed trust pedagogical approaches. As a result of curriculum inconsistencies, pupils' lessons contribute weakly to the delivery of the curriculum intent. The curriculum lacks ambition or varies too much from the trust wide approach. Leaders do not make the necessary adaptations to meet the needs of pupils with SEND. Over time, a significant minority of pupils do not achieve the aims of the curriculum. There may be some evidence of curriculum narrowing. Adaptations to curriculum breadth are made for particular pupils. However, the rationale for this may be unclear. Leaders have not got clear plans in place to return all pupils to studying the full curriculum. There is too much variability in the quality of work pupils' produce. Pupil outcomes are too variable. Specific groups, such as disadvantaged and SEND pupils, achieve poorly when compared to national averages. Teachers' subject knowledge needs developing. Further training is required to ensure the trust pedagogical approaches are implemented effectively. Curriculum content is not delivered sequentially. Subject matter is not presented clearly. Discussion about the subject matter being taught is not effectively promoted. Leaders and teachers may not be using agreed assessment approaches, or these may be in the very embryonic stages of development. Where assessment is used, it is not used accurately to check pupils' understanding and so extensive pupil misconceptions remain. This hinders their progress. Teaching is not well adapted to meet need. Where leaders adopt curriculum materials, they do so in a way that does not supports the intent of a coherently planned curriculum. Leaders and teachers need immediate support to curriculum content is taught accurately and builds carefully on what pupils already know and can do. Pupils do not develop the knowledge and skills they need. Significant numbers of pupils do not gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. The outcomes for vulnerable pupils, including those with SEND are weak.	The curriculum intent and implementation are not yet embedded securely across the school. There may be some variation in practice or leaders may be moving to the trust agreed approach. However, teachers and leaders are clear on the agreed curriculum intent. Teachers require further training to deliver the curriculum through agreed trust pedagogical approaches. Series of lessons contribute to delivering the curriculum intent. The curriculum is adapted, designed or developed to be ambitious and meet the needs of pupils with SEND. However, this work is in its infancy or has yet to impact. As a result, pupils - particularly disadvantaged pupils and pupils with SEND do not achieve as well as they should. Over time and across the school, the majority of pupils achieve the aims of the curriculum. There is no evidence of curriculum narrowing. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum. There is too much variability in the quality of work pupils' produce. Pupil outcomes are too variable. Specific groups, such as disadvantaged and SEND pupils, do not achieve as highly as they should when compared to national averages. Teachers have generally good subject knowledge, although this varies, and further training is required to ensure the trust pedagogical approaches are implemented effectively. Curriculum content can, at times appear muddled. Subject matter is not always presented clearly. Discussion about the subject matter being taught is not effectively promoted. Leaders and teachers are beginning to use trust agreed assessment approaches. Leaders are in the early stage of this school development journey. Assessment is not always well used to check pupils' understanding and occasional, pupil misconceptions remain. Teaching is adapted to meet need. Leaders understand the limitations of assessment. The trust approach ensures that it does not create unnecessary burdens on staff or pupils. Where leaders adopt curriculum materials, they do so in a way that clearly supports the intent of a coherently planned curriculum. Leaders and teachers would benefit from seeing the practice of others. Most pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. The outcomes for vulnerable pupils, including those with SEND need to improve	Curriculum intent and implementation are being embedded across the school. There may be some minor variation in practice. Teachers have a firm and common understanding of the trust's curriculum intent and what it means for their practice. Trust pedagogy is broadly followed. Lessons contribute well to delivering the curriculum intent. The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND. As a result, all pupils, particularly disadvantaged pupils and pupils with SEND, have the knowledge and cultural capital they need to succeed in life. Over time, almost all pupils consistently achieve the aims of the curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum. Work is a high quality. Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. Teachers have good subject knowledge. Leaders ensure that staff engage with a professional development offering. However, some further training may be required, including leaders. Teachers present subject matter clearly and promotes appropriate discussion about the subject matter being taught. Leaders and teachers use trust agreed assessment approaches. This is developing strongly and there is growing consistency in the application of trust approaches. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. Teaching is adapted well to meet need. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. Where leaders adopt curriculum materials, they do so in a way that clearly supports the intent of a coherently planned curriculum. Some elements of the curriculum implementation are worth sharing with colleagues. Peer reviews, records of trust visit, internal assessment information and results from national tests and examinations are at or higher than national averages. Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age. Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes	Curriculum intent and implementation are embedded securely and consistently within the department. Teachers have a firm and common understanding of the curriculum intent and what it means for their practice. Trust pedagogy is followed. Across the department, lessons contribute well to delivering the curriculum intent. The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND. As a result, all pupils, particularly disadvantaged pupils and pupils with SEND, have the knowledge and cultural capital they need to succeed in life. Over time, all pupils consistently achieve the aims of the curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum. Work is a high quality. Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. Teachers have excellent subject knowledge. Leaders have ensured staff have engaged with the necessary CPD programme. Pedagogy aligns with trust agreed approaches. This means that subject matter is presented clearly and promotes appropriate discussion about the subject matter being taught. Leaders and teachers use trust agreed assessment approaches. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. Teaching is adapted well to meet need. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. Where leaders adopt curriculum materials, they do so in a way that clearly supports the intent of a coherently planned curriculum. The strong practice in this area is contributing to curriculum improvements across the trust. Peer reviews, records of trust visit, internal assessment information and results from national tests and examinations are high in relation to national averages. Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
--	--	---	--

“The principle goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done.”

Jean Piaget

Believe, Engage, Succeed, Together

Further reading/references:

A manifesto for excellence in Schools- Rob Carpenter

Walkthrus series- Tom Sherrington, Oliver Caviglio [WalkThrus](#)

Teach Like a Champion- Doug Lemov [Doug Lemov | Teach Like a Champion](#)