



Stamford Bridge
Primary School

e, Succeed, Together

School Vision

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

Our School 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.

Our environment will:

- Promote pride and high expectations by being surrounded by excellence.
- Promote care, nurture, respect, and excellent behaviour.
- Promote feeling safe and secure so children are ready to learn and reach their full potential.
- Provide a homely, safe atmosphere reflecting nature and beauty across the school.
- Ensure the use of the best resources to maximise learning.

Vision into practice:

- Calming colour schemes, reflective of the natural environment with fabrics that soften the spaces and reduce noise.
- Maximise the use of natural light and supplement with calming lighting (not strip lights)
- High-quality resources to support and extend learning.
- Language prompts/ speaking frames, manipulatives and artefacts are used well to enhance learning.
- Tables grouped together to facilitate the use of face partners and shoulder partners.
- Use of learning walls and topic tables as reference points for pupils to use in lessons, strengthening memory and linking prior and new learning. This will be reflected in EYFS through a visual-picture based approach, so the children are able to use the classroom to support their communication and language skills when talking about their prior learning experiences.
- Engaging and valued book corners promoted in every classroom.
- The use of calm corners and movement spaces to support regulation and brain breaks.
- Using display to create an attractive and stimulating environment. The work displayed should be of a high standard and be changed frequently. It should include work on different aspects of the curriculum and reflect the individual pupil's efforts as well as ability. Ideally displays should stimulate discussion and be accompanied by pupil's voice: reflections, questions and answers as appropriate. Displays should be labelled with a mix of printed and handwritten pieces. Handwriting must be modelled in line with school policy.
- Classrooms and shared spaces that are clear of clutter and purposeful.
- Children's large artwork and photographs are used on walls in shared spaces.

Our teaching 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.
- Encourage a sense of pride and high achievement in all areas of school life.
- Promote the importance of behaviour and belonging, underpinned by a trauma informed lens.

Our Behaviour Philosophy

At Stamford Bridge Primary School, we believe that positive behaviour grows from strong relationships, clear expectations and a genuine sense of belonging. We combine warmth, nurture and understanding with consistent boundaries and high expectations for every child. Behaviour is taught and modelled, helping children to develop self-regulation, resilience and responsibility for their choices. We recognise that behaviour can communicate individual needs, and adults respond with consistency, fairness and curiosity, while ensuring that every child feels safe, valued and ready to learn.

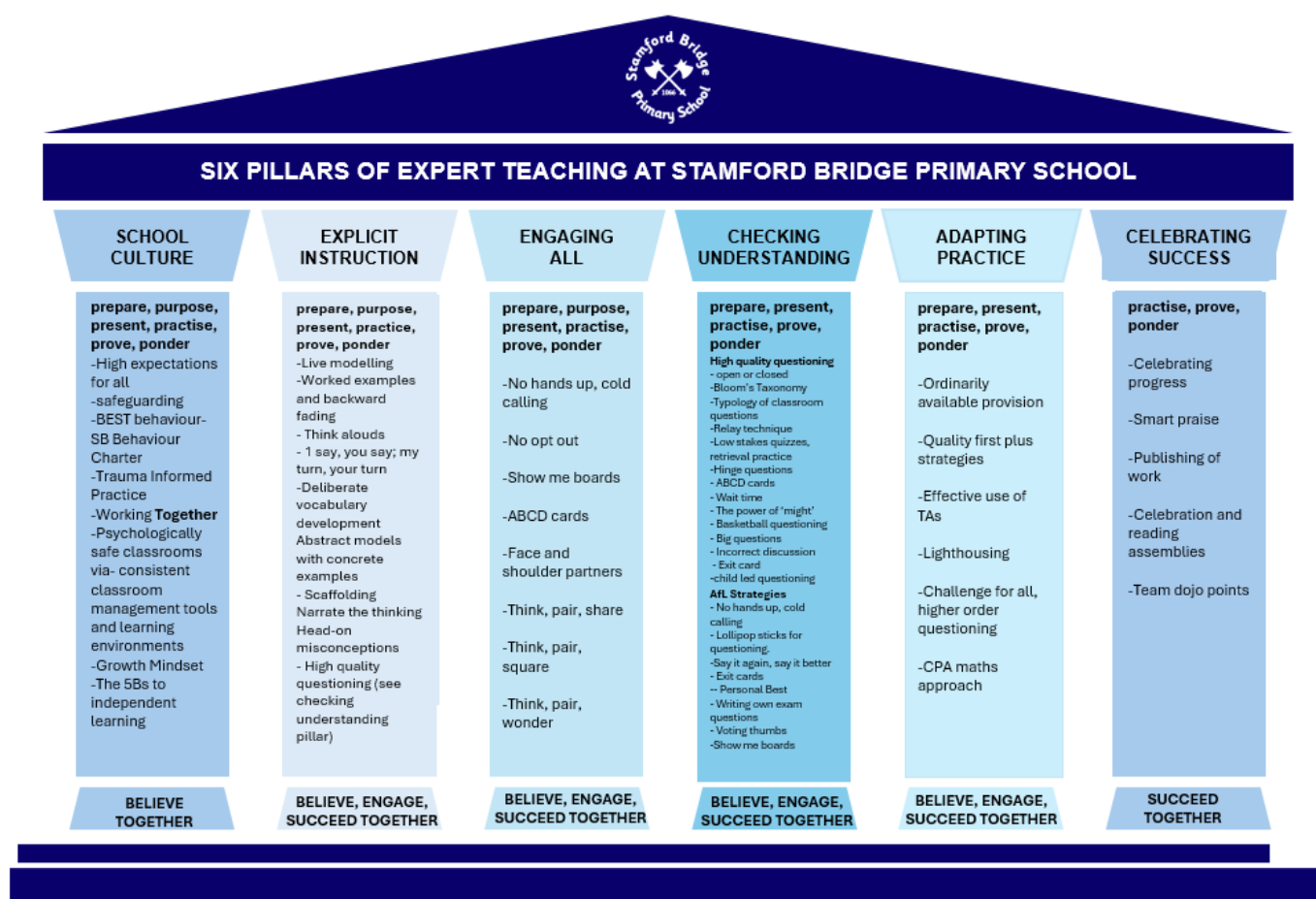
'Learning is defined as an alteration in long term memory. If nothing is altered in long term memory, nothing has been learned.'

Sweller, Ayres, Kalyuga

'Every teacher needs to improve, not because they are not good enough, but because they can be even better.'

Dylan William

Vision into practice:



Our curriculum will:

- Provide a challenging and highly effective curriculum which builds on the children's prior learning. This curriculum begins in our early years where children build upon their foundational skills to enable a smooth transition into Key Stage 1. These foundational skills include developing the personal, social and emotional skills required to engage with the KS1 curriculum effectively, the correct physical development for competent gross and fine motor skills and the ability to communicate their needs and wants effectively.
- Our curriculum is designed to educate and nurture the whole child—intellectually, socially, emotionally, physically and creatively—through learning that is purposeful, inclusive and engaging for every learner. It is built on the guiding principles of mirrors, windows and doors: **mirrors** that help children understand themselves, their identities, cultures and local contexts; **windows** that open onto the wider world, inviting

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children to appreciate diverse perspectives and global cultures; and **doors** that inspire them to step into new challenges, opportunities and pathways for growth.

- We are committed to fostering active, curious and confident learners. Our curriculum celebrates the joy of learning, ensuring that experiences are fun, meaningful and memorable. Oracy is embedded throughout, empowering children to communicate with clarity, confidence and empathy. This begins in our early years where children are exposed to high- quality interactions and language from the beginning of their learning journey to ensure that they progress into KS1 as strong and coherent communicators. Where relevant, outdoor learning enriches children's experiences, encouraging exploration, connection with nature and real-world understanding.
- Our curriculum prepares children for the next phases of their education and for life in the modern, digital world, ensuring they develop the knowledge, skills and digital awareness to thrive in an ever-changing society. By embracing diversity, promoting inclusion and designing purposeful learning opportunities, we ensure every child is seen, valued and supported to achieve their full potential.
- Through this vision, we aim to cultivate learners who are reflective, resilient and ready to contribute positively to their communities and the wider world.

Vision into practice:

- Curriculum leadership is recognised as a key driver of school improvement and educational excellence.
- Subject leaders are empowered to continually review, refine and develop their curriculum areas.
- Curriculum design reflects the principles emerging from the Department for Education Curriculum and Assessment Review, ensuring an ambitious entitlement for every child.
- The curriculum is knowledge-rich whilst enabling pupils to apply, connect and deepen their understanding over time.
- Learning is deliberately sequenced so that new knowledge builds securely upon what pupils already know.
- Assessment informs curriculum development, identifies gaps and supports responsive teaching without creating unnecessary workload.
- Literacy, communication and vocabulary development are embedded throughout all curriculum subjects.
- The curriculum promotes inclusion and provides equitable access to high-quality learning experiences for every pupil.
- Children develop a strong understanding of diversity, belonging, citizenship and their role within modern Britain and the wider world.
- Digital literacy, sustainability and preparation for future careers are woven meaningfully throughout the curriculum.
- Enrichment opportunities enhance learning through visits, visitors, outdoor experiences and community partnerships.
- Research-informed professional development ensures curriculum delivery continues to evolve and improve.
- Maintain high expectations for all learners.
- Ensure adaptive approaches support access rather than reduce ambition.
- Remove barriers while preserving entitlement to powerful knowledge.
- Promote equity and excellence across all areas of school life.

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](#)

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

[Element Videos - Evidence Based Education](#)

Studies show that a well-designed learning environment supplements evidence-based pedagogy and curriculum design. Environmental factors that can impact on learning:

- Noise -Whatever the source of noise, an excessively noisy learning environment is a poor one.
- Light -Current research confirms that we are all energized by natural sunlight and indeed that children learn faster in classrooms with natural light. [One study](#) of 21,000 U.S. elementary students showed that, over one school year, kids who were exposed to more sunlight during their school day displayed 26 percent higher reading outcomes and 20 percent higher math outcomes than kids in less sunny classrooms.
- Colour – needs to be carefully considered. Colours have an impact, red for example, increases respiratory rates, stimulates eating, can increase blood pressure, feels exciting and invites impulsiveness: over-exposure can result in agitation. The colour red should not be used in a classroom environment. Greens and blues should be encouraged. See [\(PDF\) Investigating the Impact of Environmental Factors on Learning and Academic Achievement of Elementary Students: Review \(researchgate.net\)](#)
- Plants -Plants can reduce feelings of anxiety and depression. [A 2009 study](#), researchers introduced leafy plants into the classroom and found a positive impact on students' well-being and behaviour, with fewer hours of sick leave and disciplinary events.

Appendix:

Elements in practice

Key areas of learning in detail

Book corners

- Book corners should be inviting, stimulating and celebrate a love of reading.
- They should be calm and organised.
- Fabrics, cushions, and plants should be used to soften the area and make it feel homely.
- Displays in the book corner should include key questions, author focus displays and displays of key genres to enhance the learning.





Learning Walls (EYFS)

In early years learning walls are used as a tool to support the children's communication and language through a visual approach. By visually displaying the children's learning journey and experiences they can use this to reflect upon their experiences and how this links to their current learning and world around them. For our youngest learners this is a powerful tool to support their oracy as it directly links to their own experiences.

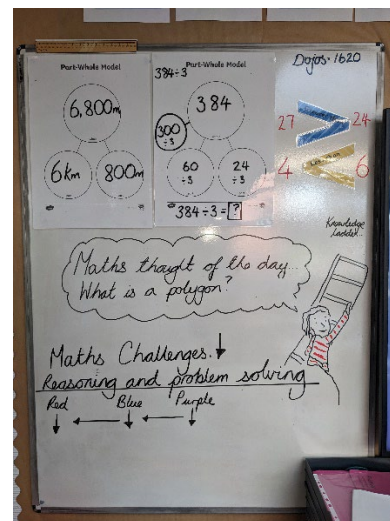
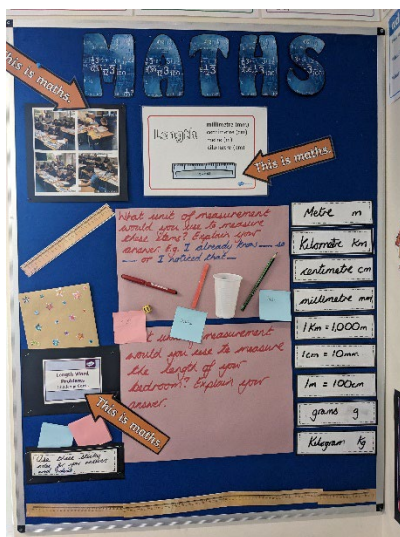
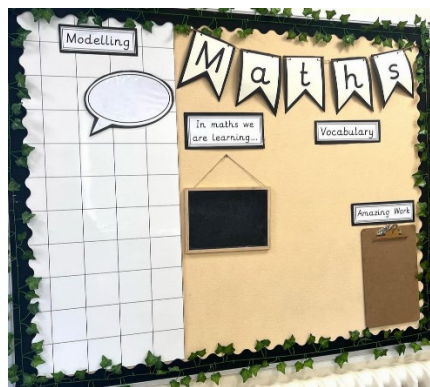
In the early year practical resources, as part of highly effective provision, are a powerful tool used to aid and deepen the children's understanding. They will be used in a way to support the children's current learning or reflect upon previous learning experiences and provide additional support to the children.

Learning walls (Years One to Six)

Learning walls should be in place for English and maths to support children's learning. Learning walls provide a visual resource and a reference to scaffold learning. This approach enables children to know what they are learning and how this learning process develops over a period of time.

Learning walls support independent working and learning: think of the learning wall as an extra adult in the classroom. It can help support children who become stuck and direct children to new tasks when they have finished activity.

Support whole class teaching: models and images, key vocabulary, common misconceptions, children's examples and useful prompts are displayed and referred to by the teacher to support children in their understanding. Learning walls may include extension questions, images, examples of children's work or useful prompts that directly impact the children's learning.



Topic Tables (All year groups)

Topic and interest tables should create a reference and link to a learning theme. They should:

- Stimulate questions and discussion around the given theme.
- Provide children with concrete examples or artefacts.
- Display learning questions and clear links across subjects and/or prior learning.
- Generate enthusiasm and engagement in the curriculum area/theme.

In the early years this is provided through a provision-based approach. Weekly enhancements will support their current learning to generate enthusiasm and engagement across the learning environment and curriculum.

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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.

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)

In the early years a tambourine is used as a result of the children being in play. Expectation remains high and it is used consistently to stop the children and ensure they are all actively listening.

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.

"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

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](#)

[Curriculum and Assessment Review Final Report - GOV.UK](#)

[Improving the Educational Environment with the Reggio Emilia Approach | ArchDaily](#)

[The Science of Effective Learning Spaces | Edutopia](#)

[\(PDF\) Investigating the Impact of Environmental Factors on Learning and Academic Achievement of Elementary Students: Review \(researchgate.net\)](#)