

Experiential- We strive to make learning opportunities first hand, practical experiences. Projects begin with a hook, intending for children to be excited and motivated and want to learn more. Wherever possible, lessons will be creative and engaging so children learn through doing or experiencing. We believe such opportunities create memorable 'hooks' that will support long term retention of learning.

Curiosity- We want children to look at the world with a sense of wonder and ask, 'I wonder why...?', 'What happens if...?' We want the children to take an 'enquiring mind' through their lives, so they are able to learn, reflect and more critically question information.

Independence- Learning should build in opportunities for children to rehearse and practice skills, be them to be able to access their learning and opportunities to plan and 'own' their learning by following their preferences. We want the children to have the self belief and self confidence to be able to try new things and 'give it a go'.

Resilience- Throughout the curriculum, children should be challenged and equipped with strategies and skills to manage and overcome adversity. We want the children to persevere and understand that things may not happen immediately and whilst there are challenges, success can come.

Rich language- Children's spoken and written language should be of the highest standard possible, so children need to be exposed to rich, high quality language. We want the children to be confident, articulate learners who can readily access learning and discussion.

Community- We believe we are all members of many communities and need to play a positive and active role in them, to make a difference to the lives of others. Through our classes, year groups, school, village and wider community, we look to not only model and expose the children to strong examples and role models but actively encourage meaningful opportunities for them to do so too.