



Stapleford Community
Primary School

A SCHOOL THAT CARES

Curiosity . Ambition . Resilience . Excellence

The Stapleford Learner

CARE in Learning Across the Curriculum

Our Belief About Learning

At Stapleford Community Primary School, learning is not just about what we know – it is about who we are as learners.

We believe that:

- Learning behaviours are taught, practised and supported
- All learners are capable of success
- Mistakes are part of learning
- Relationships, safety and belonging enable learning
- Adults model the learning behaviours we expect

Our learners develop their identity through CARE.

CARE: Our Learning Foundation

CARE is the foundation of who we are at Stapleford.

CARE means that we:

- care about ourselves
- care about others
- care about our learning
- care about our community

From this foundation of care, we develop:

- **Curiosity** – a desire to learn and explore
- **Ambition** – a willingness to try, improve and aim high
- **Resilience** – perseverance, regulation and problem solving
- **Excellence** – pride, focus and respect for learning

Through CARE, pupils develop the learning behaviours they need to access the curriculum, achieve well and flourish as individuals. These learning behaviours are consistent across the curriculum, though they may look different in different subjects.

CARE: belonging and inclusion

At Stapleford, learning happens best when children feel:

- safe
- valued
- understood



- included

CARE means:

- every child belongs
- every child is known
- every child is supported to succeed

We recognise that:

- learners are all different
- learning behaviours may look different
- children may need different kinds of support at different times

At Stapleford, inclusion is part of CARE

Adults show CARE by:

- adapting learning where needed
- removing barriers
- providing challenge
- valuing difference
- using shared language and expectations
- maintaining unconditional positive regard

What it Means to Be a Stapleford Learner

A Stapleford Learner is someone who:

- is interested in learning
- is willing to try

- understands that sometimes learning can feel tricky
- knows how to ask for help
- takes pride in effort and improvement
- respects the learning of others
- feels safe, supported and valued

CARE Learning Behaviours

These behaviours apply in every subject and every classroom.

Curiosity – <i>I want to learn</i>	Ambition – <i>I try my best</i>
A Stapleford Learner shows curiosity by: <ul style="list-style-type: none"> • asking questions • wondering why and how • exploring ideas and concepts • being open to new learning • engaging with learning opportunities and discussions 	A Stapleford Learner shows ambition by: <ul style="list-style-type: none"> • having a go, even when unsure • aiming to improve • challenging themselves • wanting to learn more • responding positively to feedback
Adults support curiosity by: <ul style="list-style-type: none"> • encouraging questions • valuing thinking, not just answers • modelling interest and enthusiasm • creating safe spaces for exploration 	Adults support ambition by: <ul style="list-style-type: none"> • celebrating effort and progress • setting high but achievable expectations • encouraging perseverance • modelling a growth mindset
Resilience – <i>I keep going</i>	Excellence – <i>I take pride in my learning</i>
A Stapleford Learner shows resilience by: <ul style="list-style-type: none"> • persevering when learning feels tricky • managing mistakes calmly • using strategies to regulate themselves • asking for help when needed • having another go 	A Stapleford Learner shows excellence by: <ul style="list-style-type: none"> • focusing and listening • following routines that support learning • presenting work carefully • respecting others' learning • valuing quality over speed

<p>Adults support resilience by:</p> <ul style="list-style-type: none"> • normalising mistakes • teaching regulation strategies • providing scaffolds and reassurance • connecting before correcting 	<p>Adults support excellence by:</p> <ul style="list-style-type: none"> • modelling high standards • teaching expectations explicitly • noticing and praising improvement • reinforcing consistency calmly
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CARE in the Early Years

In the Early Years, children learn through:

- relationships
- play
- exploration
- talk
- routines

CARE is taught, modelled and practised through everyday interactions.

CARE means we:

- help children feel safe and secure
- build strong, trusting relationships
- value every child as they are
- support children to express their needs and feelings

Learning behaviours in EYFS are emerging, not expected to be consistent or independent.

<p>Curiosity in EYFS <i>"I explore and wonder."</i></p> <p>Children show curiosity when they:</p> <ul style="list-style-type: none"> • explore their environment 	<p>Ambition in EYFS <i>"I have a go"</i></p> <p>Children show ambition when they</p> <ul style="list-style-type: none"> • try something new
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<ul style="list-style-type: none"> • ask questions • show interest in new experiences • investigate objects, ideas and stories <p>Adults support curiosity by:</p> <ul style="list-style-type: none"> • following children’s interests • modelling wonder and excitement • providing rich, stimulating environments • allowing time to explore 	<ul style="list-style-type: none"> • show pride in what they have done • repeat an activity to improve • attempt challenges with support <p>Adults support ambition by:</p> <ul style="list-style-type: none"> • celebrating effort • encouraging children to try • breaking learning into small steps • noticing and valuing progress
<p style="text-align: center;">Resilience in EYFS <i>“I am learning to keep going”</i></p> <p>Children show resilience when they:</p> <ul style="list-style-type: none"> • begin to manage frustrations • try again after difficulty • accept comfort and support • use words, signs or actions to communicate needs <p>Adults support resilience by:</p> <ul style="list-style-type: none"> • co-regulating with children • modelling calm responses • teaching emotional language • providing reassurance and consistency 	<p style="text-align: center;">Excellence in EYFS <i>“I care what I do.”</i></p> <p>Children show excellence when they:</p> <ul style="list-style-type: none"> • engage with activities • take pride in their creations • follow simple routines • begin to care for their environment <p>Adults support excellence by:</p> <ul style="list-style-type: none"> • modelling care and respect • teaching routines gently and repeatedly • valuing effort over outcome • creating a calm, predictable environment

CARE Across the Curriculum

CARE learning behaviours are visible in every subject.

CARE in Mathematics

In Maths, a Stapleford learner shows:

Curiosity by:

- asking “why” and “how”
- exploring patterns
- noticing connections between numbers
- being interested in different methods

Ambition by:

- having a go at challenging problems
- aiming to improve understanding
- practising to get better
- believing they can succeed

Resilience by:

- not giving up when a problem is tricky
- learning from mistakes
- trying different strategies
- asking for help appropriately

Excellence by:

- showing working clearly
- listening carefully to explanations
- taking care with presentation
- staying focused on learning

CARE in English

In English, a Stapleford learner shows:

Curiosity by:

- enjoying stories, language and ideas
- asking questions about texts
- exploring vocabulary and meaning

Ambition by:

- improving writing through feedback
- trying new techniques
- aiming to communicate clearly

Resilience by:

- editing and redrafting work
- persevering with reading and writing
- managing challenges positively

Excellence by:

- presenting work neatly
- listening respectfully
- taking pride in spoken and written language

CARE in Science, History and Geography

In these subjects, a Stapleford learner shows:

Curiosity by:

- asking questions about the world
- investigating and exploring
- showing interest in people, places and events

Ambition by:

- wanting to deepen understanding
- using subject-specific vocabulary
- aiming to know more

Resilience by:

- carrying out investigations carefully
- learning from results and mistakes
- sticking with learning tasks

Excellence by:

- recording learning clearly
- respecting equipment
- working collaboratively

CARE in the Arts and PE

In the Arts and PE, a Stapleford learner shows:

Curiosity by:

- exploring ideas, movement and creativity
- trying new techniques and skills

Ambition by:

- practising to improve
- challenging themselves physically or creatively
- aiming to perform well

Resilience by:

- managing performance nerves
- persevering with difficult skills
- responding positively to feedback

Excellence by:

- performing with pride
- respecting space, equipment and others
- working as part of a team

Supporting All Learners

We recognise that learning behaviours may look different for different pupils.

All learners:

- are expected to engage with CARE
- are supported to develop learning behaviours

- may need different strategies at different times

Support is:

- proactive
- personalised
- compassionate
- relational

At Stapleford, CARE is not about perfection. It is about relationships, belonging and growth. Learning behaviours develop over time and with support. Our role as adults is to care first, teach clearly and support every child to thrive.