



The hope or ambition to achieve something. Aspirations form the basis of many of our choices, dreams and goals, whether in our personal and family lives, our employment, our academic pursuits or our interests. The development of aspirations will encourage our children to **produce work of high quality, take pride in themselves and be the very best that they can be**; therefore, it is vital that children are made aware of the range of possibilities that are open to them during their time at CTS and beyond.

Establishing **positive role models** across the curriculum is important to us and enables children's experiences to broaden. Children at CTS understand that **attitude, effort, belief and continuous improvement are part of the learning process** and a route to success. Rich and varied learning experiences are designed with great thought and care, ensuring that they are ambitious and challenging for all children. We work to **broaden our children's horizons**, expanding their knowledge of the world of the work by nurturing their interests. This captures the inclusive nature and **high aspirations** of our school.

EYFS

As soon as children enter CTS, they are encouraged to be as **independent** as possible and to **engage in new experiences**. Learning opportunities are **carefully planned** to meet each child's needs and stage of development, ensuring that our children get off to a great start in their education. Child initiated play-based learning is at the heart of our practice. They are provided with opportunities to explore the **'real world'** by learning through continuous provision, role-playing people who help us and as people in our world who have done great things. These activities and experiences develop all of our children into **independent, resilient and confident learners**.

As they enter KS1, **high expectations** underpin our curriculum as we instil the importance of children **challenging** themselves and **aspiring** to be the best that they can be. Across the curriculum,, they are introduced to success stories/role models both in the locality and internationally. Children can only aspire to what is within their lived experiences so these vital opportunities provide **inspiration and aspiration**. By broadening their horizons, they begin to put places and names to **goals and challenges**. Children are beginning to see their learning as a journey and a route to success, understanding the importance of **effort, attitude, self-belief and continuous improvement**.

KS1

KS2

In **LKS2**, children are becoming familiar with examples of accomplishment (past and present) of local and international significance across the curriculum, using these to become more **motivated and independent in their approach to learning**. They organise exhibitions of their learning so that they can share their success with their peers and other members of the school community. By **UKS2**, children are taking greater responsibility for their own learning, **understanding their strengths and what they need to do to further improve**. They are also becoming **aware of their potential** and are determined to fulfil it. They understand the limitations that have been placed on others in the past, but won't let that deter them.