



North Elmham CEVC Primary School
Stibbard All Saints CEVA Primary School
Flourish Federation



Policy: Teaching & Learning

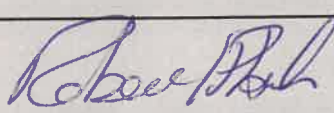
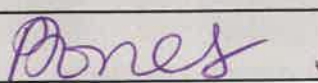
Date: July
2020

Responsibility of: SLT

Review: 2023

Flourish Federation

Teaching and Learning Policy

This policy was ratified by Flourish Federation Governing Body on:	July 2020
This policy will be reviewed by Flourish Federation Governing Body on: (unless earlier review is required to adhere to statutory requirements/changes in procedure)	July 2023
Policy Version:	1
Policy Signed by the Chair of Governors:	
Policy signed by the Executive Head Teacher:	

Responsibilities

It is the responsibility of every teacher to put the policy into practice; each curriculum lead teacher to ensure that this policy underpins the work in their areas of curriculum responsibility and that the SLT make regular checks to ensure consistency of practice. Teaching & Learning will be reported on at termly Full Governing Body meetings by the headteacher.

School Vision

Our school's aims are set out in our vision; we care deeply about this school which has a high reputation as a Church School. The way in which we teach should always take full account of the individual, respecting each person and providing an encouraging and nurturing environment. In relation to Teaching & Learning we want all pupils to achieve their full potential by providing quality teaching, inspiring lessons and a high standard of care in which each individual's progress is monitored and appropriate challenge and support given. We strongly encourage parental support and provide curriculum workshops and information sessions to promote home learning.

Every Child Matters Agenda

Our curriculum is designed to give full backing to the 'Every Child Matters' agenda. There is a strong emphasis on personal development within the framework of this Church School which enables new pupils to settle into school in a positive and secure way. Personal visits to school by parents are designed to elicit as much information about the child's current educational and social situation, so that every opportunity is given for a positive transition to our school. Teachers make visits to pre-School settings.

Safeguarding is taken very seriously, with all staff appropriately trained to ensure high standards of care at school. We recognise that in order to learn well, all children need a secure and welcoming environment. We aim to nourish in order for our pupils to flourish.

Alongside this all staff have a responsibility to ensure the good health of all pupils in our schools and teaching supports this agenda. The School Council are actively involved in health promotion through our nourish mentor and Flourish ambassador.

The Extended Schools programme provides a wide range of activities which enrich the learning experiences of our pupils.

Within our school curriculum we include enrichment clubs, programmes of visits and visitors, children are able to gain first-hand experience of work, cultural and business activities.

Collaboration and information-sharing with other professionals is central to our work.

The Curriculum

The curriculum has been reorganised to take account of recent knowledge rich research. Throughout the school, projects inspired from stories have been chosen to be a focus for learning which will build on skills, extend and deepen knowledge and foster enthusiasm. The curriculum will continue to evolve as new opportunities open up.

Key Stage planning ensures appropriate depth and breadth with progression across each year group.

We build learning around the National Curriculum, ensuring that there is a broad and balanced curriculum. We believe strongly that the Arts and Sport play a critical role in each child's development and our curriculum entitlement reflects this.

Curriculum Entitlement & Interventions

All children are entitled to a rich curriculum which will engage them in learning. At the same time, we will always take account of the individual's needs. This will lead to a variety of experiences for children as they develop at different rates. We use interventions, both individual and group, to address the needs of

children. This may mean that, for specific periods of time, there is a greater emphasis on one subject. On other occasions it may be that, through pupil choice, a subject such as Music is given more emphasis. Information about interventions and additional lessons is shared with parents.

We know that people have different ways of learning, so our curriculum offers opportunities to learn outside, making good use of the environment. Teachers are encouraged to use a wide variety of teaching styles in their lessons.

Curriculum Enrichment & Extension

Where possible we aim to support pupils with enrichment and extension activities. Good teaching takes account of this at the planning stage and it is the teacher's responsibility to put such activities in place. Curriculum Leaders also have an important role to play in making suggestions and offering guidance to help colleagues.

Our Extended Schools Programme offers a rich variety for all pupils. We aim to encourage uptake of these opportunities. Whilst many of these activities take place after school, a proportion happen at lunchtime, so there are options for those who cannot stay on.

All pupils in KS2 are offered residential which make a significant impact on the child's view of school and experience of learning. In Years 3 & 4 the residential takes place within Norfolk whilst Years 6 visit a contrasting locality outside Norfolk. Alongside this we have an extensive programme of visits, visitors and external links which support the curriculum and provide inspiration and new experiences for the children.

These will include museums and galleries, churches and religious settings, outdoor experiences, experiences of environmental and sustainability issues, business links, music, arts and sports involvement. Over time we expect that every child will have had this wide range of experience which will lead to an understanding of self and set in motion the possibility of lifelong learning.

Curriculum Support for the child and family

Teachers provide workshops for parents in English, Maths & Assessment issues so that they can find out how their child is being taught and how best to support their learning. Stay & Learn sessions are provided where parents/carers can learn alongside their child. An information session is also provided for parents regarding our Sex and Relationships teaching programme.

Collaboration with pre-School settings has enabled us to work with children before they start school. In this way, pupils can be better prepared for school.

Parents are encouraged to come into school on a voluntary basis to support the children's learning.

Information about the curriculum is sent to parents each term so that they can encourage their child to find out more about specific topics. Information about the curriculum, including policies, is also published on the school's website. Information about KS2 SATS and revision materials can also be found on the site.

Aims for the Child

We want each child to:

- find areas in which they can excel
- develop personal strengths and enthusiasms
- challenge themselves and aim high
- know they will be supported and encouraged
- enjoy being part of our school
- understand the importance of teamwork and collaboration
- know that making a mistake is not the same as failure

We believe that children do better if they have a voice and feel that they can express their views within the organisation. We therefore encourage every child to contribute to the formation of their class rules and to participate in our School Government. As a member of the school each child is encouraged to take responsibility for the school and its people, to have access to equipment and to know how to use it properly and carefully. As the child moves through the school we will expect them to develop confidence, independence and the skills to communicate with and care for each other.

Aims for our Teaching

Key aspects of Teaching & Learning responsibilities are set out in the Teacher Standards. We expect all our teaching staff to:

- be well prepared for their teaching
- build on previous learning
- provide stimulating lessons and experiences
- develop stamina in their pupils
- allow space for consolidation and reflection
- use a range of teaching styles and professional equipment
- develop knowledge and understanding of all pupils in their care
- use assessment data with care and follow our Assessment policy
- make use of professional knowledge including child development, subject knowledge and current research findings
- share expertise with colleagues especially in areas of curriculum leadership and planning
- collaborate with external professionals and parents
- provide an appropriate learning environment.

We aim for our teachers to be well supported through having access to regular training, high quality equipment and professional support and care.

Planning and Preparation

In order to be well prepared we expect to see the following layers of planning:

- **Long term plan**
 - National curriculum objectives mapped out over the school year/two years depending on the planning cycle to ensure full coverage of content.
- **Medium Term Plan**
 - More detailed Knowledge growth plans, which show Key objectives and sequence of learning outlining how the knowledge, skills and understanding of NC objectives will be covered and progressed.
- **Weekly Plan**
 - What the week's teaching will look like. Objectives, activities, organisation, groupings and how TAs will be deployed.

The Learning Environment

It is the responsibility of the head-teachers and SLT to ensure that the school is a comfortable and well-resourced place where teachers and children can work together effectively. The class teacher takes responsibility for the classroom which should be well-planned and managed with account taken of safety. The room should be laid out to encourage independence and easy access to equipment. Children should be taught to manage their equipment and expected to keep it tidy. Working Walls should encourage interaction and engagement with current learning. The teacher should ensure that a range of tools and equipment is provided and used, with particular care taken to provide books and software.

Regular access to the outdoor environment should be provided so that each class uses the outdoor areas.

Teachers are responsible for organising visits and visitors for their class in consultation with the EVC. We aim for classes to have at least one visit or extra experience per term, with care taken to ensure a variety of experiences across the arts, sport and the environment.