



# Flourish FEDERATION

*Believe, Achieve, Belong*



## Teaching and Learning Policy

### The Flourish Federation Vision

*To inspire everyone to flourish, grow and learn in a safe and spiritually rich environment.*

#### Built on the strong foundations of Matthew 7:24

*Everyone then who hears these words of mine and does them will be like a wise man who built his house on the rock.*

Our Federation’s vision, ethos and Christian values underpin and thread through every aspect of our work across our Federation. Our work helps us on our collective journey to achieve our vision for all in our Federation community.

This policy was ratified by Flourish Federation Governing Body on:	28 Nov 2023
This policy will be reviewed by Flourish Federation Governing Body on:  (unless earlier review is required to adhere to statutory requirements/changes in procedure)	NOV 2026
Policy Version:	V2
Signed by the Chair of Governors:	
Signed by the Executive Headteacher:	

### Our Values



## Teaching for Learning Policy – Flourish Federation

- To provide a safe, happy, healthy and friendly environment, which enables children to develop their self-esteem and decision making skills enabling them to make a positive contribution to school life and beyond
- To instil a love of learning and promote high expectations, celebrating both success and effort
- To provide an inspiring, knowledge based, engaging curriculum, with both challenge and support, in and beyond the classroom
- To work hand-in-hand with parents/carers and members of the Flourish Federation communities to maintain and develop schools of which we can all be proud.

### Guiding Principles

- Key vocabulary is taught and used
- Regular and effective feedback (verbal and written) leads to more rapid progress.
- Learning is retained when delivered through meaningful contexts.
- Reducing teacher talk increases pupil involvement.
- All learning groups are fluid.

### **This policy is designed to...**

Set out guidelines for the agreed principles and approaches which underpin teaching for learning in our Federation

Promote consistency of approach and expectations, continuity and progression in order to improve the quality of teaching for learning

Recognise, acknowledge and implement the most effective classroom practices, in order to further children's learning intellectually, spiritually, morally, socially, emotionally and physically.

### **The policy takes account of...**

The nature of our school community and the context in which teaching for learning takes place

The collective experience and expertise of both teaching and support staff

Educational research and knowledge and understanding about children and education

### **Our primary aim is delivering a high quality education to all children by providing teaching that:**

Is relevant to the needs and interests of all children giving them the opportunity to develop self-knowledge and self-esteem.

Provides children with the essential basic skills and instils a love of learning.

Promotes high expectations celebrating both success and effort.

Challenges and supports to empower all children including those with special needs and the most able.

Enables children to take ownership of their learning with the confidence to question and be independent.

Supports the family learning together.

### **Guidelines for effective Teaching for Learning**

Our planned curriculum is based on an understanding of how learning takes place and it also promotes the enjoyment of learning both information, knowledge, and skills essential for lifelong learning. Key to developments in teaching for learning at Flourish Federation is the educational research into a knowledge rich curriculum.

- Identified knowledge is to be built up through the study of the subject, in order to understand the important concepts within that subject.

- Opportunities are built into the curriculum for pupils to revisit knowledge and make links ensuring that the knowledge becomes permanent in the long term memory.
- Reading is at the heart of our curriculum and we use 'books as hooks' into their learning. These provide a platform for rich vocabulary and context.

### **At Flourish we believe that teachers teach most effectively when...**

They feel valued within the school community

They develop excellent relationships with the individuals in their class

They work as part of a mutually supportive team (whole school and Federation)

They are able to work collaboratively with colleagues, planning and evaluating together

They feel supported to take risks

They have access to high quality professional and joint professional development opportunities

They have release time out of the classroom to plan and evaluate the curriculum

They have good support from additional adults and other agencies

They are clear about their aims and share them with learners

Clear boundaries are set

They have excellent subject knowledge

They motivate, enthuse and engage learners

They develop effective relationships with parents

They have regular constructive dialogue about learning and self-assessment with individual learners

A positive, purposeful, relaxed working environment is established and maintained

### **Creating an Effective Learning Environment:**

Welcoming – All areas of the schools should be tidy, well maintained and family friendly to enable children and parents to feel welcome in our schools

Use of space - accessible, labelled resources, outdoor areas used throughout the year from Nursery to Year 6

Use of time – Children and adults are expected to be punctual and to view time as a precious and limited resource which should not be wasted

Resources – Classrooms should be well equipped with up to date and working technology

Display – Around the Schools these should showcase the learning taking place in classrooms. It should reflect a range of learning and should celebrate both the achievement and creativity of all children .

Working Walls - In classrooms these should support the current learning taking place, be referred to by staff and used by pupils. They should model 'what a good one looks like'

Calm – Classrooms and other learning areas should be calm and learning focused

### **Flourish Curriculum and Essentials in Practice for all Year groups.**

- Long term plan in place for all classes based on the National Curriculum which is broad and balanced- in curriculum drive and on the schools websites. Showing coverage of the National curriculum.
- Curriculum Narratives are in place for all subject areas - in curriculum drive and on the schools websites. These show the required vocabulary, and sequence of learning outlining how the knowledge, skills and understanding of NC objectives will be covered and progressed.
- Flourish agreed planning proformas are used for medium term plans– available in shared key stage drives.
- Class curriculum maps are produced each term and sent to parents via email and the website so parents know what their children are learning.
- Scaffolding, differentiation and lesson structure is appropriately decided according to the planned learning- this may alter on a daily basis depending on AFL.
- Range of Teaching Methods used to fit learning purpose.
- Variety of high leverage Learning Tasks planned.
- A range of differentiation strategies are used to enable all learners to succeed.

- Pre teaching is used effectively to prepare children for the learning ahead- developing independence.
- Range of groupings used according to learning allowing for collaboration Tables are set up that allow for collaboration
- Learning Objectives are Identified & Shared Learning is broken down using progressive 'I can' statements therefore allowing all children the opportunity to challenge themselves.
- All learning is modelled to pupils with clarity
- Outdoor Learning (including trips) is planned carefully to support the aims of the curriculum.
- Relevant end products for learning are planned for and displayed where- ever appropriate.
- Water intake throughout the learning day is encouraged
- Time is given to revisit the learning throughout the lesson and unit of work. This can be undertaken in a variety of low challenge, high outcome ways either in small groups or individually.
- Children are actively involved in assessment against SC individually, with peers and with adults
- High expectation of presentation and learning for all children is evident (See Appendix 1)
- Adults are actively involved in learning including carpet sessions
- All classes will have a calm area – to be used for a variety of purposes, including reflection and reading.
- Language for learning is used and encouraged
- Vocabulary is modelled and used throughout all activities.

#### **EYFS – Specific elements** (See EYFS policy for more detail)

- Assessment is used to inform planning on a daily basis
- Carpet sessions are kept to a minimum in both frequency and length
- Planned learning delivered inside (the classroom) is replicated outside using a different challenge
- Focus teaching is the key teaching tool which is pupil interest led
- Child initiated play should have limited interruptions
- Free flow learning takes place inside and outside the classroom.
- Learning is engaging and inviting and allows for open ended learning. (in & out)
- Planned daily opportunities for observations and up levelling play
- Environment is a combination of child initiated learning and playful adult led opportunities.
- Children are given opportunities to rehearse skills previously taught.

#### **Learning Experiences**

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 at either How Hill or Horstead whilst Years 6 visit a venue that links with the needs of the cohort and links to curriculum is selected. Ideally this will be in a contrasting location outside Norfolk, however this depends on costs and the needs of the cohort.

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.

## **Partnership with Parents**

### **Family learning at Flourish Federation**

We value the importance of family learning and are committed to support parents and carers to become involved in their own child's learning both at school and at home. Home school communication is an essential element of this process and we use the newsletter, meet the team, open mornings and collective worship to encourage parents and carers to get involved in their child's learning as well as utilising Star of the week to share excellent learning.

### **Home Learning / Homework**

Home Learning opportunities should be used to engage and enthuse children to learn independently and with their family. Home Learning tasks should outline the planned learning intended and give a clear deadline for completion.

Home learning should not be a chore, but children should see it as an extension of their schoolwork. There may be occasions when some tasks are more challenging or difficult than usual as homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development.

We see homework as encompassing a wide range of possibilities. The following list gives just a few examples:

- reading with a parent
- a family visit to a local museum
- finishing off work from the class
- undertaking individual research for a project at the local library
- learning number facts ( tables, number bonds )
- literacy activities both written and verbal
- being an active member of a sports club or youth organisation
- going swimming

When teachers set homework they will ensure that:

- It is always clearly related to current areas of study within the classroom.
- The task is made clear to children and matched to their abilities, especially for those pupils with special educational needs.
- Time scales for completion and submission are explicit.
- Work is marked as promptly as possible.
- Problems or difficulties encountered by children are dealt with swiftly.
- Regular completion of homework of a high standard is recognised and celebrated.
- The impact of homework upon the standards of children's attainment is monitored and included in the report to parents.
- Opportunities for the regular, formal evaluation of homework are provided for teachers, parents and children as part of the on-going consultation arrangements.
- All children will be expected to complete tasks.

### **Types and amount of homework**

We increase the amount of homework that we give the children as they move through the Federation.

Foundation stage – Reception: (approximately 1 hr each week)

- Reading daily
- Support with learning to read and write high frequency words
- Termly grid of activities (See appendix 2)

Key Stage One: (approximately 1 hr each week)

- Reading daily
- learning number bonds and times tables - as directed
- Possible learning tasks relating to literacy, maths or current topic
- Termly grid of activities (See appendix 2)

Years 3 and 4: (One and a half hours per week)

- Reading daily
- Learning times tables
- Possible learning tasks relating to literacy, maths or current topic
- Termly grid of activities (See appendix 2)

Years 5 and 6 (30 minutes a day)

- Reading daily
- Learning times tables
- At least one task / project per week relating to learning in Literacy, Maths or current Topic.
- Year 6 SATs practise tasks - Spring Term
- Termly grid of activities (See appendix 2)

Children in year 6 may be given more if it is felt it will support their learning as they approach the SATs

This is in line with DFE for KS1 and KS2 guidelines as issued in 1998.

Children who do not complete their homework may be asked to stay in to do so at the teacher's discretion.

If a child persistently does not complete homework then the teacher may contact the parents and ask to speak to them in order for school and home to work in partnership for the benefit of the child.

### **The Role of Parents**

Parents need to discuss with their children the following questions:

- When is it a good time to do any homework?
- Where is the best place for homework to be done?
- What helps concentration?
- How long should my homework take me?
- Should I ask for help with my homework, even when it is finishing work started in class?
- Who should I ask for help and how much help should I expect?

It is vital that parents display a positive attitude to homework and value its importance. It is also important for parents to recognise that it is the children's responsibility to complete the work. The boundary between what many parents see as constructive help and what children view as interference, is indistinct and can vary from day to day. Parents need to listen to the child's explanation of what they have to do and discuss the work their child is doing and whether or not help is needed plus what form this might take.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If they wish to make a formal complaint about the school homework policy or the way it is implemented; parents should put their complaint in writing as

stated in the Complaints Procedure Policy.

### Pupils with special educational needs

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

### Monitoring and Review

It is the responsibility of the governing body to agree and then monitor the school homework policy. The governing body may, at any time, request from the head teacher a report on the way homework is organised in the school.

## **Appendix 1 - Presentation Guidance**

### **Expectations for Teaching Staff**

- All handwriting which is on display for the children – on the interactive whiteboard, books, flip charts, display – should be joined, legible, consistently formed and neat.
- Children's work will be marked using the agreed feedback and assessment policy.
- When sticking work/labels/headings in books ensure they are straight and cut to size. Challenge children who do not stick work in straight or sheets that hang over the side of the page.
- If a child is away please ensure that their book is marked with 'absent' and write the short date.

### **Expectations for Children**

Use of pencils and pens:

- Pencils should be used in all maths work with the exception of correcting work which is to be done in line with the feedback and assessment policy.
- Pens should be used for all written work (not maths) as soon as possible from Year 2 onwards at the point where the head teacher judges that a pen licence has been earned.
- Only pens provided by the school must be used. No ballpoint, biros or felt pens should be used in books.

### **Expectations for Layout**

- The long date is written at the top, left-hand side of the page. Then the Learning Objective (L.O I can ...) should be in books underneath this. This can be stuck in when appropriate.
- The date must be underlined using a ruler. This can be written during soft start time
- At the start of a new piece of work, miss a line under the last piece of work, rule off and start on a new line. Don't leave a blank page.
- Miss a line under the learning objective and start at the margin.
- (DUM LUM - date, underline, miss a line, learning objective, underline, miss a line, start!)
- Leave one line between each paragraph.
- If you make a mistake, rub out or draw one neat line, using a ruler, through the mistake and start again – do not over-write.
- Write ON THE LINE to the end of the line. Do not write in the margin or go over onto the opposite page. use a hyphen if required.

## Layout in Mathematics

- The number date is written on the top, left-hand side of the page, and then the Learning Objective should be underneath this. (L.O I can...)
- All figures, this includes all mathematical signs and symbols, must be written neatly and clearly with one figure to each square. (Except the decimal point which goes on the line)
- Each calculation must be clearly numbered to distinguish it from working figures. There should be at least one clear square between each calculation, both horizontally and vertically.
- When using a vertical layout, the answer should have ruler lines above and below an answer with the operation sign to the left or right in a separate column.
- Calculations which involve exchanging should see the relevant digit written smaller than usual.
- Number formation modelled and corrected.

## Appendix 2

### R / year 1 / year 2 example

<b><u>Do this first!</u></b> <b>Make a Happiness Box</b> - put things that make you happy in a decorated shoe box to keep safe and look at when you're feeling down.	<b>Write your name in an exciting way (e.g. in big chalk letters on your patio, in flour on your kitchen surface!)</b>	<b>Wipe the table after dinner and put away the dishes.</b>	<b>Act out your favourite story with your adult/brother/sister. Put on a show for the rest of your family!</b>	<b>Go on a walk and collect as many pine cones as you can! Count how many you found.</b>
Signed & date:	Signed & date:	Signed & date:	Signed & date:	Signed & date:
<b>Fold some freshly washed towels as neatly as you can.</b>	<b>Paint an autumn picture with lots of lovely autumn colours.</b>	<b>Make a junk model of your house.</b>	<b>Take some photos of your family. Get them to do silly poses!</b>	<b>Choose a recipe and bake cookies with a grown up.</b>
Signed & date:	Signed & date:	Signed & date:	Signed & date:	Signed & date:
<b>Practise tying your shoelaces, or use string/ribbons</b>	<b>Sweep up the leaves that have fallen in your garden/driveway.</b>	<b>Help your adult take the rubbish out. Make sure your recycling is put in the right bin!</b>	<b>Try something new to eat you haven't tried before!</b>	<b>Learn how to say "Hello and Goodbye" in a foreign language of your choice.</b>
Signed & date:	Signed & date:	Signed & date:	Signed & date:	Signed & date:

### Year 3 / 4 example

<b>Take some photos of your family.</b> - get them to do silly poses!	<b>Use a rake to sweep the autumn leaves away in your garden -</b>	<b>Peel carrots or potatoes</b>	<b>Learn to say "hello and Goodbye" in 3 different languages (not the ones we</b>	<b>Make cheese on toast</b>
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			<b>already use for the register!)</b>	
Signed & date:	Signed & date:	Signed & date:	Signed & date:	Signed & date:
<b>Prepare a meal for the slow cooker</b> <i>(feel free to use an alternative if no slow cooker available!)</i>	<b>Polish/clean the door handles in the house</b>	<b>Create Christmas cards and send them to people in your community/ village</b>	<b>Set the table every day for a week - without being asked!</b>	<b>Learn to tie a knot (you choose which type!)</b>
Signed & date:	Signed & date:	Signed & date:	Signed & date:	Signed & date:
<b>Create an animal shelter (using any resources you like)</b>	<b>Play a board game as a family - you could make up your own as a challenge!</b>	<b>Hoover once a week for 3 weeks in a row!</b>	<b>Research and write down facts about something you would like to find out about</b>	<b>Design and make your own Christmas Decorations</b>
Signed & date:	Signed & date:	Signed & date:	Signed & date:	Signed & date:

#### Year 5 / 6 example

<b><u>Do this first!</u></b> <b>Make a Happiness Box</b> - put things that make you happy in a decorated shoe box to keep safe and look at when you're feeling down.	<b>Make a pizza from scratch</b>	<b>Make an 'I Owe You' coupon book for a family member, i.e. I owe you a hug, I owe you reading a story, I owe you breakfast in bed.</b>	<b>Learn to say "hello", "how are you?", "thank you" and "goodbye" in 3 different languages</b>	<b>Keep a picture diary of the phases of the moon for 28 days</b> (present to your family what you notice)
Signed & date:	Signed & date:	Signed & date:	Signed & date:	Signed & date:
<b>Clean the windows in your house</b>	<b>Make a winter soup</b>	<b>Make a family tree - how many generations can you go back?</b>	<b>Create an Andy Goldsworthy style piece of art using Autumn leaves - take a picture of it</b>	<b>Drop off a kindness box with goodies to someone's house</b>
Signed & date:	Signed & date:	Signed & date:	Signed & date:	Signed & date:
<b>Do 3 loads of washing</b> (learn how to use the washing machine)	<b>Up-cycle something, i.e. a tin can into a pencil pot, or re-paint / re-model a photo frame</b>	<b>Design and make your own Halloween costume</b>	<b>Organise and host a weekly games night with your family for 4 weeks, i.e. board games, quizzes, card games</b>	<b>Make a snow globe from an empty jam jar to give to someone as a gift</b>
Signed & date:	Signed & date:	Signed & date:	Signed & date:	Signed & date: