



Carleton Rode & Forncett St. Peter CEVA Primary Federation



Carleton Rode and Forncett C.E.V.A. Primary Schools' ethos is founded on the belief that we should love our neighbour as we love ourselves and show this by treating others as we would like to be treated.

Teaching & Learning Policy

Formally adopted by the Governing Board of:-	Carleton Rode & Forncett St. Peter CEVA Primary Federation
On:-	5.10.20
Chair of Governors:-	Kirsty Byrne
Review due:-	October 2021
Signed by Chair of Governors	Date 5.10.20
K Byrne	
Signed by Executive Head	Date 5.10.20
J Jones	

Introduction:

In our federation, we believe in lifelong learning and that both adults and children can learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to become happy, well adjusted adults.

Carleton Rode and Forncett are both Church of England Schools, but it is acknowledged that we also serve our local communities as their village school. We believe in a core set of Christian values that permeate through the curriculum, worship and life of the school such as kindness and respect. Although these are recognised Christian values, we believe that they are also values which can be upheld by everyone in our school communities regardless of their own personal belief, non-belief or background. In the same way, we believe that the foundation on which our ethos is built – that we should ‘love our neighbour as we love ourselves by treating others as we would like to be treated’, is a golden rule, common to all faiths and non-faith communities.

Aims and Objectives:

We believe that people learn best when they are happy and settled. In our schools we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- Enable children to become happy, confident, resourceful, enquiring and independent learners;
- Foster children’s self-esteem and help them to build positive relationships with other people;
- Enable children to develop good mental health and wellbeing
- Develop children’s self respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- Enable children to understand their community and help them feel valued as part of this community;
- Help children to grow into reliable, independent and positive citizens who have a good understanding of British values.

Effective Learning:

When planning learning, we aim to provide our children with a range of experiences and delivery styles and this includes:

- Investigation and problem solving
- Research and enquiry based learning
- Group work, paired work, independent work & whole-class work
- Asking and answering quality questions
- Use of ICT
- Fieldwork and visits to places of educational interest
- Creative activities including drama, design and making etc.
- Watching and responding to a range of media materials
- Debates, role plays and oral presentations
- Participation in athletic or physical activities
- Intervention support, mostly bespoke planned or needs based ‘clinics’
- Peer to peer learning & support

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – we encourage them to identify what helps them learn and what makes it difficult for them to learn. We help the children to make connections with previous knowledge. We believe that learning involves taking risks. We encourage children to offer their own ideas and help them to see their mistakes as opportunities to clarify new learning and not as failing to succeed. The school has adopted a ‘thinking with a growth mindset’ approach to teaching and learning, believing that every individual has the ability to grow their abilities, skills and intelligence through good teaching, hard work, determination and practise.

Effective Teaching:

When teaching, we focus on engaging and motivating the children and building their skills, knowledge and understanding of the whole curriculum. We use the National Curriculum and the school’s long term curriculum plans to guide our teaching. These are broken down into medium term plans which set out the aims, objectives and values of the school and detail what is to be taught to each year group.

We base our teaching plans on our assessments of what the children need to learn next to progress. Our prime focus is to further develop the skills and knowledge of every child from this starting point. We strive to ensure that all tasks set are appropriate to age-related expectations and provide an appropriate level of challenge and support.

We set targets for all children and we share these with children and their parents and carers. We review the progress of each child regularly throughout the academic year and revise targets and provision as often as necessary.

When planning work for children with special educational needs and disabilities we give due regard to information and targets contained in the children’s Individual Education Plans (IEPs) or pupil provision or personal education plans (PEPs). Children in receipt of Pupil Premium, EAL, or who are LAC, previously LAC or more-able are also planned for to ensure their rate of progress is maximised and any gaps in performance are addressed. We have high expectations of all our children and we aim for their work here at Fornsett to be of a high standard.

Planning

We plan our lessons with clear learning objectives and outcomes in mind. We take these objectives from the National Curriculum. Our lesson plans contain information about the learning objective, the tasks to be set, the resources needed, and the way in which we will assess the children’s work and know if they have achieved the desired outcome. We use success criteria widely and give children opportunities to generate their own wherever possible which gives greater ownership and higher levels of engagement. We tell the children how much time they have to complete tasks and expect them to complete them. We evaluate lessons so that we can modify and improve our teaching and plan for future learning.

Remote Learning

We have developed a robust remote learning plan for children so that they are able to learn at home, should this be necessary, so long as they are well. Children who are at home due to unprecedented circumstances such as the Covid-19 pandemic, will have access to high quality learning materials which will follow their school’s planning documents closely. This will ensure they cover the same learning objectives as they would have done had they been in class. The plan allows for children who do, and do not, have access to the internet or devices as well as those who do. Children learning remotely will receive instruction, teaching, feedback and support from their teachers. Parents and carers will know what is expected, how to get help and support and when learning needs to be completed by.

Assessment (for more information in detail, see our separate assessment policy)

We have adopted the evidence-based Assessment for Learning (AfL) approach championed by Shirley Clarke and John Hattie across our federation. We use a variety of formative assessment for learning strategies which inform children's next steps and the teacher's planning in order to raise achievement. Children are involved in their assessment and have many opportunities to give learning feedback to staff. We feedback to them in turn with comments that support further learning, correction or improvement linked to the learning objective and success criteria. We use observations of children, their written and verbal responses and performance in tasks, checks and tests to assess them. We analyse summative assessments to add to teacher assessment knowledge and inform our improvement priorities.

Relationships and Behaviour

All our teachers and support staff establish strong, positive and effective working relationships with the children. We treat the children with kindness and respect. We treat them fairly and give them equal opportunities to participate in class activities. All our teachers follow federation policy with regard to behaviour, discipline and classroom management. We set and agree with children the class code of conduct at the start of each academic year. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour and anti-bullying policy.

Safety

We ensure that all tasks and activities involving the children are safe. When we plan to take children out of either school, we follow the guidance given by Norfolk LA's Health & Safety advisor, the Primary Code of Practice and the DfE. At the start of each academic year we seek permission (although we recognise that this is not always required by law), from parents and carers to take their children on local or regular trips which are risk assessed. Please refer to our Educational Visits policy for further information.

Support Staff and Volunteers

We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work in small groups or support with the majority while the teacher works with a small group. They have opportunities to work with the widest range of pupils. Our adult volunteer helpers also assist with learning support such as hearing readers as well as the preparation and storage of classroom equipment.

Learning Environment

Our classrooms are attractive learning environments which reflect our high aspirations and place an emphasis on supporting learning. We change displays regularly to ensure that the classroom reflects the topics studied. We ensure that all children have the opportunity to celebrate and display their work at some time during the year. We use learning walls to help children develop an overview of their learning journey in a topic. There is a range of dictionaries, fiction and non-fiction books, as well as 'self-help' displays relating to English and maths. We believe that a stimulating, well organised environment sets the climate for learning standards and promotes the independent use of resources.

Healthy Development

We ensure the children's physiological and psychological state is cared for by planning a variety of activities which support physical and mental health and wellbeing. We ensure drinking water is available at all times and encourage children to eat breakfast before school,

bring healthy snacks of fruit and vegetables for playtimes and enjoy a healthy lunch. Children take part in a daily physical activity such as the daily run, in addition to their quality PE sessions and outdoor areas are designed to give the children a stimulating and pleasant environment with lots to do to keep active at play and lunch breaks. Our school's Values, our PHSE and SMSC curriculums combine to provide children with the tools they need to build resilience and good mental health and wellbeing. We have in-school pastoral support available for individual children in need and refer on to external support if required.

Continuous Professional Development (CPD)

All our teachers are given time to reflect on their strengths and areas for development and we plan for their professional development needs accordingly. We do all we can to support our teachers and TAs in developing their skills, so that they can continually improve their practice and share their areas of expertise. We network widely with other schools to share best practice.

We conduct all our teaching and learning in an atmosphere of trust and respect for all.

The Role of Governors:

Our governors determine, support, monitor and review the federation's policy on teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that both school buildings and premises are best used to support successful teaching and learning
- Monitor teaching and learning strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment and achievement
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of each school's teaching and learning policies through the school self-review process. These include reports from subject leaders and executive headteacher's reports to governors as well as a review of the in-service training sessions attended by the staff.

The Role of Parents and Carers:

We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning by:

- Holding parent & carers' consultations, open evenings and curriculum information sessions to explain our school strategies for teaching literacy, numeracy and health education.
- Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school.
- Sending annual reports to parents in which we explain progress made by each child which indicate how the child can improve further.
- Explaining to parents and carers how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
- Inviting parents and carers into school to act as a learning resource such as learning about their job, talents or their passions so as to motivate and interest the children further in a subject and help develop career aspiration.

We believe that parents have the responsibility to support their children and their school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible

- Ensure that their child is equipped for school with the correct sensible clothes, footwear and named PE kit
- Do their best to keep their child fit and healthy to attend school
- Inform the school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Fulfil the requirements set out in the home/school agreement.

Monitoring and Review:

We are aware of the need to review the teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

The quality of teaching and learning at Forncett will be linked to the SIDP and monitored by

- Observation by executive headteacher, senior teachers, senior colleagues/advisers/improvement partners and subject leaders
- Regular work scrutiny
- Moderation of work within both schools and within their clusters
- Data analysis
- Learning walks including looking at the learning environment
- Talking to children
- Focused discussion with colleagues
- Governor monitoring visits

We will review our policy annually.

Appendix 1

Code of practice for lesson observations

There are two types of lesson observations in our federation

- 1 Formal observation/formal learning walk
 - Linked to the School Improvement Development Plan, Performance Management or core subjects
 - At least two week's notice to be given to staff for any formal observation (unless mutually agreed this may be different).
 - Made by Adviser, Executive Headteacher, Subject Leaders and improvement partner or a governor monitoring visit following the agreed procedure
 - The focus of the lesson will be discussed prior to observation
 - Feedback is always given, brief oral feedback as soon as practical after the observation and a written record shared in full after is considered best practice.
 - Details of lesson observation confidential to teacher/ TA observed, observer, Adviser, H/T or improvement partner
 - Copy of observation sheet held by teacher/TA and HT

- 2 Informal observation
 - General learning walks or drop-ins by head/senior teacher or subject leader
 - No notice given
 - Feedback given if asked for or if there are any issues that need to be addressed (usually oral) but normally feedback is presented to whole staff as general findings/trends/patterns found across the school