



The Federation of The Downs & Northbourne Church of England Primary Schools



Teaching and learning policy

School Mission Statement Federation of The Downs and Northbourne CEP Schools

Mission Statement

"...if you have faith as small as a mustard seed...nothing will be impossible."
(Matthew: 17 v20)

VISION STATEMENT:

Our vision for the Federation of The Downs and Northbourne CEP Schools is to put *God* and *Family* at the heart of all we do. As a *nurturing* community, we use the parable of The Mustard Seed *"...if you have faith as small as a mustard seed...nothing will be impossible."* (Matthew: 17 v20) This guides the way we value and treat all members of our school community. Through our pastoral care and our rich curriculum experiences we provide a safe and dynamic learning environment which all can flourish.

To grow in: Faith, Love, Compassion, Kindness, Respect & Forgiveness

Our six Christian Values are at the heart of our vision. Every day we aspire to grow in **Faith, Love, Compassion, Kindness, Respect and Forgiveness**, so that our school family may experience the joy and hope of **"life in all its fullness"** (John: 10 v10)

Reviewed every two years

Reviewed September 2020	Next Review			
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Teaching and Learning Policy

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At the Federation of The Downs and Northbourne CEP Schools, learning is seen as the acquisition of knowledge, skills, attitudes and understanding. For this to be effective it must be enjoyable and based on co-operation and respect. Learning is achieved through a wide range of teaching routines, strategies and activities.

This policy underpins all other curriculum policy statements and is read within the context of the Christian values and teachings of our Federation.

The following is our minimum standards and Federation promise:

Quality first teaching:

- High expectations of what children can do
- Excellent subject knowledge of all staff
- Clear focus on what learning is to take place, understand impact of learning and shared with children
- All conversations and questions will challenge the children's thinking
- Fun, dynamic teaching which motivates and inspires children to want to learn more
- Experiential and hands on learning activities with a focus on real life learning
- Modelling and reflection opportunities
- Organised but flexible and adaptable staff able to respond to learning opportunities
- Provides children with opportunities to discover and investigate
- All lessons start in a timely manner and end in an orderly way

Learning environment:

- Welcoming for all – children met each morning by the adults in the classroom
- Stimulating, challenging, interesting, supportive, happy and calm environment
- Range of subject displays (in and around school) to support and celebrate learning – mix of children's work, informative, interactive, scaffolded, working walls, language through colour, on-line safety posters, Christian values and learning values clearly visible, variety of scripts used, neatly presented/maintained and changed regularly
- A culture of celebrating children's achievements
- Differentiated resources, ICT and support staff used effectively
- Clear and consistent routines and organisation of the classroom
- Children engaged in their learning and take ownership of their next steps
- Children take pride in their learning areas and are given responsibilities throughout the day
- High well-being and involvement
- Environment encourages our learning values of independence, inquisitiveness, collaboration, communication, resilience and emotional intelligence
- Regularly invite parents in to work alongside their child on an activity, celebrate successes or present work/performance to them

Planning and assessment:

- Clear and informative planning which shows WALT and success criteria to be achieved (linked to ELG/NC/Learning values with key vocab/questions, H&S, ICT, cross curricular, differentiation, use of adults identified)
- All staff understand and use the principles of assessment for learning
- Children understand learning intention and assist in the development of the success criteria
- Effective on-going assessment that is obvious, clear and meaningful
- Appropriate pitched activities for all levels of ability and interests of children
- On-going assessment involving the children so they are fully aware of achievements and goals
- Regular formal assessments to take place every term and targets to be communicated to children
- All staff to use formative and summative assessment to inform their planning and teaching
- Plans made available for and discussed with TA's
- Challenge feedback to be used – verbal, scaffolded, closed and open ended
- Self and peer marking are also to be used regularly
- Time to be given for children to respond to feedback
- Regular moderation across teams, subjects and within collaboration

Presentation:

- Every piece of work to be dated (long and short format should be regularly used)
- From term 6 in year 2 all work should have a title/WALT (underlined)
- Pencils or handwriting pens (pen licence from year 3) only to be used in books
- Colouring pencils can be used in books
- Worksheets stuck in straight, trimmed to fit
- No doodling in or on any exercise book
- All mistakes to be corrected with a straight single line (rubbers should be used sparingly)
- Underline the last piece of work before starting a new piece
- Cursive handwriting to be used by all and effectively modelled by staff

Behaviour

- Care, courtesy and consideration by all
- Consistent behaviour management by all staff
- Classroom rules developed by the children with their teacher
- Frequent praise: strong and valued reward system evident and displayed
- Good role models – motivational and enthusiastic staff
- Relationships between staff and children built on mutual respect and trust
- Children to wear school uniform including school sweatshirt and black school shoes
- Children to have PE kit in school with house t-shirt
- Staff to dress professionally

Home learning:

- Home learning is given to pupils at the beginning of each theme.
- The home learning is designed to be accessible by all and intended to enhance the learning of the theme.
- The home learning will cover the breadth of the national curriculum.
- Parents and carers will be advised that reading should still happen on a daily basis and that our VLP provides the children access to current maths learning.
- Families are also provided with a series of activities to complete before the child is 11¾. These are designed to enhance life experiences and promote speaking, listening and questioning.

The Curriculum

Our role as a Federation is to give all our pupils the best possible education, to raise standards and improve learning for all our pupils regardless of ability, ethnicity, gender, faith or disability.

Core Values:

Our teaching and learning is underpinned by our Curriculum and Christian Values as listed in the table below:

We want to develop learners who are:	As Christians we want to develop learners who are:
Communicative Independent Collaborative Inquisitive Resilient Emotionally intelligent	Respectful Loving Faithful Compassionate Kind Forgiving

What do we teach?

The Federation of The Downs and Northbourne CEP Schools follows the National Curriculum in years 1-6 and the Early Years Curriculum for reception.

We have a theme based approach to teaching. This means that we can provide many opportunities for cross curricular links increasing children's breadth and depth of learning. There will be some subjects that may be taught independent of the current theme such as RE and PSHE. However, we try to encompass as much as we can within the main theme.

The curriculum has been designed by staff and children to ensure that we have a good progression of skills from year R to year 6. For example, children will have the opportunity to be geographers and use maths skills, be historians and use artistic skills.

Our curriculum is organised into three themes:

Wonderful world
Horrible histories
Blank canvas

All classes from Reception to Year 6 study within the same theme at the same time. This allows for a Federation wide sharing of learning and means pupils in different year groups can discuss their work and learning. There are also opportunities for cross year group mini projects (or rotations) within the theme.

A long term plan for learning across these three themes supports teachers in their planning and ensures that national curriculum requirements are met. The curriculum leads have planned the skill progression for their subject and support staff in the implementation of this.

How do we teach?

All our teachers in the Federation teach in a way which is clear and focussed and aimed at best meeting the needs of all our pupils. We take full advantage of living in an historical seaside town and our proximity to many other towns and cities of interest. Effort is made to link these localities into our themes as much as possible. We encourage the children to help plan the theme. All of this helps to make our learning real and relevant to all our pupils.

Teachers use our core expectation document to ensure that their provision meets the requirements for each subject that we have agreed upon.

English – this includes reading, writing, handwriting, the study of our language and literature, spelling, punctuation, grammar and speaking and listening (see relevant year group on website for a more detailed overview).

As described in the National Curriculum, the overarching aim for the Federation is to promote high standards of language and English by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Pupils are taught to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Reading

Intention: Reading is a valued part of our curriculum. Through the immersion in rich literature children will become confident, enthusiastic readers who share a love of reading and have an awareness of different genres

Implementation:

All classes have daily DEAR (Drop Everything And Read) time. There are opportunities also for small groups of readers to share a book and for adults to work with individual pupils. We also use groups of children trained as Reliable Readers for peer to peer support during DEAR time. Pupils read from books at their own level on a daily basis both at home and in school.

Guided reading sessions help with comprehension, develop higher order reading skills and allow children to be exposed to literature that will help improve their writing. They also explore using dictionary skills to explore the meaning of new words.

Pupils develop their independence and confidence with reading by choosing their own reading material to take home and share with their families. The books in our scheme are grouped into different coloured bands which increase in complexity. Each band has a wide range of interesting and challenging literature, poetry and non-fiction to help expand vocabulary and increase comprehension. Parents are encouraged to listen to their child read on a daily basis and to question the pupil's about what they have read.

We are a Better Reading Partnership Federation. This programme is a short term catch up intervention to support those pupils who struggle with their reading and writing.

Writing

Intention: We aspire for our children to craft a variety of different types of writing suitable for a range of different purposes and audiences. Within their writing, we also expect children to demonstrate their understanding of age appropriate grammatical elements, spelling and handwriting.

Children should be able 'think like authors' and edit their own work as well as that of their peers.

Implementation:

Pupils have access to a wide range of writing opportunities that include: shared writing; guided writing; independent writing; skills sessions -spelling, grammar and punctuation (SPaG); different texts and styles; writing in different curriculum areas; handwriting, collaborative writing, related to their own experiences and writing from stimuli such as drama, video, photography. They are given opportunities to talk about their work, analyse, plan, draft, revise and edit their work.

Speaking listening and performing opportunities are provided for all pupils throughout the curriculum, in school performances and in assemblies.

Spelling

Phonics is the system of learning to read by sounds. Across the Federation we use Letters and Sounds and Support for Spelling to teach phonics. Through the daily teaching of synthetic phonics, pupils are taught a balanced programme which develops their understanding of the alphabetic code, the phonemes of the English Language and their corresponding graphemes and skills in segmenting for spelling and blending for reading. (see spelling progression document for more information).

Handwriting

Cursive handwriting is taught from reception and the children are introduced to each letter according to the comparable groups of letters (see handwriting scheme). Teachers provide regular opportunities to practise and improve handwriting and encourage fluent legible cursive style from early on. Staff model this expectation and it can be found on displays in and around the school.

Mathematics

Intention: Children will understand what expected and greater depth look like when engaging with high quality resources and teaching. Children will be able to effectively use the skills of representation/structure, variation, coherence, mathematical thinking and fluency.

Implementation:

Our Federation teaches all aspects of Mathematics in the New National Curriculum through a range of strategies including the objectives in the Federation year group planning document (see relevant year group on website) and our calculations policy. We also use White Rose and Power Maths as year group guides.

We aim to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Science

Intention: We will enable our children to have a strong understanding of the world around them specific skills and knowledge, to think scientifically, to gain an understanding of scientific processes, to gain an understanding of the uses and implications of Science, today and for the future.

Implementation:

Our Federation covers all aspects of Science in the New National Curriculum using the Andrew Berry Scheme of work and other appropriate resources which includes:

- developing scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics developing understanding of the nature, processes and methods of science through different types of science enquiries that help pupils to answer scientific questions about the world around them equipping pupils with the scientific knowledge required to understand the uses and implications of science, today and for the future.
- life and living processes (humans, animals, nature, evolution), materials and their properties (exploring materials like wood, plastic, metal, studying the earth, chemical changes), physical processes (forces, energy, light and sound, electricity and magnetism, the Earth in space), and scientific investigation.

Computing

Intention: Every pupil, irrespective of needs, is able to become independent in their use of computing across the 3 strands: Computer Science, Digital Literacy and Information Technology.

To follow a sequenced curriculum to enable the revisiting of core knowledge, skills and understanding.

Implementation:

Our curriculum includes computer work in logical reasoning, designing and writing programs, algorithms, word processing, data collection and handling, programming and controlling machines, using the internet and studying the uses of computers in our world. Computing has two distinct aspects: the skills needed to understand and operate computers and other technology; and the practice of using computers and other technology to support children's learning across all the subjects of the curriculum. So, when children have learned one of the computer skills, they may practise it in an English or History lesson. In this way, Computing is integrated into all aspects of the curriculum. Computing is also the use of other technologies which can be used to communicate in a variety of ways (i.e. sound recording, video etc.)

Religious Education

Intention: For our children to be immersed in learning that helps them to understand and question their own and other's beliefs.

Implementation:

Our curriculum is broadly Christian in content, but includes other religions represented in our society together with customs and rituals and religious people. It occupies a special place in the curriculum where it has an important role in reflecting and conveying the distinctively Christian character of our Federation. The whole Federation studies aspects of the Christian religion every year.

Our Federation bases its Scheme of work on the Kent Agreed Syllabus and understanding Christianity resource. A variety of teaching styles are used to make Religious Education a lively and active subject. This could include art, music, discussion, the development of thinking skills, drama, use of artefacts, pictures, stories and the use of stillness and

reflection. We also encourage engagement with other local faith communities through visits to places of worship or visits from members of these fellowships.

Through Religious Education and our Christian values we aim to explore faith in action, develop an understanding of the Bible, use reflection and Big Questions to think in a theological way, affirm and challenge one's own beliefs and values, develop as unique individuals, investigate the beliefs and practices of others and enter into thoughtful and comparative dialogue, become active members of our local community and develop a sense of awe, mystery and wonder.

Collective Worship – Our school has daily acts of collective worship during assembly time. If parents wish to withdraw their child from collective worship and/or Religious Education lessons, we need a request in writing. Children who are withdrawn will be given alternative work to do, in an area close to the classroom, where they can be supervised.

Our collective worship is built around our weekly assembly themes, linked to our Christian values, learning values and curriculum themes.

The Head teacher, teaching staff and clergy from our local churches take these assemblies on a rota basis. Staff attend whole school assembly on a Monday and parents are invited to celebration assemblies.

Music

Intention: To deliver a broad Music curriculum for KS1 and KS2 which covers the National Curriculum areas for Music. Our children will develop understanding of the major elements of music (eg timbre, tempo, structure etc) and have opportunity for these to be used in practical activities. The curriculum will be accessible for all and will aim to foster an enjoyment in performing for the children.

Implementation:

Our curriculum includes listening, appreciating and appraising, composing and performing. Pupils are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds as part of an aural memory.

In addition to the regular music teaching and experiences offered in class, some children can learn to play a musical instrument. They are taught by a variety of peripatetic teachers sourced by the Music Subject Leader. A charge is made for this service. For further details please contact our school office.

In addition to this at Northbourne children have violin lessons in Y5 and Y6; The Downs learn the recorder and ocarina.

Singing lessons for all children take place weekly and all children have the opportunity to express themselves vocally at school performances and carol services. There is an active choir for Years 3-6 at The Downs.

Physical Education

Intention: For our children to foster an enjoyment in participating in physical activity and sport whilst developing and exploring physical skills with increasing control and coordination. We aim to promote emotional development, develop self-esteem, self-confidence, perseverance and determination.

Implementation:

The Federation recognises the values that a high quality PE and school sports curriculum gives pupils. Our Federation promotes collaboration, resilience and personal health and fitness in a fun, encouraging environment.

Our children are inspired to improve their fitness and stamina in school and in local clubs, which promotes physical development and growth. They have an understanding of competition, coping with success and failure, and a greater understanding of teamwork. Our children also develop leadership and communication skills together with self-esteem and self-confidence.

These principles foster a lifelong understanding of the benefits and importance of regular physical activity.

We do this by following Greenacre Sports scheme of work which develops a progression of skills (see PE scheme of work):

In lower school, pupils are taught to develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others in gymnastics, games (individually and in teams) dance and athletics. We develop their ability to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

As we move through middle and upper school, pupils continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement (including swimming, and outdoor and adventurous activities).

Pupils are taught to communicate, collaborate and compete with each other. We are determined to help them to develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success.

Swimming - we offer a series of lessons to designated year groups, to help them achieve the requirements (25 metres with a recognised stroke) in the National Curriculum for PE. As we have no swimming pool on site, we use the pool at Tides; and parents are asked to contribute to the costs of pool hire and instructors (see charging policy).

Design Technology

Intention: Design and Technology will be fully inclusive and enjoyable for every child. We aim is to fulfil the requirements of the National Curriculum by providing a broad and balanced curriculum, ensuring a progressive development of knowledge and skills, learning how to take risks, being resourceful and following the design process by researching, designing and evaluating.

Implementation:

Our curriculum includes designing; planning and making, testing (evaluating) and modifying, use of tools, safety, and studying the uses of technology in our world. Pupils develop their skills and learn the safe use of tools and equipment by undertaking a range of practical tasks, such as making products, maintenance or cooking. Pupils are taught about the major components of a balanced diet and how ingredients can be combined to prepare healthy meals. In KS2 They are taught basic cooking techniques and how to cook a variety of savoury dishes.

Geography

Intention: Our Geography curriculum is taught across all year groups to encourage children's curiosity, to explore the world we live in and its people to ignite a love of learning. We intend to develop and extend children's geographical knowledge and skills through studying places, people and natural and human environments.

Implementation:

Our curriculum includes studies of places, physical geography, human geography, and environmental geography. Pupils develop their knowledge about the world, the United Kingdom, Kent and Deal. As they work their way through the school, the children extend their knowledge and understanding beyond Deal and the United Kingdom to include Europe, North and South America. Some of our thematic curriculum will allow us to explore other areas in the world. This includes the location and characteristics of a range of the world's most significant human and physical features.

History

Intention: We will engage pupils in investigating questions about people and events in the past in order to better understand their lives today. Children will develop a wide range of critical thinking skills to enable them to analyse information from the past through explicit history lessons. We will teach a logical, broad and balanced curriculum to include personal history, British history, ancient civilisations and topics covering continuity and change.

Implementation:

Our curriculum includes studies of different periods in our history (including that of Deal), to gain knowledge and understanding, the history of other cultures, to assist in interpreting history, and the study of old things, to understand the use of historical sources. Pupils begin to develop an awareness of the past and the ways in which it is similar to and different from the present. They are taught to understand the key features of a range of different events and historical periods. Pupils learn key dates, events and significant individuals. They are taught about the ancient civilisations and the essential chronology of Britain's history. We begin to help pupils to understand that history takes many forms, including cultural, economic, military, political, religious and social history.

Art and Design

Intention: Art and Design will be fully inclusive to every child. Art and design will enable children to express themselves in a creative, imaginative manner and through exploration with individuality and creativeness flowing through everything they do. Children should foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers, Children are expected to be reflective and evaluate their work.

Implementation:

Our curriculum includes the study of many different art and craft techniques, working in different media, famous artists and their work. Pupils are taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design. They are encouraged to describe differences and similarities between different practices and disciplines and make links to their own work.

Languages

Intention: We will ensure that the profile of French amongst pupils is high and that children to aspire to high engagement, achievement and enthusiasm for language learning.

Implementation:

Our curriculum includes an appropriate balance of spoken and written language and lays the

foundations for further foreign language teaching at Key Stage 3. We enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Personal, Social and Health Education (PSHE)

Intention: All pupil will be able to improve on their communication skills, including talking about theirs and other's emotions, thoughts, and actions. Pupils will gain a greater understanding of themselves and the world around them and will understand mental health issues, both for others and themselves. All pupils will understand that everyone is unique and individual.

Implementation:

The Federation policy is to deliver PSHE both through the main curriculum subjects and through a separate scheme of work – JIGSAW.

JIGSAW is also underpinned through the practice of mindfulness.

This curriculum resource aims to develop and underpin the qualities and skills that help promote positive behaviour and effective learning.

It focuses on resilience, mental health, emotional literacy, social and employability skills, British values and spiritual development (SMSC) as well as Inclusive Relationship and Sex Education.

Environmental Education

Pupils are taught to have respect for the environment through various opportunities linked to our Forest School work at Northbourne and through our thematic curriculum.

Teaching Groups

Within all curriculum areas, groups are often organised by ability to make it possible for the children to work at a suitable pace but sometimes mixed ability and friendship groups are arranged to promote co-operative work.

There will be a mixture of individual work, small group teaching, and whole class teaching – teachers will choose the most appropriate way of delivering each aspect of the curriculum. The children will be expected to work in many different ways - writing, speaking, doing practical activities, finding out information, discussing, and reading. Explanation, observation, assessment, constructive criticism and above all, support and encouragement, are the means used to help the children to achieve.

All children are taught to develop their understanding of learning by using 'Talk Partners' at regular intervals in all lessons.

Classroom Support (Teaching Assistants)

Teaching Assistants are deployed to meet the learning needs of individuals and groups – the allocation of this time should be based around a 'provision map' of pupils' needs. The aim of our use of support staff is to maximise the impact upon learning.

Special Educational Needs

Some children will have specific needs related to their education. They may learn more slowly than most of their class. Teachers in the Federation will give work to children which is appropriate to their learning capability; stretching children who learn quickly, and supporting children who need extra time or help. The basic skills of reading, writing and number work are our priority, especially for children who need extra help.

In all cases, teachers will inform parents if they have a concern about a child's lack of progress, and discuss the situation with them. This will be conducted through agreed school systems. It may be that the child will be placed on our Special Educational Needs record and

work to a 'School Support Stage' Plan (see below). We will always endeavour to maintain excellent communication with parents.

All schools must follow procedures from the New Code of Practice for the Education of Children with Special Educational Needs (2014). The Code of Practice advocates a graduated response to meeting pupils' needs at an appropriate level

Learning Support for Able and Less Able Pupils

We recognise that all pupils are individuals and have their own needs. Some pupils require support in addition to that provided for everyone. Their needs may arise from, exceptional ability, physical or sensory difficulties or specific learning difficulties.

When concerns are first highlighted teachers complete a 'Cause for Concern' form which is forwarded to the SENCo – advice and support will be returned to the teacher. In time it may be necessary to take some additional or different action to enable the pupil to learn more effectively.

At this point the pupil may be placed on the SEN record at School Support Stage. Strategies and targets at an appropriate level are then agreed and listed on a Support Plan.

In a very small minority of cases, children demonstrate such significant difficulties that an EHC Plan (Education, Health and Care Plan) is made – if pupils have complex needs across all three areas. This process involves the Educational Psychologist and the Local Authority. When possible, we provide from the school budget, a small amount of additional teaching time for selected children. Extra support is used for one to one teaching or small group work as well as support work within the class. Teaching Assistants also contribute to this support structure.

The Special Educational Needs Co-ordinator liaises with parents, teachers and support agencies when planning how to address individual pupils' needs. Parents who have any concerns about their child's progress in school should, in the first instance, discuss them with the class teacher, who will Monitor the situation and involve others as necessary (see separate SEND policy for more comprehensive information)

Curriculum Responsibility

All curriculum areas have a teacher who is responsible for monitoring teaching and learning. Our curriculum areas are grouped into one of five teams:

- Understanding English, Communication and Language – Reading, Writing, Speaking and
- Listening and French
- Mathematical, Scientific and Technological Understanding – Maths, Computing, Science,
- Forest School
- Historical, Geographical and Social Understanding – History, Geography, RE
- Understanding Physical Development, Health and Wellbeing - PE, PSHE, Healthy schools, Ecoschool and travel plan
- Understanding the Arts – Art, Design Technology, Music and Display

Planning

Planning is completed in three stages:

Long term planning – from our thematic plan staff will plan an overview of curriculum coverage for the year ahead making as many cross curricular links as they can

Medium Term planning – this gives a more detailed overview of coverage ensuring that a range of objectives are covered for all the subjects

Short term planning – focuses on day to day teaching and assessment which responds to the needs of the children and what the next steps in learning need to be. Teachers share objectives and success criteria with the children in every lesson.

Assessment

Assessment and the tracking of progress are the key elements in ensuring appropriate provision for pupils in teachers' planning.

Our approach to assessment

Assessment is integral to high quality teaching and learning and underpinned by our Christian Values.

It helps us to ensure that our teaching is appropriate and that learners are making expected progress

All staff are regularly trained in our approach to assessment.

We have a senior leader who is responsible for assessment.

Our method of assessment

Assessment serves many purposes, but the main purpose of assessment in our Federation is to help teachers, parents and pupils plan their next steps in learning

We also use the outcomes of assessment to check and support our teaching standards and help us improve

Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.

We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.

Assessment criteria are derived from the Federation curriculum, which is composed of the National Curriculum and our own local design (see our curriculum statement and four year plan).

Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year (as outlined by the National Curriculum).

The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year (termly, half yearly and end of year).

Each pupil is assessed as either 'below age expectation', 'at age expectation' or 'or above age expectation' against each relevant criterion contained in our expectations for that year. For those pupils meeting and exceeding the expected standards, we provide more challenging work that allows them to apply their skills and knowledge to a range of more complex problem solving activities.

Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.

Assessment judgements are moderated by colleagues in the Federation and by colleagues in other schools to make sure our assessments are fair, reliable and valid use of assessment. Teachers use the outcomes of assessments to summarise and analyse attainment, progress and wellbeing for their pupils and classes.

Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations academically and emotionally.

Teachers and leaders analyse the data across the Federation to ensure that pupils identified as vulnerable or at particular risk in this Federation are making appropriate progress and that all pupils are suitably stretched ensuring the development of the "whole" child. We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

The information from assessment is communicated to parents during parent meetings and written reports providing information about what has been achieved and indications of what pupils need to do next.

Marking and Feedback

Marking is used to give children constructive feedback on the quality of their learning and forms part of our assessment. Feedback is focused around success criteria which is specific

and clear. Effective feedback will enable 'thinking' to take place in order to move the child's learning on.

All work is marked regularly.

Feedback refers to the learning objective/success criteria and outlines what has been successful and how improvement can be made.

An encouraging comment will be given before a positive suggestion for improvement
Basic errors of spelling, grammar, handwriting will be corrected if this reinforces prior learning.

Work supported by an adult (any adult in the classroom) will not require detailed marking just an acknowledgement to show support (tick, initials, stamped adult support, ratio e.g. 1:6).

Independent work will be marked in more detail (on a rotational basis).

If feedback is given verbally then this will be indicated with a V.

Feedback needs to be accessible and understandable for the child; therefore, there will be some variation in the nature of the feedback due to individual needs of the child (age, reading ability etc.)

Feedback will inform future planning and is linked to planned steps in learning as outlined by the National Curriculum and our Federation planning documents

Time will be given for children to respond to feedback as part of the planned learning activities and improvement acknowledged

Feedback is done in a variety of ways e.g. verbal (adult or peer), displays, sharing work, stickers, stamps, written comments. Self-marking, peer marking and paired marking are also actively encouraged.

Home/School Partnership

We actively promote parents working in partnership. Parent consultations are twice a year as well as two written reports a year. There is also an opportunity for parents to view work three times a year at open afternoons. The school encourages parents to talk with staff, including the Head, at any time if they need clarification or support on any matter relating to their son's/daughter's education. We also use home-school contact books to aid communication between home and school.

Charging and Remissions (see also the Charging and Remissions Policy)

There are certain items that cannot be met from the school budget. The school will ask for parental contributions towards the costs of swimming and educational visits. We will also make a small charge to cover the cost of ingredients for cooking and, in some circumstances, materials for arts and crafts, and technology. In certain circumstances, part or all of these charges can be waived. The school policy on charging and remissions is available from the office on request.

Equality Statement

At The Federation of The Downs and Northbourne CEP, we actively seek to encourage equity and equality through our provision. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our Federation is an inclusive Federation. We aim to make all pupils feel included in all our activities.

We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Health and Safety

Pupils will be taught to use materials, tools and equipment safely in all curriculum areas. When working with materials, tools and equipment in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

about hazards and risks and risk control

to recognise hazards, assess consequent risks and take steps to control risks to themselves to manage their own environment to ensure health and safety of themselves and others

the use of tools and equipment will be closely supervised by teachers

protective clothing will be provided when working with wet media (glue, paint, clay etc)

the storage of glues, paints, electrical tools will be in either the art cupboard or DT cupboard

Monitoring and Evaluation

Our Federation is committed to improving the quality of teaching whenever it can, so it is essential that teaching and learning are evaluated. The necessary action following this monitoring then informs the School Improvement Plan, curriculum plans and the Staff Continuing Professional