



The Swallowtail Federation of Church Schools
With friendship, trust and kindness we fly!
(Love your neighbour as yourself, Mark 12:31)



Teaching and Learning Policy

This policy will be reviewed in full by the Governing Body every year. This policy was last reviewed and agreed by the Governing Body in November 2023. It is due for review November 2024.

Signature N.Butcher Executive Headteacher Date: November 2023

Signature S.Watts Chair of Governors Date: November 2023

Introduction

At the heart of our Swallowtail Federation vision statement is supporting children to 'fly'. We believe in delivering teaching and learning experiences which ensure that our children develop the knowledge and skill they need to excel, and become creative and curious citizens. Our vision is in line with the CofE vision of human flourishing that inspires what our schools are and what we do.

We want the best outcomes so children can achieve their fullest potential

For us, a good education must promote life in all its fullness, educating the whole person.

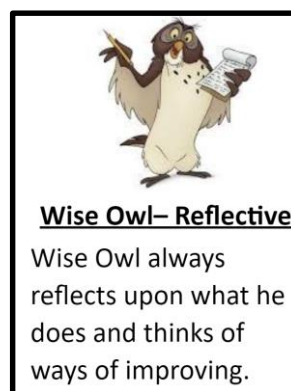
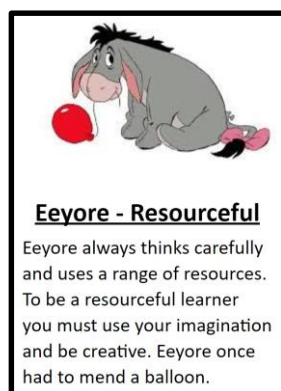
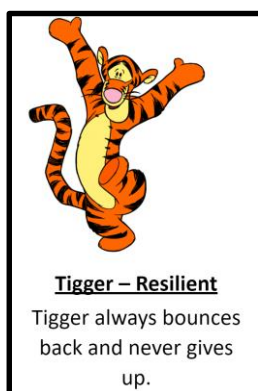
The 5R's.

5 R's underpin our teaching and learning: resilience, responsibility, resourcefulness, reflectiveness and reasoning. Together these support pupils with acquiring the skills they need to be life-long learners.

Our mission for all members of our Federation community is that, growing within our Christian ethos and through the practice of the 5Rs (Resourcefulness, Resilience, Responsibility, Reflection and Reasoning), they will develop the skills, qualities and confidence needed to live life well, enabling them to flourish across the full range of the curriculum. These learning behaviours (5Rs) enable us to reflect the Christian values of courage, humility, perseverance, respect, friendship and trust in line with our vision

The 5R's are at the core of everything we do in our schools. Staff and pupils reflect on which of the 5R's are used throughout the school day and rewards are given in recognition of this.

To enable them to be memorable and accessible by pupils of all ages/ abilities, they are linked to Winnie the Pooh Characters.



Resilience



- Scaffolded support during lessons can be seen through: questioning, adapted resources and activities, the level of adult or peer support provided and flexible grouping.
- Work is set at an appropriate level of difficulty for all children, ensuring that they are making progress from their individual starting points.
- Teachers ensure that children do not spend prolonged time doing activities in which they are proficient but are moved on to a level that challenges them.
- All adults are mindful of children who are Pupil Premium and on the SEND register. They are aware of any specific adjustments that are made to their provision to ensure they reach their potential.
- At some points, certain children or groups of children may have targeted intervention during lesson times to ensure that they make progress in relation to their individual needs.

Responsibility



- *Praise* - All adults recognise and acknowledge good behaviours for learning and praise accordingly. Praise is used to highlight and celebrate the learning that is taking place, throughout the lesson, so that this is shared explicitly with the other children.
- *Participation* – All adults use a range of strategies to facilitate participation, including talk partners and small group work. Teachers involve children in planning for the curriculum; using their interests, shared experiences and life around them as starting points for learning.
- *Pace* – All lessons start promptly. A range of signals to ensure quick, effective class management are used; for example, stop signals. ‘Teacher talk’ is kept to a minimum, with children being given the maximum amount of time to demonstrate learning. Expectations of what should be achieved in a given time frame is made clear.

Resourceful



- Through a stimulating and rich environment, we will encourage our children to be creative and use their imagination.
- All staff model a passion for learning and an inquiring mind.
- All staff provide children with a varied and engaging curriculum to inspire a love of learning.
- All adults support children to develop pride in their significant achievements.

Reflective



- Through meaningful assessment our children are encouraged to reflect upon what they need to do to improve.
- Teachers pick up on misconceptions during lessons and use these as an opportunity for learning. Teachers use questioning to probe and extend children's understanding and learning.
- Teachers ensure that children have the opportunity to reflect upon their own learning
- Work is assessed against the learning objective
- All work is marked in accordance with the Federation's policy for marking and feedback.

Reasoning



- Our learners will be encouraged to give reasons for their decisions and have a clear understanding of what they are learning and why.
- The focus for any teaching/activity is on what the children will learn, rather than do.
- The learning objective is made clear and shared with the children
- Children know what they are learning and why.

The classroom learning environment

We have in place a set of expectations for the ‘Learning Environment and School Spaces at Swallowtail:

Displays

All displays must:

Use muted colours for backing e.g hessian or brown paper to allow children’s work to be the focus.

Everything to be kept to boards as much as possible with walls left clear.

Displays to be linked to children’s **current** learning.

Walls and ceilings do not have ‘visual clutter’.

Children’s work to be named

Classroom

The primary purpose of displays should be to support children’s learning and must be kept streamline to support cognitive load.

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| KS1/2 - A permanent display is needed for reading, writing, maths, RE and Science. Key vocabulary must be displayed. For other subjects, it is teacher discretion to ensure you display what is needed to support your class. EYFS - A permanent display is needed for maths and phonics. Other displays to reflect the work completed across a range of areas of the curriculum and linked to pupils' interests. A vocab box to support learning and placed in provision for children to access. Individual children's next step sheets must be displayed or easily accessible for all staff working with EYFS children. |
| Other displays to include: <ul style="list-style-type: none"> • Daily visual timetable • Presentation guides (these will be reviewed Autumn 2023 in line with CUSP) • 5 R's • Behaviour including - Ready, Respectful, Safe and examples of what this means in your classroom. • Little Wandle charts matched to the phase you are teaching |
| A designated worship area. Displaying pieces used from class worship and 'Our Journey through Prayer' book. |
| A designated reading area which is inviting and well stocked with a wide range of high quality, engaging texts. |
| A wide range of manipulatives freely available to support the teaching of Maths. |
| An environment that fosters independence – clearly labelled resources, clutter free and tidy. |
| At the end of each day classroom surfaces (including the floor) must be tidy so they can be cleaned. |
| Whole school |
| There should be a range of displays throughout the school that celebrate children's learning and achievements. This can be in the classroom (if space allows) or in communal spaces. |
| A whole school timeline displayed to show topics previously taught in History and reinforce chronology. |
| A whole school world map displayed to allow children to make locational links in their learning. |
| All staff must be responsible for any learning spaces they use and ensure they are left tidy and ready for someone else to use. |
| Doors throughout the school should be kept closed during learning times. |
| Intervention/small group work rooms must have relevant supporting resources displayed/ accessible. |
| The school library must be inviting and well stocked with a wide range of high quality, engaging texts. |
| Storage spaces need to be accessible and safe for everyone to use to enable us to access the resources with ease and know what we have. This means we do not waste finances ordering unnecessarily or precious time looking for things. |
| It is essential for our well-being that we have comfortable, clean staff rooms to take our breaks. Everyone must be responsible for keeping these areas tidy. |
| Ensure copies are collected promptly from photocopier areas. |
| Cloakroom areas - Pupils belongings should be kept on pegs/shelves in cloakroom areas. If the floor space is used, it should be in an organised way to avoid trip hazards. |
| Fire exits must never be blocked. |
| A designated space should be given for storage for playtime resources. At the end of a playtime all equipment must be returned before children come back into the building. |
| Muddy shoes/wellies should be taken off at the door and not worn inside. |
| Staff laptops/computers - screens must be locked when not working at the machine. |
| Confidential materials should be a secure place and not left out |

Outdoor Learning

We are blessed with amazing outside spaces at all three of our sites. We take regular opportunities to use these spaces to support learning across the curriculum. In addition to this, all pupils in the Federation have the opportunity to take part in regular Forest School sessions.

Through the stewardship of God's wonderful world, we are developing awe and wonder in our natural surroundings.

Supporting resources

We use a range of resources to support our teaching. These are carefully selected ensuring they are embedded in the latest professional research, are rich in resources, are ambitious and meet the needs of our children.

- Maths - White Rose
- Phonics - Little Wandle
- Reading, Writing, Science, Geography, History, Art and DT - CUSP
- Computing - Teach Computing
- Music - Charanga
- RE - Norfolk Agreed Syllabus
- PE - Real PE
- PSHE - PSHE association
- RSE - RSE solutions

Planning

- **Long Term Plans** follow a 2 year rolling programme to support our mixed aged classes. They are aligned across the Federation to allow professionals to work together to support one another as well as challenge. They also allow pupils to join up their learning with others in the Federation both remotely and through Federation Days. Our plans are designed to allow each school and class to make adaptations to meet the needs of the individuals, including responding to cultural capital. Long term plans ensure thorough coverage of the National Curriculum as well as providing linked learning through the development of concepts.
- **Medium Term Plans** are created for each subject to show the learning objectives/questions that will be taught each lesson working towards clear learning outcomes in line with the long term plans. In most subjects knowledge organisers are used. These highlight the key knowledge and vocabulary the children will learn in that unit, as well as explicit links to concepts.
- **Short Term Plans** are created in the form of a weekly overview. These show clear learning outcomes, scaffolding for each lesson, use of adults and assessment for learning. In CUSP subjects, knowledge notes are used with a focus on knowledge and vocabulary for a particular lesson.

Roles and Responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Executive Headteacher / SLT

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

Curriculum Leaders

Curriculum leaders are responsible for monitoring teaching and learning in their particular curriculum area. Their monitoring focuses on the breadth of coverage for each year group, how teaching builds on prior learning and how it is linked to other areas of the curriculum where appropriate. Underpinning their monitoring are the concepts that feed through their curriculum area.

Curriculum leaders are responsible for writing and updating action plans for their subject and keeping up to date with new initiatives related to their subject. They each have an up-to-date curriculum leader file and are responsible for ensuring the curriculum has the same profile, ambition and expectations across the three schools through monitoring, moderation and standardisation.

Monitoring

- Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:
 - Meetings with curriculum leaders
 - Monitoring visits
 - FGB meetings and Achievement and Standards meetings.
- Curriculum leaders will monitor the way subjects are taught throughout the Federation by carrying out:
 - Learning walks
 - Book looks
 - Pupil voice
 - Planning analysis
 - Data analysis
 - Performance management
 - Pupil progress
 - Moderation

- Designated staff meetings are given for different curriculum areas. These are led by the curriculum leader.

Parents

- We encourage parents/carers to be an active part of their child's learning. We have an open door policy which means we are available on a daily basis to speak to parents with any concerns.
- We plan regular events for parents to both celebrate and join in learning with their child. These may take the form of a cafe, show or open afternoon/morning.
- Friday Family Worship also gives an opportunity to showcase learning achieved.
- A class newsletter is shared with the parents each term, to highlight enrichment opportunities and how learning can be supported at home.
- Facebook and Twitter are used to celebrate learning in all classes.
- Parent consultations are held twice a year. Each term we hold an open afternoon where pupils are able to share their works with their families.
- Key Stage 1 and 2 parents receive a written report of their child's progress, achievement and standards in the Spring. We have chosen to do this to allow targets to be set which can be worked on by the current class teacher. EYFS parents receive this in the Summer term as the children are only just beginning their school career.