



The Swallowtail Federation of Church Schools
With friendship, trust and kindness we fly!



(Love your neighbour as yourself, Mark 12:30-31)

We welcome all people and encourage everyone to meet their full potential – to love each other, love to learn and learn to live in all its fullness. We love our neighbours – in our school, our federation, the local community, nationally and globally, as Jesus told us to do so.

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 2021. It is due for review November 2022.

Signature N.Butcher Executive Headteacher Date: November 2021

Signature S.Watts Chair of Governors Date: November 2021

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.



Tigger – Resilient
Tigger always bounces back and never gives up.



Kanga- Responsible
Kanga is responsible because she cares for Baby Roo and carries him around in her pouch.



Eeyore - Resourceful
Eeyore always thinks carefully and uses a range of resources. To be a resourceful learner you must use your imagination and be creative. Eeyore once had to mend a balloon.



Wise Owl– Reflective
Wise Owl always reflects upon what he does and thinks of ways of improving.



Pooh Bear - Reasoning
Pooh always likes to give reasons for his decision. He once got stuck in a hole and had to choose the best method to get out.

Resilience



- Differentiation 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 the following classroom learning environment non negotiables, which we use across the Federation:

EYFS

- All displays use muted colours for backing e.g hessian or brown paper to allow children’s work to be the focus.
- All displays are kept to boards as much as possible with wall’s left clear. Walls and ceilings do not have ‘visual clutter’.
- Displays are linked to children’s current learning.
- An English and Maths display area to support learning.
- Vocabulary box to support learning. Placed in provision for children to access.
- Children’s work displayed shows a wide range of curriculum areas.
- Work is displayed to reflect high expectations of pupil outcomes. Work is neatly displayed, with children’s first names on and clearly labelled to express the learning that has been undertaken.

- Daily visual timetable is displayed.
- The 5 R's characters are displayed alongside the class reward system.
- A worship area. Displaying pieces used from class worship and 'Our Journey through Prayer' book.
- A Reading Area – to be inviting and well stocked with a wide range of well-matched texts.
- Behaviour systems clearly displayed in line with school specific behaviour systems. Must not be over complicated/fussy to allow children to easily access.
- Phonics – supporting resources displayed and accessible
- Maths - wide range of manipulatives freely accessible to pupils.
- An environment that fosters independence – clearly labelled resources, clutter free and tidy.
- At the end of each day classrooms need to be tidy: tables clear so can be cleaned, sinks and classroom surfaces tidy. This applies to any classroom you are working in at the end of each day. The floor needs to be clear from mess too.

Key Stage 1/2

- All displays use muted colours for backing e.g hessian or brown paper to allow children's work to be the focus.
- All displays are kept to boards as much as possible with wall's left clear. Walls and ceilings do not have 'visual clutter'.
- Displays are linked to children's current learning.
- An English and Maths display area to support learning.
- A Knowledge display - displaying key vocab, images etc to support pupils in retaining knowledge.
- A timeline displayed to show topics previously taught in History and reinforce chronology (*may be classroom based or in a communal area*).
- A world map displayed to allow children to make locational links with their learning (*may be classroom based or in a communal area*).
- Children's work displayed shows a wide range of curriculum areas.
- Work is displayed to reflect high expectations of pupil outcomes. Work is neatly displayed, with children's first names on and clearly labelled to express the learning that has been undertaken.
- The presentation guide is displayed in each classroom and regularly referred to.
- Daily visual timetable is displayed.
- The 5 R's characters are displayed alongside the class reward system.
- A worship area. Displaying pieces used from class worship and 'Our Journey through Prayer' book.
- A Reading Area – to be inviting and well stocked with a wide range of well-matched texts.
- Behaviour systems clearly displayed in line with school specific behaviour systems. Must not be over complicated/fussy to allow children to easily access.
- Phonics – supporting resources displayed and accessible
- Maths - wide range of manipulatives freely accessible to pupils.
- An environment that fosters independence – clearly labelled resources, clutter free and tidy.
- At the end of each day classrooms need to be tidy tables clear so can be cleaned, sinks and classroom surfaces tidy. This applies to any classroom you are working in at the end of each day. The floor needs to be clear from mess too.

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 developing awe and wonder in our natural surroundings.

Planning

- **Long Term Plans** are created for each stage and are aligned across the Federation. At Key Stage 1 and 2 this is planned on a 2 year rolling programme to support our mixed aged classes. This

alignment allows professionals to work together to support one another as well as challenge. It also allows pupils to join up their learning with others in the Federation both remotely and through Federation Days. Overarching topic themes are used to allow each individual school context to adapt the plans to meet the needs of the individuals in their school, 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 curriculum 'Big Ideas'.

- **Medium Term Plans** are created in the form of class curriculum overviews. These show the learning objectives that will be taught each term for every subject. Alongside this Knowledge Planners are written for Geography, History and Science and RE which highlight the key knowledge and vocabulary the children will learn that term, as well as explicit links to the 'Big Ideas'.
- **Short Term Plans** are created in the form of a weekly overview. These show clear learning outcomes, challenge levels for each lesson, the teaching input, activity, use of adults and assessment for learning.

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

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 is the 'Big Ideas' 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:
 - Deep Dive days (lesson visits, book looks, pupil voice)
 - Meetings with curriculum leaders
 - Half Termly FGB meetings and Achievement and Standards meetings termly.
- The SLT (including 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
- A curriculum lead monitoring calendar is set up for the year and includes allocated time to complete monitoring.

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.
- Every term, each year group arranges a Learning Café for parents to attend. These have a different focus each term and are often used as a workshop to give parents support/ideas on how to support their child's learning at home.
- Friday Family Worship also gives an opportunity to showcase learning achieved.
- A curriculum notes newsletter is shared with the parents each term, to highlight enrichment opportunities and how learning can be supported at home.

- Each class has their own blog to share information and pictures around what their child has been learning that week.
- 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.