



Contents

Statement of Intent	
Principles of Teaching and Learning	
Our Christian Values	
Key Drivers	
Roles and Responsibilities	
The Curriculum Effective	
Teaching and Learning	
First Quality Teaching	
Subject Leads	
Extended Curriculum	
Organisation	
Resources	
In Class Support	
Pupil; Involvement	
Intervention	
Homework	
Assessment, Recording Reporting	
Monitoring and Review	

Statement of Intent

At Norton CEVC Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision. This policy should be read in conjunction with our subject policies.

Principles of Teaching and Learning

Learning is the purpose of the whole school and is a shared commitment. At Norton CEVC Primary School we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being
- develop children's confidence and capacity to learn and work independently and collaboratively
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world
- encourage children to value the diversity in our society and the environment in which they live
- encourage children to become active and responsible citizens, contributing positively to the community and society.

As a school, we are committed to our mission statement – ***'Learn, Believe, Achieve – Hand in Hand with God and Each Other'***

Our Christian Values

At Norton CEVC Primary School we provide a happy, nurturing and supportive environment founded on the principles of the Christian faith; helping to develop children's spiritual growth and moral understanding. Our school's Christian character contributes significantly to the academic achievement, personal development and wellbeing of all learners. Although we are a church school, we are inclusive to all members of the community we serve. The Christian character is evident in the strong sense of respect existing between staff and pupils, who are proud to be a part of our 'distinctive' school. As a community, we have identified six values that are woven into the very fabric of the school which we expect all members of the school community – children, staff, governors and parents– to model:

Wisdom, Perseverance, Compassion, Community, Courage and Respect

These values are the foundation of our curriculum and school and when delivering lessons and assemblies these values are clearly embedded.

Key Drivers

In September 2019, as a school we reviewed our curriculum and the way in which we delivered it. As well as identifying Christian Values we wanted to identify key drivers that we considered important and wanted to value as a school. The drivers we identified were:

Global Citizens: We are a church school and a loving Christian family. We want children to grow up feeling valued and knowing they have a contribution to make. We recognise and respect the range of beliefs and cultures within our world. Christian values and the love of God are at the heart of our teaching and learning.

Bold Adventurers: We want our children to lift their eyes from the screen to be excited by the real world, engaging in rich experiences to develop their imagination. We want children to develop their confidence, allowing them to manage real risks by having fun and a little danger!

Avid Readers: Using and inspiring range of literature, we will broaden our children's horizons and knowledge of the world, developing their imagination and using rich vocabulary so that they will be able to communicate effectively with confidence and enthusiasm.

Healthy Champions: It is important that all members of our school community are healthy – physically and mentally. Throughout life, our children will face many difficult challenges and need to have mental and physical strength to be successful and happy.

These drivers give focus to learning opportunities and are embedded throughout teaching and learning, developing the child as a whole. They also have strong links and compliment the Christian Value identified.

When planning, staff will refer to these drivers, with subject leaders making references to them in the delivery of the curriculum.

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well-ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement
- recognise and be aware of the needs of each individual child according to ability and aptitude
- ensure that learning is progressive and continuous
- be good role models, punctual, well prepared and organised
- keep up-to-date with educational issues
- provide clear information on school procedures and pupil progress
- have a positive attitude to change and the development of their own expertise

- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.
- Plan sessions which support the Christian Values and Key Drivers of the school

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment
- providing support for the discipline within the school and for the teacher's role
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme
- participating in discussions concerning their child's progress and attainment
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- support the school's homework policy and give due importance to any homework
- allowing their child to become increasingly independent as they progress throughout the school
- actively supporting the Home-School Agreement.

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep
- attending school regularly and punctually
- being organised, bringing necessary equipment, taking letters home promptly, etc
- conducting themselves in an orderly manner in line with the expected behaviour policy
- taking increased responsibility for their own learning.

The community is invited to support the school by

- contributing to activities, such as assemblies, specialist outings, clubs, etc
- presenting themselves as positive role models to be emulated
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills
- supporting school events
- voluntarily helping in the classroom.

The Curriculum

At Norton CEVC Primary School we use the 2014 National Curriculum to guide our teaching. Our planning is carefully balanced to ensure full coverage of the National Curriculum, PSHE, RHE and RE. We write medium term plans or use published schemes of learning, using year group objectives and expectations for each subject, to ensure that all of the correct knowledge and skills are being taught in each year group and that there is good progression of skills across the whole school. Where possible, we follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Staff meetings and professional development days are used to discuss various aspects of the curriculum and ensure consistency of approach and standards. Plans are based upon previous assessment data, pupil need and subject expectation.

Curriculum time can be planned as continuous study throughout the term, or as blocks of study.

At Norton CEVC Primary School we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum

Our termly overview include learning intentions and details what is to be taught in each year group. Our medium term plans contain detailed information about the skills being taught, learning objectives, teaching activities and tasks to be set, key knowledge vocab and skills and assessment identified in planning. Lessons have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next.

In personalising the curriculum, we aim to find appropriate challenges for pupils and address their particular needs so that they may all have an equal opportunity to succeed. We aim to cater for the needs and interests of a full range of learners including pupils with learning difficulties and disabilities and pupils with whom English is as an additional language.

The curriculum is carefully timetabled, and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through adaptive teaching and the provision of the necessary resources.

While teaching the national curriculum, wider aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

Effective Teaching and Learning

Rosenshine (2010, 2012) summarised at least 40 years of research on effective classroom instruction and devised a set of key principles that maximise impact of teaching in the classroom. From these we have developed agreed features of what effective lessons at Norton CEVC Primary School should include over a sequence of lessons:

- Connections with previous learning are made by the teacher and pupils, usually at the beginning of the lesson.
- New learning is presented in small steps, with appropriate periods of pupil practice after each step (including the need to check back with an adult regularly).
- All adults have high expectations and foster an ethos of self-belief in the pupils.
- Skilled open questioning promotes thinking and assesses learning of all pupils (with follow up action as necessary to secure learning).
- When answering questions or solving problems, time is given for rehearsal and reflection and "talk partners" may be used. Children collaborate and teach others through a range of opportunities and thus are able to demonstrate their knowledge, skills and understanding.
- Scaffolding is used to allow children to be as independent as possible.
- The lesson is well paced so that pupils are engaged and display positive attitudes to learning.
- Modelling of knowledge and skills by adults is provided for all learning and, where necessary, for consolidation of new learning.
- Learning walls are regularly referred to in order to guide and support learning.
- Pupils engage in regular review of their own learning as well as reviewing and discussing that of others.

The key expectations are:

- Daily review
- Small steps when introducing new learning
- Questioning
- Modelling
- Guided student practice
- Understanding is checked
- Scaffolding
- Independent student practice
- Regular review

Quality First Teaching and Learning

At Norton CEVC Primary School, we believe deploying Quality first teaching (QFT) and utilising the key principals of Rosenshine we will engage and support the learning of all children.

Quality First Teaching demands 100% participation from the pupils, and sets high and realistic challenges. It does not 'spoon feed', it is challenging and demanding; it expects pupils to be able to articulate their ideas, understanding and thinking by actively promoting pupil talk.

The key characteristics of QFT as:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of questioning, modelling and explaining on the part of the teacher (linked to Rosenshine)
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently No cap on learning
- Fluidity of grouping
- Marking / assessment within or at the end of the session will inform planning
- Regular use of encouragement and authentic praise to engage and motivate pupils

Rosenshine's principals mirror many of the expectations of QFT.

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- discussion and questioning (open and closed as appropriate)
- previewing and reviewing work
- interactive teaching
- listening
- brainstorming
- providing opportunities for reflection by pupils
- demonstrating high expectations
- providing opportunities for repetition/reinforcement
- build on prior learning
- providing encouragement, positive reinforcement and praise
- making judgements and responding to individual need
- intervening, as appropriate, in the learning process in order to encourage development
- providing all children with opportunities for success
- using a range of communication strategies – verbal and non-verbal.

Activities should show a balance in terms of individual, group and whole class work. Specialist teaching is available from subject leaders when they can be released from class and also in the form of visitors

Subject Leads

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities

- monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects
- using release time to support colleagues
- keeping up-to-date through reading and attending relevant courses.

The Extended Curriculum

Helping pupils to discover and / or develop new interests is essential to personalised learning at Norton CEVC Primary School. During the school year a range of activities are organised to enhance the curriculum:

- Residential visits.
- Clubs.
- Day visits.
- Visitors.
- Workshops.

This approach extends beyond school hours. The school also hosts a number of after school clubs.

Organisation

The learning environment will be managed in such a way as to facilitate different styles of learning. Opportunities will be made for:

- whole class teaching
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc)
- one to one teaching
- collaborative learning in pairs or groups
- independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

All classrooms are extremely well resourced facilitating a wide range of different teaching and learning activities. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Creative use of internal space has provided areas for small group intervention work and increasingly, external spaces are being used to provide the 'outdoor classroom'.

The classroom will be organised to facilitate learning and the development of independence. For example:

- book corners will be comfortable and attractive to promote a love of reading
- pupils will be involved in the maintenance and care of all equipment and resources.

Displays are changed regularly, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. Highly visual and interactive displays, for example, 'working walls,' are used to engage pupils and encourage self-help strategies. Vocabulary on display is used to encourage the use of a high level of vocab across the Curriculum. Celebration displays are used to model expectations and celebrate success in the classroom.

Resources

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which

- pupils can select materials suitable to the task in hand
- all children know where classroom resources are kept and the rules about their access and use
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library is a valued resource and used appropriately;
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

At Norton CEVC Primary School the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas.

Time is a resource that we value. To maximise its use as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time:

- opportunities for learning are maximised by ensuring that tasks are made specific by focused objectives;
- teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities;
- all children engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.

In-class Support

TAs are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs are utilised on a one-to-one basis with a child in need of additional help.

Volunteers assist with the many aspects of school life, including supporting reading and helping with school visits. Students are welcomed into school and certain standards of dress and conduct are expected.

Pupil Involvement

Pupils are provided opportunities to follow-up teachers' marking with questions. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment). The learning objective of each lesson is explained at the start and displayed throughout.

Intervention

It is expected that the great majority of pupils at Norton CEVC Primary School will make at least the expected rate of progress through first quality, class-based teaching. However, for some pupils this

approach may not be sufficient and these pupils, at various stages, may benefit from additional small group or 1:1 intervention programmes to enable them to make the progress required to achieve their full potential. Central to the effective planning of an intervention programme is the knowledge the teacher has of a particular pupil or groups of pupils. When considering pupils for intervention, a wide range of assessment evidence is drawn upon to support judgements made about pupil progress.

Homework

Homework is considered to be a valuable element of the learning process.

We believe that homework should be set:

- to involve parents in their children's learning
- to help parents keep abreast of what their child can and cannot do
- to take advantage of the home context to apply learning
- to encourage children to talk about their work to their parents and explain what they are doing and how
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies
- to prepare children for secondary school experiences of homework
- to view learning as a lifelong process and not just restricted to school hours.

The school's agreed practice for homework is that:

- homework is set on a regular basis, for all years, in line with our homework policy
- homework will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spelling home learning. It should not entail new ideas that require explanation from a teacher
- children should understand exactly what they are expected to do, how to do it, and how long it should take
- homework should sometimes involve the participation of the parents
- children who have made insufficient effort during class time may occasionally be asked to complete work at home.

Assessment, Recording and Reporting

Secure knowledge of each pupil's current progress is a core element of teaching and learning at Norton CEVC Primary School. As a school we use Insight to record every child's assessment, both statutory and formative. This means that teachers have access to test scores, curriculum objectives and other information. This provides continuity across the school as well as being able to track back previous years.

Lesson planning is based on prior learning and throughout the learning process, active assessment is required to ensure that the expected rate of progress is being made. Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning.

Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Fundamental to our formative assessment procedures is Assessment for Learning (AfL). A range of AfL strategies are used in the classroom:

- Learning objectives are made explicit and shared with the pupils.
- Self and peer assessment
- Pupils are engaged in their learning and receive immediate feedback on their progress.

- A range of questioning techniques are used using strategies such as individual whiteboards,
- number fans, lolly sticks etc.
- Pupil talk is encouraged through the use of learning or 'talk' partners.
- Work is regularly marked and provides useful feedback and next steps. Pupils are encouraged to
- respond to this feedback by initialling comments; answering any questions the teacher has posed or making corrections.

We hold regular moderating sessions to ensure consistency of Teacher assessment across classes and key stages. We also attend moderating meetings for Maths and English with our local school's network.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained. In Year 4, the children complete a multiplication test in the summer term.

Suitable tasks for assessment include:

- group discussions
- short tests in which pupils write answers
- Pira and GAPS termly assessments
- White Rose Maths Assessments
- Accelerated Reader Star Tests
- specific assignments for individual pupils
- discussions in which children are encouraged to appraise their own work and progress
- pupil observations
- SATs.

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive is often done while a task is being carried out through discussion between child and teacher
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.

Cross phase continuity is ensured by:

- pre-school liaison meetings
- cross-phase liaison meetings
- in-school liaison meetings between staff
- liaison meetings between Year 6 teachers and those from prospective secondary schools
- visits to secondary schools by Year 6 pupils
- transfer of pupil records of progress and summative assessment results.

Records of progress kept for each child are:

- updated termly by teachers
- examined by class teachers at the start of each academic year as they prepare for a new class
- retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave.

Reporting to parents is done twice a year through consultations and twice through a written report.

Each term, a progress meeting is planned with class teachers where with the headteacher, they look at progress of individual pupils and have discussions regarding what support and intervention could be provided for pupils.

Monitoring and Review

All our teachers reflect on their strengths / areas for development and their professional development needs are planned for accordingly. We provide internal and external guidance to support our teachers in developing their skills, knowledge and understanding so that they can continually improve their practice.

We are aware of the need to review the school 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.

This policy will be renewed annually to ensure that new changes to practice have been addressed.

This policy will be reviewed October 2025