



CEDAR TREE FEDERATION TEACHING AND LEARNING POLICY

AIMS OF THE POLICY

Cedar Tree federation vision: Living life in all its fullness: we inspire, we dream, we flourish.

- Provide a loving environment that fosters faith, confidence and resilience
- Guide and support one another upon life's journey
- Celebrate and value the uniqueness of each person
- Foster a commitment to the safekeeping of the world
- Nurture qualities of character and work together to flourish individually, locally and globally

This policy, has been created and agreed by the staff and Governing Body of the Cedar Tree Federation. It reflects our approach and consistency for teaching and learning and makes it explicit the best practice to which or federation aspires. It also echoes the aims and objectives of the individual schools and supports our federation vision.

This policy should be read in conjunction with our subject policies.

PRINCIPLES OF TEACHING AND LEARNING

At Cedar Tree Federation 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, nurturing 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 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 resilience to work independently and collaboratively;
- uphold the cherished values of each school within the federation

- 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

Ethos

The ethos and pedagogy underpin the agreed aims of the Cedar Tree Federation by:

- Providing a calm and effective working environment, in which each child can achieve their best and flourish
- Providing a welcoming environment, in which each school's values are fostered;
- Providing positive role models
- Providing a positive learning environment, in line with each school's behaviour policy;
- Developing links with all stakeholders and the wider community
- Valuing and celebrating pupils' success and achievements
- Ensuring that personal and professional development underpins teaching and learning so there is a consistently high level of expertise

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement)

Planning

At Cedar Tree Federation we are committed to following the programmes of study as required by the National Curriculum 2014. Our yearly curriculum cycle has been agreed by the school's staff and is amended termly following formative assessment and monitoring. We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Regular professional development meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Subject leaders have a variety of roles. These include:

- Involvement 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 Heads of School on action needed; taking responsibility for the purchase and organisation of central resources for their subjects
- Keeping up-to-date through reading and attending relevant courses
- Ensuring there is breadth and balance to the curriculum and endeavouring to make use of cross curricular opportunities to enhance learning

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
- Conferencing
- Collaborative learning in pairs or groups
- Independent learning
- Outdoor Learning
- Remote teaching through the effective use of online platforms, including Google Classroom and Tapestry.

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.

Classrooms are organised to facilitate learning and the development of each schools learning skills strategy. Pupil's achievements are celebrated in display, performance and collective worship.

Differentiation

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs, this includes highly effective wave 1 provision.

Pupils with special educational needs (including gifted and talented children) receive support by the class teacher, teaching assistants and SENDCo in partnership with the Federation Inclusion Lead. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy).

Teachers set individual targets for each child in English and Mathematics, these are reviewed regularly.

Home Learning

Learning at home is considered to be a valuable element of the learning process. Cedar Tree Federation uses Google Classroom to share weekly activities, these include learning opportunities using online apps. (See each schools Home Learning policy). Knowledge organisers and Curriculum Newsletters are sent home, these documents are used as a tool to support home learning and to inform parents about the content of the new term's curriculum.

Assessment, Recording and Reporting

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 their learning. Assessment of skills in the foundation subjects are monitored using the 'skills ladders'.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Optional tests are also taken in Years 3, 4 and 5. Initial assessment

is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking is age appropriate and helps children understand how to improve and comments aim to be positive and constructive (see each schools marking policy.)

All results from formative and summative assessments are analysed and used to inform future planning. (See Assessment Policy)

Reporting to parents is done twice a year through consultations and once through a written report. Results of individual pupils' national statutory assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to parents, governors, LA and government.

Monitoring and Evaluation

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders, Assistant Heads and Head of School. Pupil progress meetings are held termly, with class teachers, to identify vulnerable groups and gaps in learning, which includes discussions about the impact of the interventions that are being used. Subject leaders will monitor children's books in partnership with assistant heads and teachers. Review days take place termly providing a whole school overview of strengths and areas of development for each schools' priorities. Performance Management cycle informs learning and teaching (see Performance Management Policy).

Teaching Strategies and Styles

In order to ensure effective differentiation, teachers will adopt a variety of teaching strategies in any one session and activities should show a balance in terms of individual, group and whole class work. Planning will provide opportunities for visual, practical and kinaesthetic learning experiences.

Cedar Tree Federation provide opportunities to encourage pupils to develop their own strategies to gain knowledge and skills. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We shall ensure that learning is accessed by as many means as possible, e.g. growth mind set.

Effective learning is ensured through the process of monitoring, in partnership with school staff and through on-going assessment of pupil's learning outcome i.e. Baseline Assessment, reading ages and SAT results.

Successful teaching takes account of children's prior learning and must ensure continuity and progression. Successful teaching is:

- Confident – teachers have a clear understanding of subject knowledge and setting objectives
- Having high expectation for all
- Well planned, with effective differentiation with methods and organisation strategies which match curricular objectives and needs of all pupils
- Interactive – pupil's contributions are encouraged, expected and extended
- Characterised by high quality oral work
- Well-paced – there is a sense of urgency, driven by the need to make progress and succeed
- Informed – by assessment outcomes

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
- A range of online resources are used to support the children with their learning e.g Myon, Bug Club, Spelling frame, Mathletics, Times Tables Rockstars.
- 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.

Cedar Tree Federation uses off site visits and visitors to enrich the curriculum, these are valued and used throughout the school to widen children's experiences and supporting learning across a range of subject areas.

Where children do not have resources we provide the equipment to support learning. This includes when learning remotely, equipment includes IT and pencils, pens and workbooks.

Health and Safety issues are the responsibility of all who work in the school. Two members of staff within the federation, are nominated as Health and Safety representatives and all problems should be reported to them. These are the Executive Business Manager and office manager in each school.