



Norton Free Church of England Primary School

A Short Guide to Teaching and Learning 2019-2020.



*Teaching and Learning at Norton Free C of E Primary
School.*

Our Ethos

‘From little acorns mighty oaks grow’



What is our vision for Norton Free C of E Primary School?

Vision Statement: 'Norton Free C of E Primary is a caring, Christian Community that inspires everyone to be the best they can be, to value themselves and others and to live joyfully and in peace'

At Norton Free we aim to continually strive for improvement and keep our Christian values at the very heart of everything we do and at the heart of our community. We aim for all children to enjoy their time at Norton Free C of E Primary School in a calm, safe and caring environment, based on love, kindness and mutual respect. Here, every child is an individual and unique in the eyes of God.

All our staff are committed to providing an environment where pupils' physical and mental health and well-being is of the highest importance, allowing them to thrive and achieve throughout their time here.

Through our caring ethos and shared values, our school aims to:

- Ensure that relationships and behaviour (including behaviour for learning) are outstanding.
- Ensure that teaching and learning are of a consistently high standard inspiring children to be the best they can be.
- Ensure that children achieve and reach their full potential and develop a love of learning.

We have designed our Curriculum to be tailored to the needs of our children and taught in a cross-curricular way incorporating our whole school values and delivered through engaging and fun filled topics that motivate the children. We promote good health and fitness, respect, co-operation, perseverance and determination, self-belief, resilience and kindness towards others in a safe, calm environment.

Children's successes are celebrated in a variety of different ways and we encourage them to take pride in their own achievements as well as the work of others. Together with our parents, churches and the wider community, we aim for our children to develop the confidence, skills and the self-esteem needed to be successful in a changing world.



At Norton Free C of E Primary School, we are committed to **high quality teaching and learning** to raise standards of achievement for all children. We believe that learning should be a **fun, rewarding and enjoyable experience for everyone**. Through our teaching, we aim to equip children with the **knowledge, skills and understanding** necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives by building confidence in primary school. We also believe that being healthy and being active in our learning is key to personal development. **Physical activity** is at the **heart of school life** and is central to everything we do. We firmly believe that children are better equipped to learn if they are both fit and healthy. Research has shown that being physically active improves focus and brain functioning, memory and concentration and for this reason we try to involve our children in as many active lessons as possible.

Aims and Objectives:

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 promote **consistency** and **high standards** and achieve our school aims by

- Providing a **warm, friendly and supportive environment** which encourages **positive attitudes towards learning and allows children to achieve their full potential**.
- 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**;
- Ensuring **that all of our children** leave our school as **literate, numerate and technologically competent** individuals
- Encouraging children to be aware of their **responsibilities as a learner** and as a citizen by showing **respect** for one another and their environment
- Encourage children to have **good learning behaviours** by **listening and responding appropriately** and **respecting all adults in school**
- Providing opportunities for children to work **co-operatively** and work harmoniously **together**
- **Valuing** each and every member of our school so that a strong **self- image** and **self- esteem** are promoted
- Encouraging children to develop **positive attitudes** to learning and providing **support** for those who struggle
- 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.
- providing a welcoming environment, in **which courtesy, kindness and respect are fostered**;

Excellence and Enjoyment:

We want the children who come to Norton Free C of E School to have a **positive experience of primary education**, enjoy their time here and develop the **confidence to fulfil their potential**. We aim to achieve this by:

- Having a Senior Leadership Team who are aware of **good practice** and actively encourage these practices in our school through regular monitoring and scrutiny of planning, marking and lessons taught

- Having an **awareness of the individual needs of our children** including any **Adverse Childhood Experiences (ACEs)** or **mental health difficulties** that may be/have been present
- Providing **quality, interesting, enjoyable lessons**
- Planning **cross- curricular topics** that **engage** the children and provide **meaningful links**
- Ensuring that the classroom **environment** is **pleasant, stimulating** and that resources are up to date and accessible
- Providing a range of **extra curricular** clubs before and after school and at lunchtime
- Providing **opportunities for visits** outside of school and/or **visitors into school** related to the topic being studied
- Providing opportunities for **residential visits** in Y5 and Y6
- Encouraging participation in events outside of school – e.g sports competitions, samba band, world record attempts, Meadowhead Community Trust Choir, music and performance evenings
- Providing **additional experiences** at school – e.g Race for Life, British Heart Foundation Skipping
- Holding concerts at specific times of the year to coincide with the **Christian calendar**
- Providing additional experiences at school through e.g **curriculum focus days or themed weeks**
- Holding **concerts at Christmas** and at the **end of the academic year** (this can be in the local church and Y6 perform in the Cathedral).
- Planning for continuous provision in the Foundation Stage and offering a wide variety of learning experiences to address the Early Learning Goals.



Effective Learning:

We acknowledge that children learn in different ways and recognise the need to present learning in a way that suits the needs of the child. When planning our teaching, we take into account the different needs of our learners and the needs of the individual child. To encourage effective learners, we use the following strategies:

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| ✓ Group work or independent work | ✓ Brain Breaks |
| ✓ Whole class teaching (reciprocal reading) | ✓ Time for reflection |
| ✓ Talking partners | ✓ High level questioning and challenge |
| ✓ Investigations and problem solving | ✓ Visits and visitors |
| ✓ Using ICT | ✓ Theme days and focus weeks |
| ✓ Active Lessons | ✓ Creative activities |
| ✓ Positive behaviour rewards | ✓ Access to water |
| ✓ Quality resources | |
| ✓ Quality teaching environment | |

Effective Teaching:

Effective teaching comes from teachers who are **well planned, well prepared** and clear in their **subject knowledge**. Our teachers are clear about **what they want the children to learn, to do and to understand**. We plan differentiated lessons in most subjects (for example – mild, spicy and hot in maths), encourage sharing of ideas and good practise by facilitating peer observations and discussion in staff meetings. We ask for clear learning objectives to be shared with the children at the beginning of the lesson, allow teachers planning and preparation time with colleagues in the next year group if possible (Y1 and Y2, Y3 and Y4, and Y5 and Y6). We expect lessons to have **pace** and **engage** all children. Support will be provided for children through pre and post teaching. We believe children learn better when teachers provide:

- A **calm, orderly environment** where **expectations are high** and **good learning attitudes** are encouraged.
- An atmosphere where children feel **secure** and their **self-esteem is high** due to **praise and encouragement**.
- Lessons where children's understanding is developed through **active, practical and first hand experiences**, involving **individual and collaborative talk**.
- **Support** for the learning of children with differing abilities.
- **Open-ended, thought provoking and challenging questions** for children to extend their thinking.



Our primary focus is to develop our children's **knowledge, skills and understanding in different subjects**, ensuring that all tasks are appropriate for each particular learner and their ability or starting point. When planning work for children with additional needs we give due regard to information and targets that are agreed with pupils and parents. We have **high expectations of all children** and believe that **all children** should be **included** in the full range of educational opportunities and that their work should be of the highest possible standard.

Teachers at Norton Free feel that pupils learn best when:

- they are happy, healthy and alert – receptive and positive
- they are interested and involved – learning is relevant and stimulating
- the purpose of a task is understood – they understand why they are doing it
- they feel secure – in terms of environment, relationships and learning
- they feel valued – teachers and other adults care about their development as learners
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- they have an element of control and can work with independence
- they receive positive feedback and praise for achievements
- the learning environment is well-organised and resources are easily accessed
- tasks are differentiated, matched to the child
- learning is built on existing knowledge and experience – clearly defined small steps
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas
- the teacher is knowledgeable, enthusiastic and motivated
- children on the SEN register have clearly defined targets which they can successfully achieve eg appropriate time scale

Planning

Good planning is fundamental to good teaching. Teachers produce their own plans for Mathematics (based on the White Rose Scheme) and English – using the national curriculum (and Interim Frameworks). Foundation Stage is planned on Development Matters and children's interests to achieve Early Learning Goals. We are committed to following the programmes of study as required by the National Curriculum 2014. We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards. Members of the Senior Leadership Team carry out a weekly planning scrutiny to ensure curriculum coverage. Termly/half-termly plans are submitted to the Headteacher and weekly plans for English, Mathematics

and foundation subjects are collated on our computer system which can be accessed by all staff. 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 Free C of E 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. 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.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

Healthy Schools

We also believe children's health and fitness is vital to their education – this includes their physical health, emotional health and wellbeing, and their mental health. We encourage our children to be active throughout the day and in their lessons. We participate in the Schools' Fruit and Vegetable Scheme, only allow healthy snacks at playtime, encourage participation in active extra-curricular activities and have a designated member of staff for Healthy Schools as well as a designated member of staff who monitors the emotional health and wellbeing of children across the school (in conjunction with all members of staff). Children indicate at the beginning of the morning and afternoon sessions how they are feeling by giving a score between 1 and 5 (where 1 is feeling low and 5 is very happy). This allows staff to intervene early to find out if they can provide support for individual children.



We have trained first aiders in school to assist children when they are sick or injured and a Nurture Group available for children at lunchtimes if they feel the need to attend. Many of our children are involved in leadership roles where they support other children around school. We allow the children access to water throughout the day and identify children who may be in need of support due to external circumstances by considering Adverse Childhood Experiences in Pupil Progress Meetings. We have a regular Safeguarding slot in Staff Meetings and briefings to ensure that all staff are aware if there are issues affecting the children.

Behaviour

We have a very clear **ethos in school** regarding **acceptable and unacceptable behaviour**. We refer to a set of whole school values through assemblies and our teaching which are based on our Christian ethos. All staff have received Team Teach Training and practise de-escalation techniques. Each class displays our agreed rules about behaviour and non-negotiables in the classroom and these are regularly monitored by a member of the SLT. We have regular PHSE lessons and small groups operating for children who may need additional support. All classes promote positive behaviour with reward systems which includes House Points, Pupil of the Week awards, Superstar Certificates, stickers and medals,

actively seeking to build self-esteem. We hold assemblies with strong moral and ethical messages which **reinforce our school rules and expectations**. We also expect children to undertake a range of responsibilities around the school and have a School Council, ECO Council and Worship Committee for example.

Our Staff

Our staff are **keen, enthusiastic** and **hardworking**. All staff are valued and part of '**Team Norton**' as we all have a part to play in the safety, security and education of the pupils. Photographs of staff and Governors are displayed in the entrance corridor of the school. Teaching Assistants and other adult helpers are deployed in a variety of ways throughout the school to work with children in either small groups, individually or before and after school under the direction of the Headteacher, class teacher or SENCo. All teachers reflect on their strengths and areas for development and plan their professional development accordingly. Both the Head Teacher and Assistant Head Teacher carry out performance management and support is provided for all staff to develop their skills, so they can continually improve their practice. We have close links with schools in our locality and staff work together with moderation or by going to observe good practice.

Displays

Displays are used to support children's learning, improve self-esteem (by seeing their work on the wall), engage pupils in their learning, show them a WAGOLL (What a Good One Looks Like) and provide stimulation for the topic. Displays should be fresh and relevant to current topics and themes and are changed accordingly. Displays may be interactive, asking questions and challenging children. All displays should have a title explaining the purpose and background to the display and a relevant reference to the bible, if appropriate. All children's work should be named. Work that children complete at home and bring into school is also celebrated in each class.

Homework

Homework is used as a way to reinforce skills learnt at school or as pre-learning for a particular topic. Homework can include reading, learning spellings or times tables, have a phonics focus, or it may be a piece of research to prepare for a presentation to the class. Class teachers can provide further information about homework relating to specific year groups. Our priority for homework currently is for all children to read at home and develop a love of reading. Please refer to our Homework Policy.

Role of Parents

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their child's learning and confidence at school. Parents' consultation meetings (Parent's Evenings) are held termly to discuss progress and strategies for further development. We have an 'open door policy' where we will try to see parents where they have concerns.

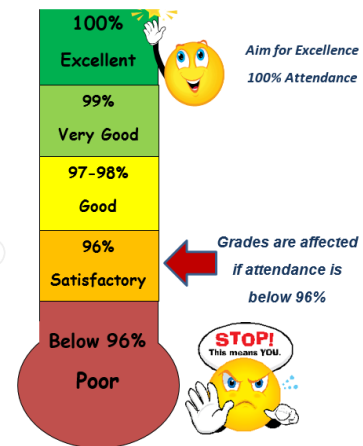
Parents will receive an Interim Review at the end of each term which informs you about attendance and your child's general learning behaviour and attitude in school. A more detailed report is sent home in July which outlines achievements during the year, how they are achieving in relation to national standards and how they can improve and develop in the future. Parents may discuss any concerns they have with the class teacher. Electronic copies of the report are kept in school and parents are asked to complete a slip at the back of



the report which is returned to school. Parents have an opportunity to discuss the report with class teachers if they wish to. 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 the necessary equipment
- Providing support for the discipline within the school and for the teacher's role
- Participating in discussions regarding their child's progress and attainment
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- Ensuring that all contact numbers are up to date and correct
- Continuing to take the time to listen to their children read as they progress through school or share a book with them at home
- Allowing their child to become increasingly independent as they move through school
- Informing the school of any reasons for their child's absence
- Actively supporting the home-school agreement

ATTENDANCE



Attendance

Parents are encouraged to ensure their children attend school regularly. Holidays during term time are discouraged although we will authorise in **exceptional circumstances**. Further information can be found in our attendance policy. Children who achieve above 97% attendance over the year are rewarded with a certificate for attendance. Each week, the class with the highest attendance in the previous week is rewarded in assembly with the attendance trophy. Classes who achieve 100% attendance are rewarded with extra break time.

Role of governors

Our Governors determine, support, monitor and review the school policies. They monitor teaching strategies and how effective they are in raising pupil attainment and monitor the effectiveness of teaching through the school self-review process. Governors are frequent visitors to the school and visit classes throughout the year. Governors are also invited to accompany children on any trips/ sporting activities or residential activities outside of the school day.

Our Teaching and Learning Policy is reviewed every two years.