



Inspiring Learners, Growing Together

Castlethorpe First School · North Crawley CE School · Sherington CE School · Stoke Goldington CE School  
St Andrews CE Infant School · Newton Blossomville CE School

*The Village Schools Federation aspires to nurture and inspire every child to experience life in all its fullness. Our schools are rooted in inclusive Christian values to enable all to flourish by building knowledge, confidence and resilience for the future. We strive to be the best we can be.*

*"Whatever we do, we work at it with all our heart"*

*Colossians 3:23*

## Teaching and Learning Policy

This policy is underpinned by our vision and values.

### Intent

At all VSF schools:

- Teaching is inspirational so that learning is an enjoyable experience and all pupils are engaged.
- Teaching equips children with skills, knowledge and the understanding necessary to make good levels of development and progress across the curriculum.
- Teaching equips children with skills, knowledge and the values necessary to make independent, informed choices for life.
- Quality first teaching and learning experiences ensure children achieve highly, have high aspirations, be confident and inquisitive learners.
- Teaching and learning provides children with academic, social, moral, cultural and spiritual opportunities needed to develop as young members of society.
- There is an ethos of care, mutual respect and support, where effort is as equally celebrated as success.
- Children become active, responsible and caring members of the school and wider community.
- Children grow into independent lifelong learners with inquiring minds.

### Implement

At all VSF schools:

- Quality first teaching enables high levels of engagement, learning and high attainment.
- Teaching is based on the principles of instruction using the model of review, questioning, modelling and practice.
- Individualised support and scaffolding is implemented where needed.
- High-quality learning environments promote independence and resilience.
- There is respect for all.
- Staff work in partnership by forming positive relationships with the children in their class, parents and members of the community.
- Lessons are planned collaboratively across the VSF by subject specialists
- Lessons are adapted by class teachers to take children's prior learning and formative assessment to consolidate, build upon and extend learning for all.
- The school community insist on high expectations of learning and social behaviours.
- Teachers apply a range of teaching styles which are adapted appropriately in order to sustain pupil's concentration, motivation and application.
- Staff provide safe, secure and enabling environments in which all children learn effectively.
- Key vocabulary, knowledge and pupil work is promoted through high quality classroom displays (working walls/weekly vocab)

- Reading is at the heart of the curriculum, taking priority in order to maximise learning.
- Effective questioning is used to gauge and extend children's skills, knowledge and understanding.
- Expert subject knowledge is used to set concise learning intentions (LI), co create success criteria, and provide feedback during the lesson and in marking to ensure that pupils understand their progress and next steps.
- Pride is taken in high quality presentation across the curriculum; handwriting, colouring, drawings, planning, number work, designing.

## **Impact**

At all VSF schools we know that teaching is more effective because;

- Children are highly engaged and can discuss learning, skills and values.
- Children know more, remember more and want to learn more.
- Classrooms are purposeful enabling learning environments organised to promote independence and high levels of positive behaviour.

## **At all VSF schools every child is a successful learner because:**

- Pupils are working in an environment which is safe, caring, supportive and stimulating;
- Pupils form positive relationships with their teacher, peers and other members of the school community.
- Pupils have clear understanding of expectations.
- Pupils are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- Pupils are encouraged to become increasingly independent learners;
- Pupils can talk about their next steps for learning and progress.

## **Curriculum Planning**

Planning in our schools is based on the following requirements:

- The Primary National Curriculum 2015
- The Early Years Foundation Stage Framework 2021
- The Milton Keynes Agreed Syllabus for Religious Education 2017
- The Oxford Diocese Agreed syllabus for Religious Education
- PSHE Association programme of study
- VSF Long term planning document
- VSF Skills progression maps
- VSF EYFS Skills Progression
- VSF KS1 Medium and short-term planning document

## **Long Term Planning**

### **Intent:**

The Village Schools Federation is a collaborative group of small, rural village schools with Christian values at its heart. The intention of our long-term curriculum plan is to consider pupil's interests, using local communities and environments as starting points and broadening out to the wider local area, to the United Kingdom and the wider world. The intent is to plan and teach skills, build on skills, repeat skills, practise skills and commit skills and facts to memory. The VSF uphold the core values of the EYFS curriculum and allow this unique practice to

influence and benefit beyond EYFS through the continuous provision approach in Key Stage 1. Medium and long-term plans are written by the subject lead and used across the six schools. Our intent is aligned with our vision that children strive to 'be the best that they can be'. The curriculum intention is to inspire learners with exciting content and experiences, to foster curiosity, develop resilience, promote questions and a desire to find answers, to expand knowledge and experience so children find joy in learning and growing together.

### **Implementation:**

Through high quality planning, teaching and reviewing of knowledge, skills and vocabulary across all subjects all children will be challenged to be curious, compassionate, courageous and resilient learners. They will have opportunities to influence their own learning through age appropriate and progressive skills taught through subjects and a continuous provision approach. Principles of instruction using reviewing, questioning, modelling and practicing along with characteristics of effective learning, including being active, playing, exploring, creating and thinking critically drive more effective teaching.

### **Impact:**

Children will have the skills, knowledge and values to confidently apply to all aspects of their life. In short, they will learn more, remember more and enjoy more; spiritually, socially and emotionally to be fully prepared for the next stage of their educational journey.

### **Subject Focus:**

Subject expertise ensures planning responds to pupils' interests, needs, local and wider environments and current affairs such as events locally and globally. In turn developing children's 'cultural capital' and opportunities for 'courageous advocacy'. This allows the VSF to share teaching expertise, ideas, extracurricular activities, such as educational visits, and content.

### **Medium Term Planning:**

Subjects are planned over a half-term and incorporate the programmes of study from the National Curriculum.

### **Short Term Planning:**

Teachers plan in detail for the week (or two-week cycle in EYFS). Weekly plans show progression throughout the week and include *Learning Intentions*, *Success Criteria*, an outline of the lesson along with adaptations and individualised learning. Weekly planning is available in time for the teaching assistants to read and ask questions. VSF planning templates are used for all planning.

### **Non-Negotiables:**

- Displays will have explicit links to the curriculum and be focused on 'working walls' to support learning; phonics displays, key vocabulary, topic words, visual timetables and calendar.
- Display boards will be backed in neutral tones to reduce cognitive overload.
- Handwritten labels on displays will be aligned with our handwriting policy.
- Displays will celebrate children's achievements.
- The classroom environments are both language and numerate rich.
- Resources are organised in an easily accessible, clearly labelled way to promote independence.
- Children are taught to tidy up and take pride in their environment.
- Classroom rules are displayed in each classroom.
- Values, British Values and zones of regulation are evident in all schools.
- Outdoor areas have high quality resources and the organisation and tidiness mirror the indoor environment.
- Outdoor areas are language rich and promote discovery and independence.

### **The Role of Teaching Assistants:**

Support staff play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teacher by preparing the classroom and resources for the teaching and learning.
- Develop as a reading expert and deliver high quality RWI lessons.
- Hold quality interactions with all children through the whole day.
- To support the teaching; either through direct delivery or by enabling access for identified children.
- Supporting a small group within the classroom.
- Follow the VSF marking policy to ensure books are marked with the level of support required.
- Delivering intervention activities under the guidance of the teacher/SENCo
- Supporting children as directed by the SENCo

### **Behaviour Management** (Please refer to the school's behaviour policy)

High standards of behaviour and high levels of self-control are central to effective learning. The VSF Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider school environment. Outstanding learning behaviours are expected, praised and rewarded.

### **Assessment** (please refer to the School's Assessment Policy)

Marking and feedback is done throughout the lesson to effectively support each child and ensure progress is made. Formative assessments are made to inform future planning through same day interventions and short-term planning. We use target tracker to record summative assessments and to analyse attainment and progress at the end of each term. This information feeds in to VSF planning meetings before the start of each new term.

### **Inclusion** (Refer to Special Educational Needs and Disabilities Policy)

Inclusion is ensuring the school meets the needs of every child who has individualised educational needs to ensure they actively participate in their learning and make progress.

- Successful inclusive provision in our schools is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.
- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children regardless of all protected characteristics.
- Children who receive additional or extra support, including those with an EHCP, have SEN support plans with their provision mapped out. These are followed as part of the normal classroom teaching unless their timetable requires specific input involving withdrawal from the main classroom environment for short periods of time.

### **Roles and Responsibilities**

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

#### **Teachers will:**

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

- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life.

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

- ensuring that their child attends school regularly, punctually, is picked up on time and is well-rested and in good health.
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment.
- allowing their child to become increasingly independent.
- support regular phonics and reading practice.
- support the VSF Behaviour Policy and seek consistency between home and school.
- supporting the work of educational targets and becoming actively involved in the implementation of any support.
- being part of 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.
- informing the school of reasons for their child's absence by 8.30am each day of absence.
- ensuring that all contact addresses and telephone numbers are up to date and correct.
- actively supporting the Home-School Agreement.

**Pupils will be encouraged to:**

- engage with the learning.
- behave well at all times.
- ask for help if needed.
- be the best they can be, taking pride in presentation of work
- use work walls (displays) when stuck.
- become independent learners
- know it's ok to fail and learn from mistakes.
- know targets and respond to marking.
- remember equipment, take book bags and clothing home.
- complete reading and phonics practice and any other homework activity.

**Home reading and Homework:**

In EYFS the children are expected to read at home a minimum of three times a week, share the phonics they have been learning in school and complete any other activities that are occasionally sent home, such as being asked to bring in an item for a topic.

In KS1 the children are expected to read at home a minimum of three times a week, learn spellings and complete maths activities when given. They are expected to complete any other activities as directed by the class teacher.

This policy should be read in conjunction with:

- EYFS Curricular goals
- VSF Behaviour Policy
- VSF SEND Policy
- VSF Marking Policy

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