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| Policy: Federation Learning | Status: FINAL | Policy Number: POL_022 |
| Author(s): John Dexter | Date of issue: 23 November 2020 | Version: V1 |
| Approved by: The Governing Body | Effective: 23 November 2020 | Review Date: 23 November 2021 |

Goodnestone is a place of learning where all are nurtured and supported. Goodnestone has high expectations of all, so they fulfil their God given aspirations within and outside our small school community. Following the example of Jesus, we include all by showing friendship to each other, valuing their unique contribution.

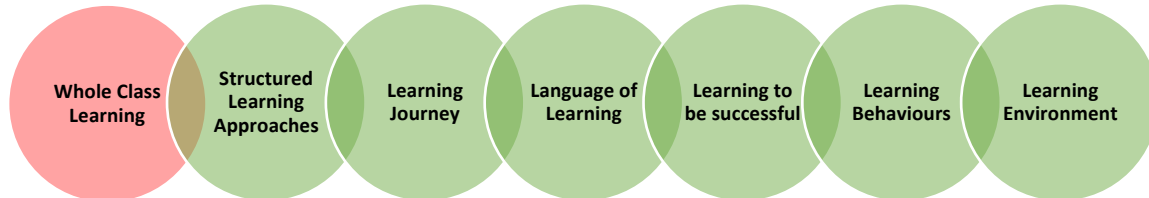
Nonington is a place of learning where all are cared for and supported. Nonington has high expectations of all, so they fulfil their God given aspirations within and outside our small school community. Following the example of Jesus, we trust each other, valuing everyone's unique contribution.

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Introduction

At the Federation of Goodnestone and Nonington CE Primary Schools we believe that our core task as teachers is to evaluate the effect of our teaching on pupils' learning. We recognise that everything we do as teachers has an impact on pupils' learning and we reflect on our teaching so that pupils are successful.

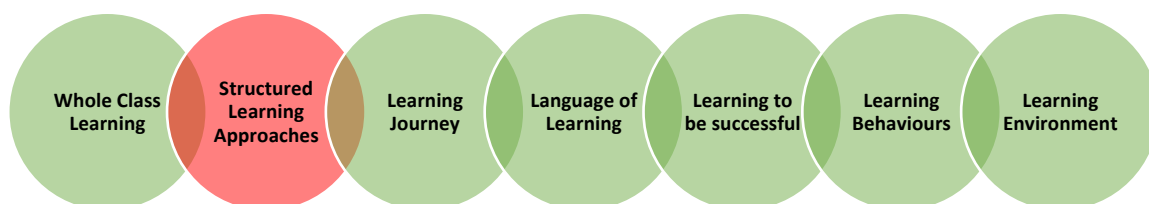
Whole Class Learning



The Federation of Goodnestone and Nonington CE Primary Schools believe that the maximising of the impact on learning within quality whole class teaching has the most impact on attainment for all pupils. Each school incorporates strategies to support pupils with additional needs into the classroom practice to ensure all pupils are being successful.

Leaders monitor lessons and pupils outcomes to give teachers feedback on developing the learning of different groups of pupils. Our federation also uses Pupil Progress Meetings to make adjustments to approaches to learning for individual and groups of pupils.

Structured Learning Approaches



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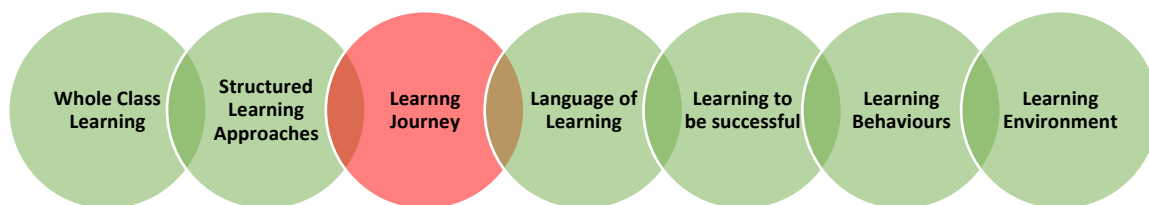
Leaders within the federation design and implement structured approaches to teaching and learning across the school to develop consistency for our pupils. All approaches developed reinforce our federations pedagogy of collaborative learning, teaching pupils to be problem solvers and developing communication skills.

Examples of current approaches include our reciprocal reading structure, collaborative approaches to spelling, learning how to be expert writers and a consistent use of mathematical manipulative. Our structured learning approaches are detailed in teaching guidance policies. Teachers receive professional development and feedback to ensure these approaches are effective within their teaching.

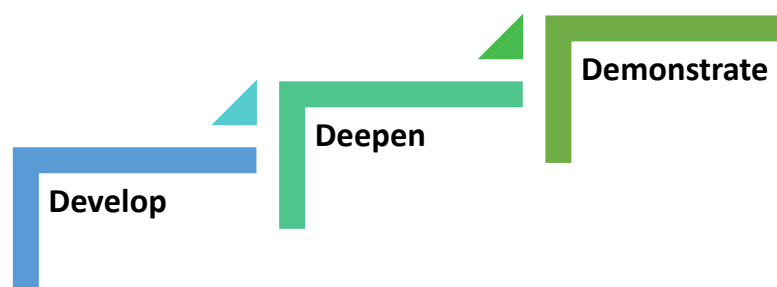
Our federation continues to develop structured learning approaches using our School Improvement Plan. In 2020/2021 each school is developing a consistent approach to the learning journeys within our new projects which incorporates the application of English knowledge.

When making planning notes, our federation encourages teachers to consider how learning will be seen through the eyes of a child in their lessons. Through reflecting on how children will be able to access the learning, what their misconceptions might be and how they know when they have been successful, teachers are supported in planning to meet the needs of all children.

Learning Journey



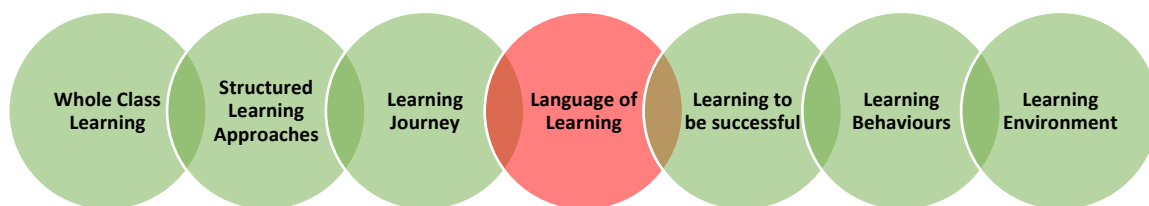
Our leaders and teachers have developed a structure for each learning journey in our two-weekly projects. The projects are a balance between knowledge and skills development within the subject context and the application of English skills which enable children to communicate effectively what they have learnt. There are three phases which are cumulative and intend to develop and deepen pupils' knowledge which they then demonstrate in a piece of extended writing. Formative assessment processes are integral to the journey and pupils reflect on learning, and revisit prior learning to strengthen connections between what they have learned and what they are about to learn. In 2020/2021, the school is developing the essential elements and approaches within each phase of the project journey so that our approach is consistent across the school and maximises outcomes for pupils.



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Language of Learning



Our federation has a language of learning which is reinforced with pupils in lessons. This helps teachers and pupils to reflect on and describe their learning. This language includes our learning values which motivate our learning;

- Collaboration
- Resilience
- Resourcefulness
- Curiosity
- Perseverance
- Reflectiveness

And our learning words which describe what we do when we are learning;

- Explore
- Connect
- Think
- Question
- Share
- Connect

Each school has also considered the core attitudes promoted through our curriculum. This language is used to reflect on pupils as learners within our federation schools.

Goodnestone

- Independent
- Adaptable
- Confident
- Enthusiastic
- Collaborative
- Inspired

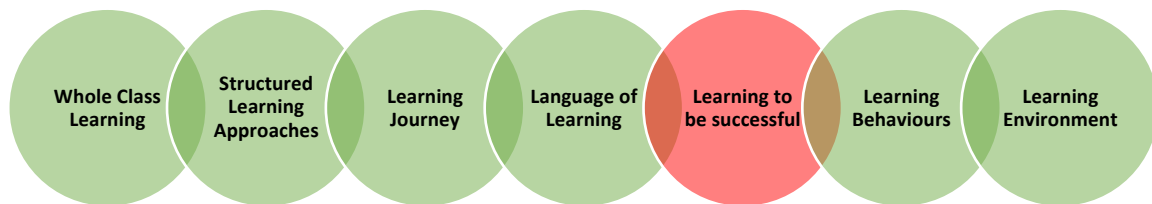
Nonington

- Confident
- Secure
- Creative
- Aspirational
- Respectful
- Tolerant

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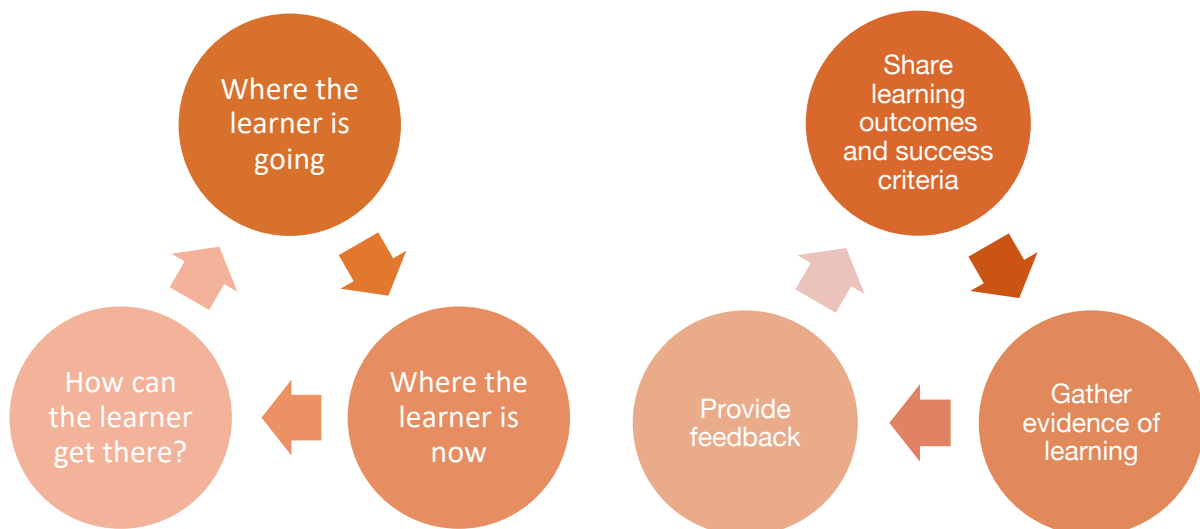
Our core attitudes are defined at the end of this document.

Learning to be Successful



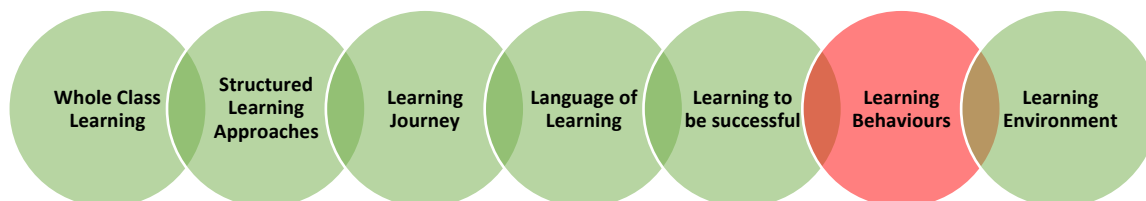
Our federation believes that it is vitally important that teachers allow pupils opportunity to show how they are being successful and that they show pupils how to be successful. When showing pupils how to be successful teachers use a range of approaches including co-constructing success criteria, scaffolding, modelling, modelled examples, guided examples, self-verbalisation and demonstration.

Teachers use assessment for learning strategies to understand how pupils are being successful. During the formative assessment process, teachers engage in a range of techniques, in particular, the use of: listening and observing; effective questioning and dialogue; catching in the moment; regular low-stakes quizzing to find out what pupils have remembered over time and to embed key knowledge; knowledge organisers as an assessment tool to help teachers check whether pupils have learned the key knowledge intended. Catching in the moment is detailed in our assessment policy.



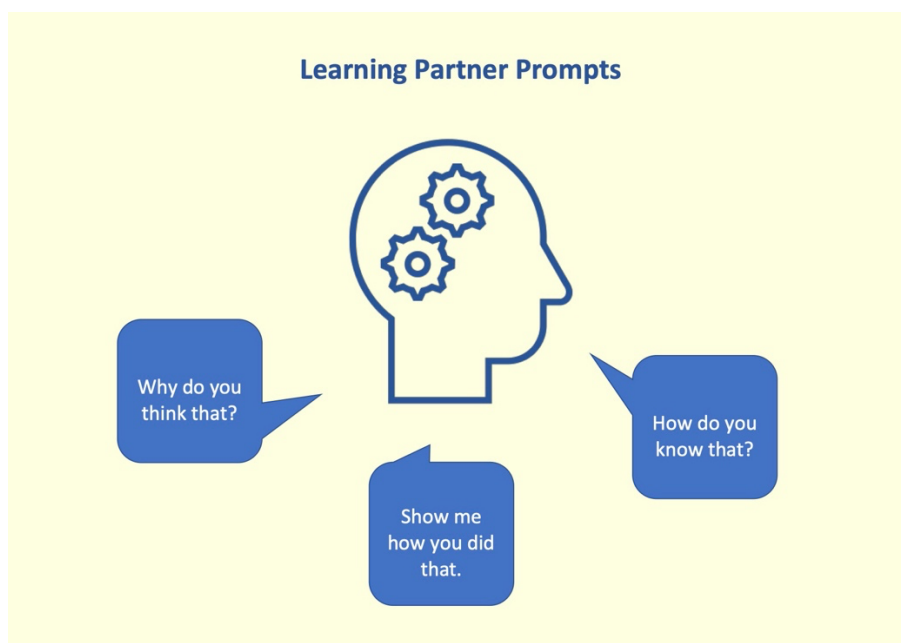
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Learning Behaviours



Our federation believes that collaboration is at the centre to our approaches to teaching and learning. As the ability to collaborate is an important life skill, we teach our pupils how to collaborate when learning. Collaborative learning approaches are encouraged in the classroom and are part of our approaches to teaching reading and spelling.

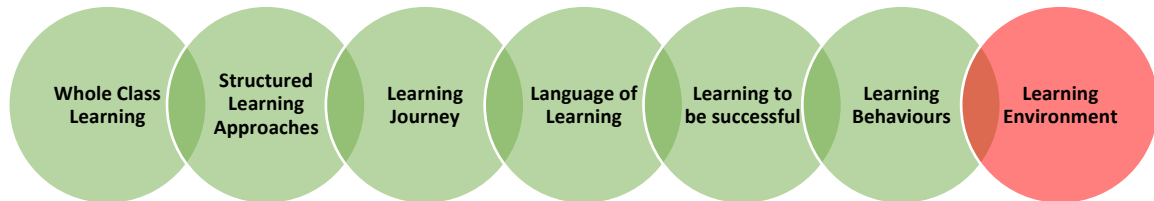
Every pupil in our federation has a learning partner. Learning partners are organised by the class teacher so that learning is maximised in the classroom. Careful consideration is given to the partnerships and they are reviewed as part of pupil progress meetings. Pupils are taught how to be an effective learning partner and this is modelled within the classroom. Pupils are encouraged to reflect on the following learning partner prompts:



Teachers support pupils in reflecting on their learning so that they become more aware of the learning process and how they learn. This, in turn, supports pupils' independence as they develop more awareness of, for example, strategies that are effective for them and resources and manipulatives that support them in accessing the learning and being successful.

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Learning Environment



Our schools provide a learning environment which supports pupils learning. Each classroom has a range of learning walls that reflect the current English, Mathematics, Religious Education and project work. Each learning wall contains a range of supports for pupils, including how to be successful, worked models, key vocabulary and questions to prompt independent learning. Pupils are taught how to use the learning walls effectively.

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The Federation of Goodnestone & Nonington CE Schools recognise that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum with which all pupils can engage and achieve.

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Federation of Goodnestone & Nonington CE Primary School Core Attitudes

| Goodnestone CE Primary School - Core Attitude expectations | | |
|--|--|--|
| Confident | | |
| <p>Children feel brave with having new experiences and have a can-do attitude when facing challenges. Children feel recognised like Jesus did in the story of Jesus and the children- Jesus valued the children's contribution and encouraged them to question and speak out.</p> | | |
| Year 2 | Year 4 | Year 6 |
| <p>We would like a child to be confident in the things they know and, in exploring of the things they don't know yet. To feel that their contributions no matter how big or small are valued; and are recognised. Children are aware that there are opportunities for learning in making mistakes and to not be fearful of getting things wrong.</p> | <p>Children are asking bigger questions and feel confident to explore these ideas. They can celebrate their strengths and for them appreciate their own capabilities in all that they do and all that they are. They celebrate their own and others uniqueness and how this prevails. (Have a voice-place to ask questions freely)</p> | <p>We would like a child to feel confident in their own opinions and feel self-assured in making choices and recognising the difference between right and wrong. Children are becoming resilient when facing challenges and have learnt to persevere. Children have had the opportunity to explore the bigger picture and a realisation that everyone's choices have value and they recognise that their own uniqueness has a place in the world. To be confident in sticking to their choices even when differing from that of their peers.</p> |
| Independent | | |
| <p>Children being able to make their own decisions, can assess their own needs and take responsibility for themselves. They recognise that there is value in their own wisdom and that they can support others to develop independence through friendship.</p> | | |
| Year 2 | Year 4 | Year 6 |
| <p>Children can explore their surroundings and routines in order to develop independence and create a positive mind set when challenging themselves. To be able to care for their personal needs and make</p> | <p>Children can take responsibility for themselves and their environment. They can seek ways to fulfil their God given aspirations. They are resourceful to support their learning journey.</p> | <p>Children can take responsibility for their learning; they are self-motivated to achieve and aspire to flourish in any environment. They can reflect and are becoming more self-aware that their actions have impact.</p> |

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| choices to support their wellbeing. | | Children are aware of their God given aspirations and are taking active steps to achieve these. |
|--|--|--|

Adaptable

Children respond positively to change and are flexible when facing challenge.

| Year 2 | Year 4 | Year 6 |
|--|--|--|
| Children are accepting of change in environment and routine they are able to face new challenges with a positive mindset. | Children can begin to become aware that they can change strategies to have a positive effect on their learning. | Children can identify when change is necessary and are able to take required action to achieve a positive outcome. They are becoming open minded to new situations and are able to be discerning of their surroundings. |

Enthusiastic

Children are excited to learn and to face new challenges, they show an interest in new opportunities and experiences. Children are eager to face the world and ready to be immersed in its offerings.

| Year 2 | Year 4 | Year 6 |
|--|---|--|
| Children can have fun and enjoy exploring their learning environment. They are inquisitive and curious about the unknown. | Children can recognise that enjoyment and enrichment can be taken from all areas of the curriculum. They are developing their own interests and passion and are beginning to face new challenges with a readiness. | Children can persevere and apply their previous knowledge and jump into new opportunities they are able to extract elements for personal enjoyment and are able to engage in all aspects. They can identify an opportunity for personal growth and enrichment, they can consider the positives in a situation and apply themselves accordingly. |

Collaborative

Children support each other with their learning and can share ideas freely, they recognise strengths and differences amongst peers. They show strong friendships and trust when encouraging their peers to reach their potential.

| Year 2 | Year 4 | Year 6 |
|---|---|---|
| Children are able to use their learning partners and can work well within a group, | Children can reflect and take on board each other's views and opinions, they can use | Children can critically reflect on each other's ideas and give constructive criticism in |

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| they take turns when sharing ideas to help each other to achieve. | them to build and expand their own ideas. Children are beginning to work as a team and can recognise each other's strengths and how to use those for the good of the collective. | a supportive manner, to draw on the knowledge and experience of others to enrich the team. |
|--|---|---|

Inspired

Children take on board the feelings and values of the world around them and express this within their God given aspirations.

| Year 2 | Year 2 | Year 2 |
|--|---|---|
| Children have invested time and focus into something they find inspiring. They are drawing awe and wonder from their surroundings and learning. | Children are beginning to become role models and are taking inspiration from the older children and adults in the environment. They understand what it is to be inspired and can verbalise what inspires them. | Children respond creatively to something they have been inspired by and aim to inspire others, they are becoming confident role models and set a positive example for the rest of the school community. They can express a range of feelings including their own spirituality of feeling inspired. |

Nonington CE Primary School - Core Attitude expectations

Confident

Confident – means to be brave to ask questions (feel happy with peers and show friendship in a peaceful way), share knowledge and skills (share their wisdom), feel listened to and their opinion is valued (Jesus and the children story and trusting others), having a positive outlook and be ready to learn to improve themselves (hope for the future).

| Year 2 | Year 4 | Year 6 |
|---|---|--|
| Children are bubbly, inquisitive, excited to learn, happy to share ideas/knowledge, brave enough to ask questions of adults, where to go for help (resources, older children), start to work independently | As Year 2, Children can thoroughly explain their ideas and knowledge, language is more precise, brave enough to ask questions of peers, where to go for help (resources, other children), develop their independence | As Year 2 and 4, Children are brave enough to ask probing, open-ended questions of anyone (specialist/visitors), where to go for help (resources, other children, 3b4me), prepared for Secondary school and be independent, know how they learn |

Secure

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Secure – means to feel safe and unthreatened (by peers as they show friendship in a peaceful environment), cared for and supported (trust in adults and other children), succeed in obtaining a skill or a piece of knowledge especially with difficulty (developing their wisdom), improved quality of life in the community (hope for a better life/developing their spirituality).

| Year 2 | Year 4 | Year 6 |
|---|---|---|
| Children enter the learning environment happy and separating from their parents/carers with ease. They are keen to seek out relationships with trusted adults and peers. They are able to share their feelings, including any worries, in the knowledge that adults are supportive and are there for them (for example in the Jesus and the children story). They are confident within the classroom and feel they are a valued member. | As Year 2, Children are independent at following routines and are able to relay messages from home. They build up a rapport with trusted adults and develop their friendships and relationships with others. They are confident within the classroom and school, and feel they are a valued member as they take on responsibilities in the classroom. | As Year 2 & 4, Children are independent and are preparing for transition to Secondary school with a positive attitude. They are confident within the classroom, school and local community, and feel they are a valued member as they take on responsibilities in the school. |

Creative

Creative – means to be imaginative and develop original ideas across a range of talents and skills. (Including spiritual gifts). Trusting in one's talents and sharing them with others (showing Wisdom and friendship). (Jesus said he would value everyone's unique contribution)

| Year 2 | Year 4 | Year 6 |
|---|--|--|
| Children are confident in accessing the range of resources to create pieces of work, these demonstrate their knowledge and understanding in different ways. | As Year 2, Children have opportunities to share their talents and skills by choosing their own ways of expressing their ideas. Their confidence builds in sharing their ideas. | As Year 2 & 4, Children independently plan and present ideas in a confident way and can teach others new skills. They can adapt their ideas after reflecting on their learning and improve it further. |

Aspirational

Aspirational – Following dreams, improving a skill, goals for future, a hope or ambition of achieving something; being the best that we can, as Jesus would want,

| Year 2 | Year 4 | Year 6 |
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| Children have a personal goal or target that they wish | As Year 2, Children routinely check, review | As Year 2 & 4, Children are beginning to think about their |

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| to achieve by the end of the year. Adults in the classroom have high expectations and are good role models, verbalising their own thinking of how they themselves are aspirational. Drawing out misconceptions. Children know the importance of moving forward from their mistakes – that mistakes are not a bad thing. | their work independently or with Learning Partners, reflecting on how to improve it, uplevel it. Children feel pride and a sense of achievement in their work and want to show it off at any opportunity. | future, choices about secondary schools, possible career opportunities. Children look at their assessments and gaps in their learning, asking questions of how to fill in these gaps. Children know where they are in their learning and where they are heading. |
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Tolerant

Tolerant - willingness to accept feelings, habits, or beliefs that are different from your own. Having the ability to accept, experience, or survive something harmful or unpleasant. Hope and trust that peers with show tolerance to others within the school (and larger) community, because of the strong friendships that are fostered through the school values.

| Year 2 | Year 4 | Year 6 |
|--|---|---|
| Children can listen to the views or opinions of others, accepting if they differ from their own. They can be in the company of peers who may act differently to themselves, understanding that we are all unique and individuals. They are usually patient, understanding and accepting of anything different. They are usually agreeable to their peers, listening carefully and treating the person with dignity and respect – even if they disagree with their views. | As Year 2, Children can clearly state their opinions being sensitive to the needs of others. They are patient and can accept that their differences are to be celebrated. | As Year 2 & 4, Children can express their opinions and explain the views of someone else. They put themselves in the other person 'shoes' and show empathy. |

Respectful

Respectful - means to have a due regard for the feelings and rights of others, or to recognise and abide by someone or something. Trust in one's knowledge of right and wrong, especially when interacting with others. Being respectful is to show friendship, and treat others with kindness and thoughtfulness, working alongside each other in a peaceful environment, respecting everybody's right to learn.

| Year 2 | Year 4 | Year 6 |
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| <p>Children are polite and use kind words, including routine words of manner such as 'please' and 'thank you'. Children are aware of the needs and feelings of their peers by waiting their turn, turn taking and taking care of their environment and belongings. They are beginning to have responsibilities within the classroom. Adults model being respectful by their own actions and words, helping children feel good about themselves through meaningful praise, and acknowledging when children are being respectful, showing empathy and being caring.</p> | <p>As Year 2, Children take on more responsibilities around the class and sometimes the school, i.e. leading worship. Children always follow school/class rules and show respect to all around them. They spot opportunities to be helpful and build strong relationships.</p> | <p>As Year 2 & 4, Children are role models, showing how to be respectful and take on responsibilities on a daily basis around the classroom and school. They welcome visitors to the school.</p> |
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