



The Federation of the Church Schools of  
Shalfleet and Freshwater & Yarmouth

*Together for a Brighter Future*

# Teaching and Learning Policy

<b>Approved by</b>	<b>SH &amp; TG</b>
<b>Portfolio</b>	<b>Standards</b>
<b>Approved on</b>	<b>Summer 26</b>
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<b>Review Cycle</b>	<b>1 Year</b>

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**This policy should be read in conjunction with the following documents:**

- Marking and Feedback Policy
- Curriculum Policy
- The Home School Agreement

## **AIMS OF THE POLICY**

The teaching staff and the Governing Body have created and agreed this policy. A hard copy is located in the policies folder for other members of staff.

At the Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth, we are committed to high quality teaching and learning to develop knowledge and skills acquisition over time and 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 federation aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our Marking and Feedback policy and Curriculum policy.

## **PRINCIPLES OF TEACHING AND LEARNING**

Learning is the purpose of the whole school and is a shared commitment. At The Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth, 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, competent individuals, within a sequenced 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 federation team, we have developed our own Teaching and Learning Model (Appendix A), which exemplifies our vision, mission, Christian values and the learning principles which underpin our curriculum offer.

The Teaching and Learning Model highlights the elements the federation bring together to ensure all children have a rich and meaningful curriculum experience. They are:

- Coherent learning links and pathways
- Strong working partnerships
- High quality outcomes, deep learning
- Valuing all children, learning is accessible to all
- Challenging, engaging and motivating
- Planned broad curriculum content with structure and sequence
- Opportunities for memorable experiences
- Promotes independence and curiosity
- Broad, relevant and balanced – Local, Mainland, Global

The definition for these principles has been agreed with staff and a statement has been written for each one (Appendix B).

As a federation, we are committed to our mission statement where – We value and respect everyone within an atmosphere of Christian Love. Our welcoming community builds strong relationships and is dedicated to supporting everyone to flourish academically, emotionally, socially and culturally through an excellent and engaging curriculum.

- Our staff are dedicated to engaging every child in learning across a broad curriculum.
- We celebrate the achievements and successes of all.
- Our schools are safe, happy and welcoming, promoting high standards and good behaviour.
- We foster a culture of mutual respect by nurturing kindness, tolerance and acceptance of diversity.
- Together we have strong partnerships and positive relationships between children, staff, parents, carers, governors and the wider community.
- We prepare children for the opportunities, responsibilities and experiences of a changing world.

### **Ethos**

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional 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)

### **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 broad curriculum designed to encourage all children to acquire a progression of knowledge and skills to assist all children reaching 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.

**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;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;
- 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.

**Planning**

The foundation for curricular development is the Federation Development Plan, developed through a process of collaboration between staff, and approved by governors.

At The Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth, we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHCE and RE. 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.

Planning takes place termly (except in core subjects which is half termly), with reference to the National Curriculum 2014, Early Years Foundation Stage and the Whole School Long Term Curriculum Plan. Swimming instruction with specialist teachers takes place at the local swimming pool.

Termly/half-termly plans are submitted to the Headteacher/Deputy Headteacher. Foundation subjects are taught from the detailed medium-term plans. Plans are based upon previous assessment data (both core and foundation), pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study. 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. Curriculum content is designed to be progressive, building on prior knowledge and skills and then supporting the next steps in the learning sequence with opportunities to learn and embed a wide vocabulary.

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;
- ensure that there is sequenced knowledge and skills being taught, utilising all cross curricular opportunities;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects through the collation of evidence for subject portfolios and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using their allocated release time to support colleagues in raising attainment and progress in their subject;
- capturing the children's views on their subject;
- 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.

### **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.

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.

The classroom will be organised to facilitate learning and the development of independence. Pupils will be involved in the maintenance and care of all equipment and resources. Classrooms provide a stimulating and purposeful learning environment.

Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the class teacher. Volunteer helpers assist with the many aspects of school life, including supporting reading and providing assistance with school visits. Students are welcomed into school and certain standards of dress and conduct are expected.

Excellence is celebrated in display and achievement. Children are given opportunities to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best achievement. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Gold Awards and Golden Tickets' are given weekly to celebrate individual academic or behavioural achievement. The 'Golden Welly' award is given to children who have displayed enthusiasm and excellence within their weekly forest school sessions.

### **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 by:

- pace;

- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Differentiated tasks will be evident within each lesson in both core and foundation subjects and this will enable the children to reach the overall learning objective of the class. Children with IEPs will have specific differentiation where relevant.

Pupils with special educational needs receive support provided by a learning support teacher, 1:1 Tuition or our inclusion team where appropriate. Extra support is given in the classroom from learning support assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Inclusion Policy)

Teachers set individual targets each term per child in English (reading and writing) and Mathematics. This is in addition to the formative assessment targets the teachers communicate to the children on a weekly or daily basis where appropriate. These are shared with the child and parents to encourage partnerships in learning.

### **Homework**

Homework is considered to be a good supplement to children's learning at primary school when set in a way that does not negatively impact children's school/home life balance.

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 in projects children may not be able to experience in school;
- 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 the most fundamental skills, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- in engaging in ways that encourage children to enjoy extending their learning at home.
- to prepare children for secondary school experiences of homework;
- to view learning as a lifelong process (particularly with fundamental skills such as reading) and not just restricted to school hours.

### **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 his/her learning.

Formal summative assessment is carried out at the end of Key Stage 2 (Year 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Times tables are tested in Year 4. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

In each year group, through our assessment timetable, summative assessments are carried out termly in reading and maths (in Year 1,3,4,5) and half-termly (in Year 2 and 6). Whilst Little Wandle phonics assessments are used every half term in Year R-2 and Year 3 (for catch-up children).

Suitable tasks for assessment include:

- group discussions;
- short tests in which pupils write answers;
- 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 feedback as per the feedback policy.

Effective feedback should:

- Be manageable for staff (in line with DfE Workload Reduction Toolkit)
- Inform the next steps for children
- Be focused on the learning objective/success criteria for the lesson
- Forms part of daily lesson structures
- Aim to re-teach, consolidate and extend children
- Be adapted to the relevant age group (verbally delivered for younger children)
- Gives children autonomy over their work
- Involve self-reflection and peer-reflection.
- Be visible in all subjects

All results from assessments are analysed and used to inform future planning.

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 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 once through a written report. Results of individual pupils' 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 national government.

### **Monitoring and Evaluation**

Pupils' knowledge, skills and understanding will be monitored in a variety of ways depending on the learning activities and moderated regularly in each of the core curriculum areas by the subject leaders and the Deputy or Headteacher. A termly review of monitoring procedures (lesson observations, learning scrutiny, progress, planning and pupil interviews) is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders and SLT will regularly monitor children's books, including in core subjects every half term. The Headteacher will observe each class teacher in both core and foundation subjects each term, whilst also completing a learning walk (taking in sections of multiple lessons) once each term. The Performance Management cycle informs learning and teaching. (See Performance Management Policy).

### **Teaching Strategies and Styles**

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:

- provision of an integrated curriculum;
- teacher observation;

- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- didactic teaching;
- interactive teaching;
- conferencing;
- listening;
- mind mapping;
- providing opportunities for reflection by pupils;
- demonstrating high expectations;
- providing opportunities for repetition/reinforcement;
- 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.

The emphasis of our policy is on a good variety of experiences and we encourage children increasingly to take an active role in their own learning. Thus:

- investigative work is used;
- children are encouraged to communicate findings in a variety of ways;
- opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning.

At The Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- application of number;
- communication;
- computing skills
- problem solving;
- working with others;
- improving own learning and performance.

Thinking skills will also be developed across the curriculum. This will include:

- creative thinking;
- enquiry;
- information processing;
- reasoning;
- evaluation.

At The Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth, we recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every child can improve and an awareness of the importance of children's high self-esteem. The four elements are: sharing learning goals; effective questioning; self and peer evaluation; effective feedback. Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning knowledge and skills based on an understanding of how we learn rather than what we ought to be learning. This includes:

- creating a positive learning environment;

- engaging activities that support sequenced learning;
- focusing all feedback on specific performance improvements which can be acted on;
- sharing an overview of content, process and benefits of the learning to come;
- engaging learners by posing problems and challenging thinking;
- providing opportunities for learners to meet the challenge in a variety of pairings and with multiple ways of representing their understanding;
- creating space for reflection and meaningful dialogue;
- reviewing what has been learned, how it was learned and how it will be used.

### **Learning Processes and Learning Styles**

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes and learning styles. These include:

- investigation;
- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- child-initiated play;
- practical exploration and role play;
- retrieving information;
- imagining;
- repetition;
- problem-solving;
- making choices and decision-making.

At The Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth, opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills. We aim to provide opportunities to develop a wide range of learning styles, encouraging pupils to not only reflect on what they learned but significantly improving their independence and resilience. 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. VAK. Staff are aware of a range of theories and research linked to learning including encouraging a 'Growth Mindset'.

Planning will incorporate as many styles of working as possible. These styles include:

- individual learning;
- collaborative learning in small groups, or pairs;
- one to one learning with an adult, or more able pupil;
- whole class;
- independent learning.

Group work may include friendship, matched ability, mixed ability, etc, appropriate to the activity. Collaborative learning is encouraged, although some periods of the day may be set aside for silent work.

Teachers at the Federation 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
- they have clearly defined targets which they can successfully achieve eg appropriate time scale

Effective learning is ensured through the process of monitoring successful teaching (see monitoring policy) and 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. Linked to the above, successful teaching is:

- confident – teachers have a clear understanding of subject knowledge and setting objectives
- high expectation – there is optimism about, and high expectation of success
- well planned – there is differentiation with methods and organisation strategies which match curricular objectives and needs of all pupils
- interactive – pupil's contributions are encouraged, expected, 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;
- 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 The Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth, 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.

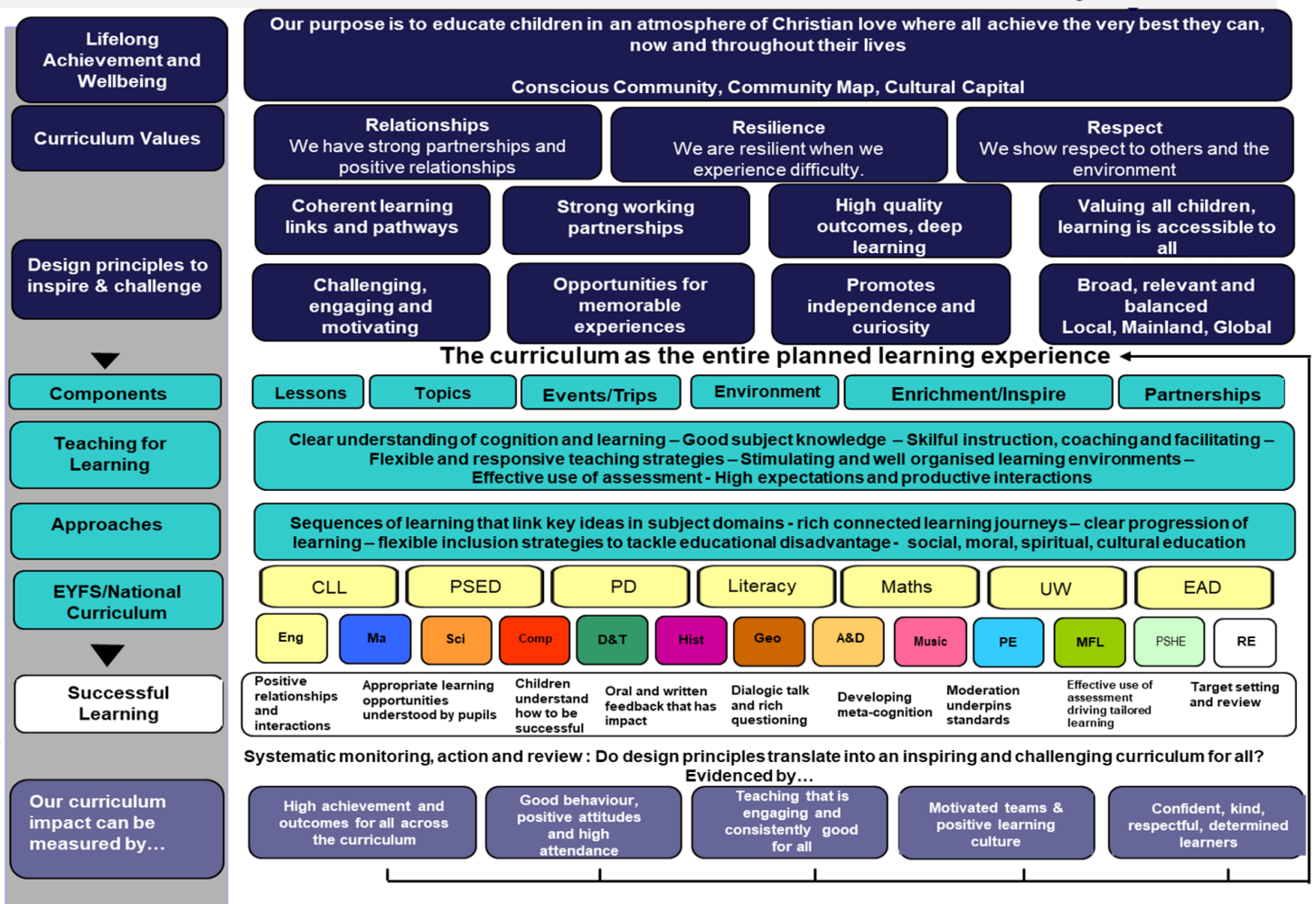
Time is a resource that we value. To maximise its use:

- 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.

Computing is a major resource, which is used across the whole curriculum. There are ample laptops and iPads for use in multiple classes and these are stored in a central area accessible for all of the children in the school.

## Appendix A

### The Federation of the Church Schools of Freshwater & Yarmouth and Shalfleet – Curriculum for Learning Overview



# The Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth

## Learning Principles

### 1. **Coherent learning links and pathways**

Children's learning is a coherent experience, taking a holistic approach, incorporating outdoor experiences where possible. There is a detailed curriculum map with clear links between different areas of learning that build upon previous knowledge.

The federation offers a range of whole school topics, such as looking at our Island and all that it has to offer, the wider world and considering global and current affairs.

### 2. **Strong working partnerships**

We develop and sustain strong working partnerships across the school, the federation, the local community and further afield focused on providing a good education to all children where all stakeholders feel valued.

Opportunities are built in for shared trips and events across the federation, facilitating opportunities to share skills and knowledge, building in links with the local community as well as links with schools on the mainland. We invite people in to share their expertise through Inspire Talks and sporting events.

### 3. **High quality outcomes, deep learning**

At every stage across the federation, children achieve their very best in all areas, with opportunities for accelerated progress for all. Members of staff have high expectations for all learners.

There are opportunities for children and young people to develop their full capacity for different types of thinking and learning, exploring and achieving more advanced levels of understanding. Children take ownership of their own learning by making choices of what they would like to learn and engage in exciting and relevant topics. We use high quality texts and experiences that engage and motivate.

### 4. **Valuing all children, learning is accessible to all**

The learning planned for children and young people responds to their individual needs and support their particular needs, aptitudes and talents. It provides opportunities for exercising responsible personal choice, celebrating all successes across the curriculum. Ensuring that learning stretches as well as supports, that it is adaptable; drawing on the experiences, outside learning and working together where possible. All pupils complete meaningful tasks that come from their interests, designed to build resilience and independence.

### 5. **Challenging, engaging and motivating**

The federation is committed to offering a curriculum that embeds learning and has high expectations for all children at its core. There is an ethos of a growth mind-set, where mistakes are celebrated and encouraged as learning opportunities. Wherever possible learning themes and topics come from the children, making learning topical and based on current affairs. Beginning in the EYFS, practice is flexible and relatable, learning is steeped in practical activities and problem solving opportunities. This hands on approach continues right through the school, taking in outside learning opportunities where possible. Topics link to rich texts, the local community and further afield to develop our learners into resilient, knowledgeable world citizens. Staff have the opportunity to specialise in areas of expertise and share their skills across the federation.

### 6. **Opportunities for memorable experiences**

We offer a variety of experiences that give children genuine, lifelong memories. We involve the children in planning their own experiences where possible to ensure there is an authentic child

voice. We involve parents, the community and have opportunities for visitors across the arts, sciences and sports as often as is possible and relevant. Throughout the year, there are inspire talks/days, charity events and special events to open the children to new experiences and ideas. In classes, there is consistently good teaching and time to build relationships with key adults in school, for example the ELSAs. The church forms a significant part of the children's school life experience with key visits to the local church as well as church groups and representatives regularly visiting school. As an island school, we celebrate what the Isle of Wight has to offer with a range of trips, as well as looking further afield and ensuring all children have the opportunity every year to 'get off the rock' and experience new and diverse opportunities.

**7. Promotes independence and curiosity**

Beginning in the EYFS, we give opportunities to children to take ownership of their learning. Finding out how they learn as well as what they have learnt in order to personalise their experiences. From the beginning of their time in school, children learn about a growth mind-set, thus developing resilience, and their awareness of the self and others. We encourage open tasks where the children are able to choose their own level of challenge. Elected JLT and Learning Leaders give the children ownership of choices made in the school by representing options to the Senior Leadership Team and Governors and being involved in the writing of policies.

**8. Broad, relevant and balanced - Local, Mainland, Global**

There is a clear and coherent planned curriculum to ensure that generic knowledge and skills are developed as well as subject specific knowledge and skills. A strong acquisition of new vocabulary is developed through sequenced learning based upon prior learning and leading into future learning. It should also cover all areas of the EYFS and National Curriculum. Linking topics across the curriculum where possible, linked to high quality texts and current affairs as well as significant periods in history. Topics will look at influential people alive today and through history, the environment and has an emphasis on topical issues such as climate change.