

Welcome to the Unity Federation of Church Schools Continuity for Learning Guide. This is version 4 and supersedes all previous versions of this guidance. This current guide has been reviewed to encompass current procedures linked to the provision in the federation in line with the Primary National Curriculum 2014. **The aims of this document are:**

- To provide continuity of provision for learning across each school in the federation, between key stages in each school and classes in each school.
- To establish clear systems for delivering challenging learning for ALL children educated across the federation.
- To develop monitoring, assessing and evaluating procedures of the provision established across the federation.
- To continue to challenge, aspire and innovate in how professionals across the federation improve standards in learning.

All staff are aware and agree to this guidance and are fully committed to the evaluation and improvement of provision for learning across the federation.

**Early Years Foundation Stage**

Refer to EYFS Policy

EYFs evidence and learning journals

- ◆ This may include using Orbit, Tapestry or paper booklets.
- ◆ It will contain photographs, observations, next steps in learning, parental contributions.
- ◆ They will be shared with parents at least termly.

**Phonics**

- Reception should work on phase 1 continually through their EYFS year. All Reception children should start phase 2 as soon as possible on entry to the school and be on phase 4 by the end of the year.
- KS1 will recap Phase 3 no later than the second half of Autumn Term and Phase 4 no later than the first half of Spring Term and work through to the end of phase 6 by then end of KS1 at the latest.

**EYFs Key Person**

- The class teacher is to take responsibility for being the key person for all EYFs children in the first half of Autumn Term. It is then the class teacher's decision if the key person should then change at this point, for any individual child.

**Supporting EYFs/KS1**

Teachers should aim to observe and record what is happenings frequently as possible and use support staff to aid collection of observations. During such observation times the TA may be required to facilitate the rest of the class' learning which will be planned by the class teacher. This will depend of the flow of the session and the observation recording taking place at the time. Thus the outcome will be minimal disruption to the children's learning.

**Assessment & Tracking Progress**

The federation uses the DNEAT expected tracking system – Pupil Asset. Data for children is entered as stated above. Please refer to our Assessment Guidance for detailed information. However our system allows us to track attainment outcomes (Age Related Expectations) and Progress (Value Added) for Reading, Writing, VGPS, Maths on a half termly basis, Science and RE on a termly basis.

For non-core subjects we have developed a paper tracking system that tracks start and end outcomes for topics and progress of all children.

Headline data outcomes for core and non-core subjects are then used to form the discussion and challenge of half termly Pupil review Meetings led in each academy by the Head of School, at these meetings the SEND provision Map, Intervention Plans etc are updated to reflect on current needs.

**Curriculum Planning**

All planning is to be based on the Primary National Curriculum 2014.

Our curriculum is taught in an enquiry based manner with clear themes and topics studied on a two year rolling programme for History, Science and RE (Norfolk Agreed Syllabus).

The Primary National Curriculum 2014 is available on each schools public server for staff to plan from and use. Staff are expected to plan and reference this.

Yearly Topic Planners allow for cross curricular teaching and learning to be identified, this is then planned in more detail in termly subject planners, curriculum statements are sent to parents each term and published on our website.

Educational Visits, enrichment activities and outdoor learning are all key principles in our federation's curriculum.

**Marking and Feedback of Learning**

We recognise the important role marking and pupil responses to marking has on improving learning and sustaining rapid progress in the work our children produce. The aim is to bring consistent marking and pupil feedback across our federation. We aim to ensure pupils' assessment of their own work is targeted and layered depending on their age / ability. The key principles in our marking are high expectations, tackling misconceptions, modelling; scaffolding and the use of pupils correcting their work can be used to drive standards upwards.

Marking has begun to build on our original philosophy of marking for a purpose and follows our detailed marking and feedback guidance. This works on different levels for different subjects.

We recognise the guidance OFSTED has provided on level of marking and marking for purpose.

**Retention of Pupil Records and Work**

The statutory requirements to maintain and forward all pupil records to a new school or transition school are adhered to. Electronic transfer of pupil data and records held on the school's management information system are transferred on request of the pupils new school. Hard copies of pupil records are posted / couriered to the new school on request – these will also include:

- Any safeguarding records and contacts, including CAFs, Section 17 and Section 48 records.
- Any medical records.
- Any exclusion records, behaviour plans or pastoral support plans.
- Any IEPs and SEND communication, records of agency involvement and reviews.
- School reports.

Work retained for 6 months after a child has left in Yr6:

- All Maths work.
- All English work.
- All topic work.
- All Assessments.
- All photographic evidence.
- A range of art work.
- All records such as reading, EYFS Profile.

**Learning Walks**

Learning Walks will happen each term and focus on continuity of provision or ethos. An agreed format will be used. The learning walks will be undertaken sometimes solely by the Executive Head Teacher, sometimes by the Senior Leadership Team, sometimes by the whole teaching staff, sometimes by the whole staff and on occasion may include the full governing body or key governors for a particular focus. Their purpose is:

- To evaluate the consistent messages each class space in the federation offers.
- To evaluate the range of provision within each classroom of the federation.
- To evaluate early impact displays of work and stimulus across the federation.

All judgements and comments are shared with all staff and actions are presented in a summary at the end of the document, some are school specific, some are generic to both schools.

Learning Walks may take place after school, during school or before school; they are always used as a CPD opportunity to share best practice for staff across the schools, classes and key stages of the federation.

**Intervention and Target Children**

Each child's learning will be evaluated according to their particular needs, progress made from given points (yearly, termly or other e.g. IEP/ PSP) and current attainment (compared to nationally expected, starting points etc). From this a child will be identified as a 'Target Child' in Reading, Writing or Maths depending on the following criteria:

- Attainment is less than expected compared to Age Related Expectations (AREs)
- Progress is less than 1 progress point per term or three per year.
- Attainment is lower than expected nationally for children in EYFS, Yr1 Phonics, Yr2 and Yr6.
- There is a gap between reading, writing or maths of more than 2 ARE points

The identified Target Children will be provision mapped on an agreed tracking sheet with a brief summary of need and the agreed intervention, when it will occur, how frequent and by whom. This is set for one term and reviewed half termly. Weekly feedback is provided from adults delivering interventions to plan to children's needs.

**SEND**

From 1<sup>st</sup> September 2014 the new Code of Practice became statutory in all schools in England. The Code of Practice has clear expectations on staff in school regarding SEND. This is as follows for our federation:

Exec Head will:

- Monitor the child on the SEND Register.
- Determine level of SEND provision in each school dependent on Learning Package Funding, SEND Allocations etc.
- Monitor the impact and provision for SEND children across the federation through IEP and intervention outcomes linked to progress and achievement (half termly).

Head of School will:

- Co-ordinate SEND provision in their school based on interventions pupils receive.
- Monitor the use of Learning Plans / Intervention Plans for pupils and groups.

SENDCO will:

- Monitor the SEND provision across the federation e.g. collate Provision Map for each school etc.
- Provide advice and support to class teachers.
- Sign post to other agencies areas of expertise.
- Link with the SEND manager for our cluster and disseminate information.
- Co-ordinate statutory duties with Head of School e.g. annual reviews for SEND children.
- Co-ordinate and manage pupil referrals.
- Report to governors.
- Monitor learning package applications and co-ordinate these with the Cluster Manager for SEND (i.e. dates due etc).

Class Teacher(s) will:

- Write, review and implement learning plans.
- Share Learning Plans with parents and children.
- Share outcomes of Learning Plans with parents.
- Provide information for referrals.
- Write Learning Packages for their children each term with the support of the Head of School / SENDCo.
- Meet with SEND Cluster Manager each term to discuss pupils and future needs (SST type mtg)

**Monitoring Teaching and Learning / Work Scrutiny**

It is agreed that each teacher is entitled to a full range of monitoring of their work and the outcomes of their teaching. This will inform Continuing Professional Development for each professional in the federation as well as an overall summary of strengths in practice and areas for development of the federation as a whole. The following forms of monitoring are used and published in a termly monitoring schedule for the federation:

- ◆ Formal Lesson Observations
- ◆ Unannounced Lesson Observations
- ◆ Work Scrutiny
- ◆ Learning Walk
- ◆ Moderation meetings with other schools beyond the federation
- ◆ Pupil Review Meetings
- ◆ Subject leader monitoring
- ◆ Pupil Interviews
- ◆ Parent forums
- ◆ Appraisal meetings
- ◆ Policy Monitoring

All monitoring is reported to staff in written and verbal feedback. Governors will often be an integral part of the monitoring process and the Standards Committee receive outcomes through summary reports. Any agreed actions will be incorporated into the School Improvement and Development Plan where appropriate or in an additional action plan for future implementation and monitoring.

**Pupil Premium**

Pupil Premium children are tracked using the online tracker, reports on their progress and how the funding allocation for them is spent is published on our school website.

Pupil Premium children funding is used to:

- ◆ Support Learning
- ◆ Provide enriching experiences
- ◆ Support access to educational visits and residentials
- ◆ Equip children for life beyond school

Pupil Premium children are identified as a specific group that we track, plan and support across our federation and our documents and planning reflects this.

**Ethos and Christian Distinctiveness**

Each school has an Ethos Group, comprising of pupils from Yr2-6. They undertake monitoring of collective worship using an agreed form, meet with the Ethos Governor to plan worship and services and develop the values of the school.

The group is a direct link to our local churches, community groups and incumbents.

- ◆ Ethos group monitors worship every term.
- ◆ Ethos group plans all services and leads the worship in these.
- ◆ Ethos group organises some of the charitable work the schools undertake.

Each year the Ethos Group plans a federation day of celebration and worship.

**Safeguarding and Child Protection**

Please refer to the file with policies and guidance in each school.

Each school has a set of forms for recording all matters related to safeguarding:

- ◆ Disclosure Form (with body maps)
- ◆ Professional Consultation Form
- ◆ LSCB1 Form (Social Services Referral)
- ◆ Meeting with Parents
- ◆ Chronology (of low level events) Form
- ◆ Record Front Cover Form
- ◆ Operation Encompass Forms and Guidance
- ◆ Prevent referral form and guidance

All schools have the MASH contact leaflet displayed, volunteers are provided with information on arrival to keep as a reference regarding their duty of care to all children.