

Setting the Scene Our School

Imagine an Adventure Park for the mind that keeps on growing and improving. The park belongs to a community of people who are responsible, caring, considerate and committed to learning. Notice how adults and children respect and value each other and how well they work together as a team. Notice how they relate positively with one another through their work, the problems they solve together and the hopes and dreams they have for the future. Marvel at the music, drama and artwork on display and be amazed at the talents of adults and children as they are encouraged to develop their abilities and achieve their personal best.

Feel the calm, purposeful atmosphere of the park and smile as you hear the children, happy and confident as they play, learn and achieve together. Notice the high expectations, the fun, laughter, the high standards of work and behaviour. Notice the awards received the special events and celebrations of achievement and the appreciation of visitors and the general public. Notice too the infectious enthusiasm, dedication and commitment of adults and children who are proud to be associated with the Adventure Park.

This is Ardleigh Green Learning Federation! An Adventure Park for the mind, with staff, children, parents and governors, Working Together, Learning Together and Growing Together as lifelong learners. Admission is free, opening hours are 8.00am to 6.00 pm Mondays to Fridays, with special evening and weekend events throughout the year. Activities take place throughout term time but the lessons learnt, the friends made, and the memories created last a lifetime.

Our Values

Excellence, Enjoyment, Respect and Equality.

Our Vision

Working Together, Learning Together, Everyone Grows.

Our Learning Behaviours

Resilience, Reflectiveness, Readiness, Resourcefulness and Responsibility.

Our Mission

To put children **FIRST** in order that they might be:

Fit for Life.

Inspired to Learn.

Ready to participate.

Safe and Secure.

Trained for Work and Play.

At our school we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to make informed choices and to lead happy and rewarding lives.

The curriculum at Ardleigh Green Learning Federation is best described as a Learning Journey where children of all ages and all abilities are encouraged to be resourceful, resilient, responsible, reflective learners. Pupil passports outline age related expectations in the core subjects whilst our Boarding passes highlight enrichment activities for each year group.

Aims and Objectives

Through our teaching we aim to raise standards by:

- enabling children to become confident, resourceful, enquiring and independent learners;
- fostering a clear understanding of what is meant by success;
- developing self-esteem and self respect, thus enabling the children to build positive relationships;
- encouraging children to respect the ideas, values, attitudes and feelings of others;
- celebrating the rich diversity of cultures within our school community and the wider world;
- helping the children to grow and develop into reliable, independent and positive citizens.

Effective Learning

As professionals we are aware of how children learn and that all children have their own particular preferred learning styles. We aim to deliver the curriculum using a wide range of strategies, class groupings and settings that ensure a positive learning outcome for the children of our school.

We offer opportunities for children to learn in different ways through:

- whole class, group, paired and individual work;
- active discussions and effective questioning;
- developing research skills;
- structured play;
- child initiated learning;
- cross curricular links (ensuring enrichment and enjoyment);
- multimedia activities;
- creativity;
- participation in physical activities;
- visitors to our school and local area visits.

In the Foundation Stage the children will learn in all the above ways. On-going formative assessment is at the heart of effective practice. Practitioners will make observations about how individuals learn and this will then impact on future planning.

For effective learning to take place learners need to be motivated and know what they are trying to achieve. We foster a clear understanding and commitment to learning by highlighting the successes of each child so making learning a positive experience. We allow time for children to reflect on their achievements, to be involved in self and peer-assessment and to take increasing responsibility for their own learning.

Effective Teaching

We have high expectations of all children and endeavour to raise standards across every area of the curriculum through quality teaching.

In order to achieve this:

- year group teachers and practitioners will plan together to ensure parity;
- all lessons will have clear learning intentions;
- mini-plenaries will take place throughout the lesson to ensure that children have a clear understanding of the success criteria;
- marking and feedback will link to the learning intention;
- day-to-day assessments will inform our planning and delivery of lessons;
- all lessons will be correctly managed with a prompt start, appropriate pace throughout, and a relevant plenary session;
- activities will be differentiated either by task or outcome to meet the needs of each ability group;
- quality resources will be used to enhance lessons;
- adults will be deployed effectively within the classroom;
- staff will continue with their own professional development.

Effective Classroom Management

Our classrooms are stimulating, lively and attractive where the implementation of class rules and the school Behaviour Policy ensures a safe and secure environment for the children in our care.

In the Foundation Stage the children will have the opportunity to learn both in classroom and the outside environment. By providing enabling environments, with many stimulating resources the children will be able to develop their individual learning preferences.

Teachers will establish the right climate for high quality work and independent learning to take place by:

- creating good working relationships with every child and member of staff;
- treating all children fairly so fostering an atmosphere of trust and respect;
- insisting on good order and behaviour at all times;
- having high expectations of all children;
- praising children for their best efforts;
- organising the classroom so that children can access visual aids and resources;
- training children to care for their class and school environment;
- displaying children's work with care;
- training children to access and use information from displays.

The Role of Governors

Our Governors support, monitor and evaluate effective learning and teaching in our school by:

- actively reviewing the School Improvement Plan;
- supporting the allocation of resources;
- ensuring that school buildings and premises are used efficiently;
- monitoring learning environments with regard to health and safety regulations;
- examining the attainment of children at the end of this key stage;
- reviewing the raising of standards across all curriculum areas;

- ensuring that Staff Development and Performance Management Policies promote good quality teaching;
- monitoring our self-review process;
- receiving and discussing reports from subject leaders and the termly Head Teacher's report to Governors;
- visiting classes in a supportive role;
- attending relevant training and specific courses.

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. Through our partnership we will:

- discuss their child prior to starting school;
- hold regular meetings to explain aspects of our literacy and maths lessons and how they can most effectively support their child with these skills at home;
- provide a brief termly overview of the curriculum;
- hold regular meetings to discuss their child's progress and to suggest ways in which they might help and support them in the learning process;
- send out annual reports in which we explain the progress made by their child and set broad targets for the coming year;
- provide results from statutory assessments at the end of Year Two;
- explain how children can be supported with their homework;
- have an open-door policy.

We believe that parents have an obligation to support their children in their learning at school by:

- ensuring good attendance and punctuality;
- making sure that their child is appropriately dressed and has a PE kit that fits;
- ensuring that their child has had enough sleep and an adequate breakfast;
- informing the school if there are outside factors that are likely to affect their child's performance or behaviour at school;
- promoting a positive attitude towards school;
- fulfilling the requirements set out in the home/school agreement;
- attending meetings and responding to correspondence;
- ensuring reading bags, complete with books, are returned daily.

Parents of children in the Foundation Stage are encouraged to support the assessment of their child. Parents will be shown how to support learning by completing a 'special moments book'. Parents throughout the Learning Federation are encouraged to follow up school based learning activities.

SMSC

Spiritual, moral, social and cultural development underpins all the teaching and learning that takes place in our school. We aim to cultivate an enduring love of learning, by equipping children with the skills necessary to extend their knowledge, reflect on their personal beliefs and develop an understanding and respect for the beliefs, feelings and emotions of others. Collaborative work across the curriculum ensures that children embrace British values and develop a clear understanding of issues related to moral development. Time is regularly given in lessons for reflection, so that children can think about their achievements, successes and personal goals.

Appendix 1

Agreed Good Practice throughout the Ardleigh Green Learning Federation.

Teaching and Learning

Exciting, engaging stimulating and enjoyable!

1. IEP's should be evident in practice for children identified as SEN.
2. Differentiation should be flexible in order that children of all abilities are challenged and achieve success
3. Learning Objectives and Success Criteria should be identified, shared and referred to regularly
4. Staff should model learning and have high expectations of children of all abilities
5. Staff should make regular use of encouragement and authentic praise to engage and motivate pupils
6. Pupils should be encouraged to take responsibility for their own learning
7. Staff should make appropriate use of teacher and pupil questioning and encourage pupil dialogue (eg Talk Partners, no hands up rule etc)
8. Effective and appropriate use should be made of ICT by staff and pupils
9. There should be an appropriate balance of pupil and teacher talk
10. Staff should keep shouting to a minimum, use assertive discipline techniques and catch children doing things right!

Planning and Assessment

Differentiated, relevant, flexible and manageable!

1. Work should be planned as a year group using the agreed planning grids. Individual staff should adapt planning to meet the individual needs of their children. All planning should be uploaded weekly to the School Learning Platform.
2. Lessons should be appropriately differentiated so that all children are challenged and achieve success
3. Planning should reflect and build on children's prior learning
4. Assessment for Learning should be evident in practice with a particular emphasis on:
 - Making Feedback Count
 - Sharing Learning Outcomes
 - Asking Better Questions
 - Promoting Peer and Self-Assessment
5. The school Feedback Policy should be evident in practice.
6. All children should be aware of their targets for Literacy and Numeracy
7. Time should be made available to allow children to respond to feedback.
8. Immediate feedback should be given where ever possible
9. Assessments should be moderated as a year group and used to inform future planning
10. Formative and summative assessments should be used to identify next steps for pupils and data should be used effectively to further teaching and learning. All staff are required to complete agreed summary assessment sheets for all subjects

Classroom Environment

Attractive, purposeful, stimulating and exciting!

1. Displays should be bright and stimulating with a mixture of pictures, text and ICT. Displays should be relevant, celebrate success, inform and where necessary inspire learning.
2. Learning walls/interactive displays should be used wherever possible.
3. Targets for Literacy and Numeracy, pupil prompts and examples of good practice should be prominently displayed and regularly changed
4. Timetables, rotas, classroom behaviour plans. Fire Notices, Pupil Groupings etc should be prominently displayed and planning and resources readily accessible for supply staff
5. Equipment, cupboards etc should be clearly labelled
6. Book areas should be tidy, attractive and seek to encourage children to select and enjoy books for themselves
7. A positive class ethos should be evident in practice with an emphasis on excellence and enjoyment, positive relationships, mutual respect and understanding.
8. Staff should celebrate differences and diversity and challenge racism, prejudice and stereotyping
9. There should be is a designated ICT and Library area together with specific storage facilities for Literacy Numeracy, classroom and wet play equipment
10. Sink areas, teacher desks and all surfaces should be clutter free to allow cleaning etc and to model the importance of classroom organisation to the children. All desks including the teachers should be tidy at the end of the day

Appendix 2

Setting the context for teaching and Learning

1. Curriculum Intent

The curriculum at Ardleigh Green Learning Federation is planned as a stimulating, creative and progressive learning journey. Working together and learning together staff and pupils engage in purposeful learning experiences designed to develop responsible, reflective and resilient learners fully prepared for the next stage of their learning journey. Collaboration, communication, creativity and critical thinking are at the heart of all that we do, encouraging children to take risks and to develop positive relationships to support their own learning.

Our broad and balanced curriculum seeks to develop the knowledge, skills and attitudes necessary for our pupils to thrive in the ever changing world in which we live. The curriculum, which is constantly under review, provides opportunities for all pupils to learn and to achieve irrespective of social background, ethnicity, gender or ability. As a federation we place an emphasis on the development of whole child recognising the importance of spiritual, moral, social and cultural development alongside academic success. Our values of excellence, enjoyment, respect and equality permeate the whole curriculum which aims to:

- Develop and foster creativity, confidence and motivation.
- Develop a Growth Mindset in staff and pupils.
- Develop the intellectual and physical potential of every child.
- Develop spiritual, cultural, moral and social values.
- Promote excellence, enjoyment and high achievement across the curriculum

The Ardleigh Green Learning Federation seeks to develop our children's learning potential so that they become resilient, resourceful, respectful and reflective learners. Our vision, aims and values seek to develop caring, considerate, compassionate individuals who seek to achieve their personal best in whatever they do. As a school we are passionate about teaching and learning, committed to children achieving their full potential and determined to provide innovative and inspirational learning opportunities to ensure that our pupils can become the best that they can be.

As a school we have identified the following 10 key skills which we believe are essential for our children to experience. These skills are at the heart of all we do at Ardleigh Green.

1. Oral Communication
2. Presentational Skills
3. Problem Solving
4. Organisational Skills
5. Independent and Group Working Skills
6. Resourcefulness
7. Resilience
8. Reflectiveness
9. Initiative
10. Creativity

2. Curriculum Implementation

“If we teach today’s students as we taught yesterdays, we rob them of tomorrow,” John Dewey

As a school we recognise that our aims and values can only be achieved through parents, children, staff and governors, “Working Together, Learning Together and Growing Together.”

Working Together- This involves maintaining a **Learning Climate** based on high expectations, trust, respect and mutual understanding, ensuring our vision and values permeate the life of our school.

Learning Together- This involves maintaining a Learning Culture that builds on the past, learns from the present and embraces the future, ensuring that teaching and learning continues to be characterised by high expectations, excellence and enjoyment.

Growing Together- This involves maintaining a **Learning Ethos** where high expectations, positive relationships, together with appropriate support and encouragement, ensures that pupils and staff achieve their full potential.

In EYFS and Key Stage 1 we have adopted a topic based approach to curriculum planning and implementation. At Key Stage, in preparation for secondary school, the curriculum is subject based with strong cross curricular links.

Curriculum Maps outline learning from Reception to Year 6 ensuring that all pupils have access to the full national curriculum. **Pupil Passports** outline core learning objectives for each year group, whilst **Boarding Passes** identify wider teaching opportunities designed to extend and enrich learning. Key knowledge and understanding for each area of learning are identified in teacher’s planning and at Key Stage 2 are summarised in “**The Knowledge**,” which forms the basis of formative and summative assessment in the foundation subjects. Work across the curriculum is linked through our **Worldly Wise** initiative which seeks to develop children’s general knowledge, curiosity and questioning. This will be developed in our programme of assemblies through, **Local Lives** which will look at the people, places and buildings at the heart of the Ardleigh Green Community. On a personal level children’s social development is enhanced through the **Ardleigh Green School of Life** which, by focusing on age appropriate life skills seeks to develop self-confidence, self-awareness, self-esteem and most importantly a real sense of achievement. In sport at KS2 this sense of achievement is further strengthened in sport **by My Personal Best** which tracks progress in the acquisition and development of key sporting skills.

All children in KS2 are given their own Reading Diary (Learning Manual) which not only acts as a Home School Reading Diary but provides important information to parents and pupils designed to assist them along their Ardleigh Green Learning Journey.

Central to the successful implementation of our curriculum is the importance of developing effective questioning. At Ardleigh Green we believe that questioning is the key to deeper learning and have adopted the following approach based on Blooms Taxonomy which identifies six different levels of cognitive development.

QUESTION FRAMES

| | SURFACE LEVEL → DEEPER LEVEL | | | | | | |
|--------------------------------------|------------------------------|--------------|---------------------|----------------------------------|---------------------|-----------------------|----------------------|
| | IS? PRESENT | DID? PAST | CAN? POSSIBILITY | WOULD / COULD? PROBABILITY | WILL? PREDICTION | MIGHT? IMAGINATION | SHOULD? JUDGEMENT |
| SURFACE LEVEL → ↓ DEEPER LEVEL | WHAT? EVENT | | | | | | |
| WHERE? PLACE | | | | | | | |
| WHEN? TIME | | | | | | | |
| WHICH? CHOICE | | | | | | | |
| WHO? PERSON | | | | | | | |
| WHY? REASON | | | | | | | |
| HOW? MEANING | | | | | | | |

| | |
|----------------------|--|
| Knowledge | Tell, list, describe, relate, locate, write, find, state name. |
| Comprehension | Explain, interpret, outline, discuss, distinguish, predict, compare. |
| Application | Solve, show, use, illustrate, construct, complete examine, classify. |
| Analysis | Analyse, distinguish, examine, compare, contrast, investigate. |
| Synthesis | Create, invent, compose, predict, plan, construct, design, imagine. |
| Evaluation | Judge, select choose, decide, justify, debate, verify, argue, discuss. |

“The value of an education is not the learning of many facts, but the training of the mind to think.”
Albert Einstein

3. Curriculum Impact

Academic achievement is always above local and national expectations. Pupils of all abilities make good and often outstanding progress as they move through the Learning Federation and leave Ardleigh Green fully prepared for the next stage of their learning journey. Ardleigh Green pupils receive an excellent start to their learning journey and hopefully leave as confident young people excited to embark on the next stage of their education.

The Ardleigh Green Learning Federation Adventure Park closes at the end of Year 6, but thankfully opens after the summer holidays in at least eighteen different locations throughout Essex. Entry times will of course vary, but activities will continue to take place throughout term time, providing new experiences, opportunities, friends and memories which will hopefully last a lifetime. Visit our Alumni to see for yourself how past pupils have benefitted from spending time in our Adventure Park and how Ardleigh Green has helped them become the person they were truly meant to be.

School is an Adventure

Listen to the sound of a brand new day, listen to the sound of the school bell ringing
Listen to the music, feel it sway, listen to the sound of happy singing.
Oh, when we sing together, Oh we're ready for adventure
School is an adventure, like a rollercoaster soaring through the stars
School is an adventure, feel it bring us closer, helping us be who we are
The world will be our oyster, when we step outside and see.
We're on our learning journey, adventure made for me.

A. Linham September 2019

Appendix 3

Curriculum Maps

Intent

- To ensure national curriculum coverage.
- To plan a progressive Learning Journey.
- To communicate intent with children and parents.

Implementation

- Planned annually. Displayed in school and posted on the school website.
- Subject Leaders ensure coverage in their subject
- Year Group Leaders ensure coverage at Year Group Level.

Impact

- A broad, balanced curriculum that fully meets national curriculum requirements.
- Children leave Ardleigh Green with the necessary skills and knowledge required for the next stage of their Learning Journey.

Pupil Passports

Intent

- To communicate core curriculum expectations to pupils and parents.
- A document that pupils and parents can refer to throughout the year.
- To allow parents to support their children's learning.

Implementation

- Issued at the beginning of the academic year and discussed at the Welcome Coffee Mornings.

Impact

Parents are aware of the core areas of learning where support from home can have the maximum impact on learning.

Boarding Passes

Intent

- To plan an experience entitlement for each Year Group
- To enrich and extend pupil's learning.
- To communicate the broader school curriculum to parents.

Implementation

- Boarding passes are issued at the start of each academic year and are reviewed annually. They are displayed in school and are referred to regularly.

Impact

- Pupil's are involved in a planned programme of varied educational experiences.
- Parent's know what is planned and can support their children's learning accordingly.
- Pupil's are fully prepared for the next stage of their Learning Journey.

The Knowledge (KS2)

Intent

- To outline the knowledge for each unit of work.
- To share curriculum content with pupils and parents.
- To build on prior learning.

Implementation

- Issued and discussed at the beginning of an area of study
- Used as a revision and assessment tool throughout the learning journey (Formative assessment) and at the end of an area of study. (Summative Assessment)

Impact

- Pupils are aware of the core knowledge to be taught and remembered.
- Supports self study and research
- Provides a stimulus for discussion and a basis for formative and summative assessment.

Worldly Wise

Intent

- To provide a learning experience that goes beyond the National Curriculum.
- To spark children's curiosity and improve their general knowledge.
- For pupils to flourish they need to be able to draw upon a wide body of general knowledge. By knowing "a little about a lot," they will be able to place events and ideas in context.

Implementation

- Half termly whole school focus.
- Parents have access to the materials via the school website or by a paper copy which is sent home at the beginning of each half term.
- Subject specific vocabulary and the idioms in which they are applied will be explored in each unit.
- Information is presented through videos, discussion and books which makes it accessible for all pupils.

Impact

- Pupils are aware of the core knowledge to be taught.
- Aids self study and research

Provides a basis for discussion and formative and summative assessment

My Personal Best (KS2)

Intent

- To provide formative and summative assessment of core P.E. skills.
- To emphasise the importance of achieving our Personal Best.
- To set personal challenges and experience success in a set of key skills including, running, jumping, throwing and tennis skills.

Implementation

- Issued at the beginning of the academic year.
- Periodically updated as part of our P.E. programmes of study.

Impact

- Pupils are excited and motivated to improve their personal best
- Progress in aspects of Physical Education is evidenced and recorded
- Pupils experience the satisfaction of achieving a personal best.

Homework Manual (Diary) (KS2)

Intent

- To provide important information for parents and children.
- To identify core spellings and books for each Year Group.
- To act as a Reading Diary and Home School Communication Tool.

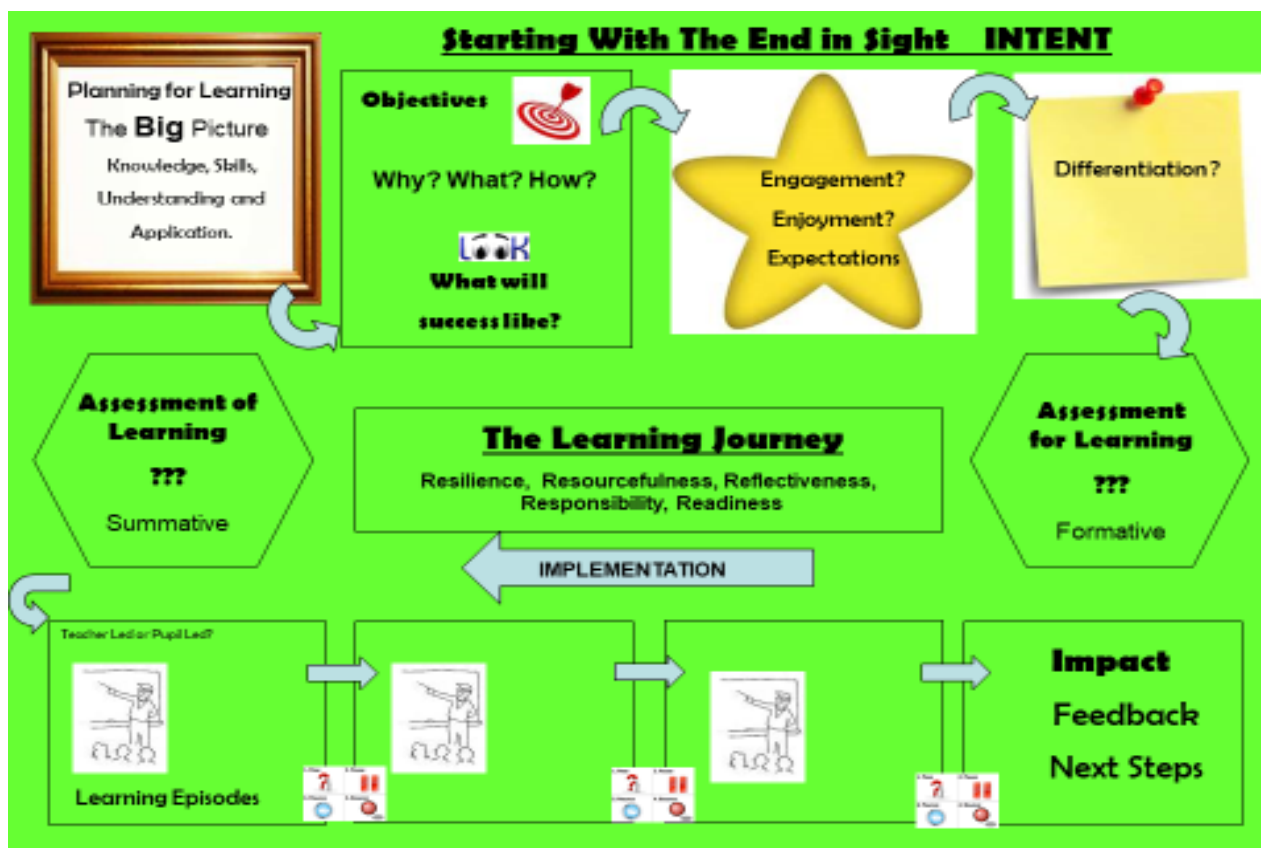
Implementation

- Issued at the beginning of the academic year. Discussed with parents at Welcome Coffee Mornings.
- Referred to daily in school.

Impact

- Pupils and parents are aware of school expectations.
- Reading, spelling expectations are made explicit
- Key Knowledge in relation to Grammar, Punctuation and Spelling is communicated and explained to parents.

The Learning Journey at Ardleigh Green
 Planning to Provision
 AGLF Pedagogy
Why? What? When? Where? How?



Monitoring and Review of the Policy

This policy will be kept under constant review.

Policy Reviewed October 2020