



Bentley CEVC and Copdock Primary School Federation

Teaching & Learning Policy

Who Are We?

Bentley and Copdock Federation is a partnership of two schools located within a short distance of each other in Suffolk. We share the same values, face similar issues, being two small village schools and are geographically close enough to support and challenge one another. However, we recognise the unique characteristics of the communities we work in and with, and how they are reflected in our distinctive school cultures. We encourage cultural diversity, celebrate the special qualities of each school and recognise that communities must grow and develop to become sustainable.

Our Vision

The vision of Bentley and Copdock Federation is for all children to be confident individuals, successful learners and responsible citizens who are well equipped for future life, whatever that may hold.

We develop confidence by providing rich and varied learning experiences, which encourage children to identify possibilities and overcome challenges, becoming independent and responsible members of their community.

We foster success by providing high quality teaching, challenging learning experiences and high expectations, which will ensure all pupils recognise and achieve success.

We encourage responsibility by enabling positive contributions, which will be shared through the promotion of mutual respect, self-awareness, empathy and the development of effective relationships within a safe and supportive environment.

As Bentley is a Church of England school, our Christian Vision also recognises that God is with us on this journey, as we become well equipped for future life. 'Know that I am with you always' Matthew 28:20.

Our Aims

To achieve our vision, we aim to:

- ✓ Promote high aspirations in every child, encouraging determination and perseverance so they can confidently engage with the challenges of adult life
- ✓ Inspire and enthuse children through learning experiences which have a purposeful connection to real life
- ✓ Promote active participation in learning
- ✓ Develop independence through well-resourced and accessible learning environments
- ✓ Promote pupils' self-esteem and emotional wellbeing, helping them to form and maintain worthwhile and satisfying relationships
- ✓ Help our children to learn to respect themselves and others, sharing and celebrating successes and the achievements of all members of the school community
- ✓ Develop positive attitudes which encourage possibilities, overcome challenges and provide opportunities to develop new skills and talents
- ✓ Set and reinforce boundaries so children feel able to make positive choices in learning and behaviour, within a healthy, safe and caring environment
- ✓ Work closely and in partnership with parents
- ✓ Be reflective and responsive to the needs of our school community
- ✓ Have fun and be happy!

Our Values

Our values, which are planned over a two-year cycle, include: respect, compassion, courage, forgiveness, friendship, generosity, thankfulness, trust, perseverance, justice, service and truthfulness.

- ✓ Compassion - is about caring for others and wanting to help
- ✓ Justice - is making sure that we treat others and ourselves fairly
- ✓ Respect- honours the good things that others and we do
- ✓ Courage - is being brave when we are scared. It is being able to continue when we fear we may fail
- ✓ Forgiveness - is being able to move on without feeling angry or hurt, wiping the slate clean
- ✓ Friendship - is an opportunity to love others, to learn about ourselves and grow as a human being
- ✓ Generosity - is being kind and understanding
- ✓ Thankfulness - is being able to express appreciation
- ✓ Trust - is having confidence, faith and hope in someone or something
- ✓ Perseverance - is doing something despite difficulty or delay in achieving success
- ✓ Truthfulness - is about describing the way things really are

Our Curriculum Overview

At Bentley CEVC and Copdock Primary Schools, we recognise the importance of a knowledge and vocabulary rich curriculum which is designed to meet the needs of all our pupils. In enabling such a curriculum, we acknowledge the importance of shared ownership between staff, children, parents and our community, encouraging active participation and shared responsibility by all. Working together for our children supports us to provide a high-quality curriculum within a caring and inclusive community.

We believe the ability to learn is underpinned by the effective teaching of basic skills, knowledge and values, which promote positive relationships and personal responsibility for future success. By the time our children leave us, we want them to have secured firm foundations which will support them to be responsible and active participants in the next steps of life's journey.

Intent

What is the purpose of our curriculum?

We have developed our curriculum to ensure we continue to meet and exceed the requirements of the National Curriculum. Our curriculum is purposefully designed to ensure children at Bentley CEVC and Copdock Primary schools receive coherent and progressive learning experiences that are integral parts of essential learning for our children and, which promote awareness and understanding of the role they play within the community and wider world.

What will a Bentley and Copdock child learn?

Bentley and Copdock Federation has a progressive curriculum based on CUSP, (Curriculum with Unity Schools Partnership) and the National Curriculum 2014. Each subject has been analysed and the key knowledge, skills and vocabulary have been identified in all areas of the curriculum from EYFS (Early Years Foundation Stage) to Year 6. Opportunities are planned to ensure our children can revisit and retain knowledge.

In addition to this, we believe it is very important that our local area and Suffolk County should be a source of inspiration for our curriculum and used as a stimulus for enrichment. It is about our children making connections with their local communities, villages, towns and county. At Bentley and Copdock, children will have an increased understanding of and attachment to the place where they live. Furthermore, we also recognise that there is a big and diverse world beyond Suffolk and our curriculum has been designed to develop a deeper awareness of self, mutual respect and acceptance of others promoting resilience on the journey to success, as well as enabling children to learn about and explore people and places in the U.K. and around the world.

How is our curriculum organised?

We have organised our curriculum into four phases: EYFS, Year 1 / 2, Year 3 / 4, Year 5 / 6 as we have established mixed age classes. Each Phase is taught through six half-termly studies. These studies link together different subject areas in

cohesive learning journeys, which provide challenge and depth within our Phases. This is then woven together with the value for each half term.

We have also identified four curriculum 'drivers' to support our aims and embed rich experiences; cultural diversity and arts, outdoor learning and environment, ambition and challenge, knowledge of our community in the world. These are embedded into a four-year plan alongside our two-year National Curriculum overview. Each year, one driver is a key focus, e.g. – outdoor learning and environment, and is used as a theme to connect different projects and learning being explored across the different phases in our Federation.

Implementation

How is our curriculum delivered and taught?

At Bentley and Copdock primary schools, we have mixed-age classes, which are organised in phases: EYFS is Reception, Phase 1 / 2 is Year 1 and Year 2, Phase 3 / 4 is Year 3 and Year 4, Phase 5 / 6 is Year 5 and Year 6.

We have made deliberate and conscious curriculum decisions to allow for progression and learning sequences to build from phase to phase over a two-year programme of study: Year A and Year B.

For example, in history;

EYFS begin to build their knowledge using vocabulary such as king, queen, as well as London landmarks and castles.

Phase 1/ 2 curriculum continues to focus on studies that link to concrete experiences, their communities and families: Our School & the Victorians, Boudicca, Seaside Holidays in the Past, The Great Fire of London, Significant People and Growing & Change.

In Phase 3/ 4 the curriculum builds on from KS1 and explores Suffolk & East Anglia 150 years ago (building on from seaside holidays, our school/village), the Romans (building on from Colchester Castle & Boudicca), Stone Age to the Iron Age and Ancient Egypt.

In Phase 5/6 the curriculum continues to build chronological knowledge with studies of the Ancient Mayans, Ancient Greeks, Anglo Saxons, Vikings, studies of monarchs and WWII. Our curriculum design also considers how it supports progression and preparation for GCSEs.

To ensure children learn what we want them to know (our curriculum), we use the following approaches and strategies:

- ✓ Curriculum is cumulative from phase to phase and lesson to lesson
- ✓ Curriculum builds on prior knowledge, linking to previous phase
- ✓ Each lesson within a phase unit links to the previous lesson
- ✓ Knowledge notes are used in learning books to elaborate and support retrieval practice for essential vocabulary and concepts
- ✓ A Question focus for each lesson to support retrieval and lesson end point
- ✓ Quizzes, two things you know, flick back, get one give one, are regularly used to support cognitive load and retrieval
- ✓ Interleaving is used in long and medium-term planning to support the children's acquisition of knowledge as well as disciplinary knowledge.
- ✓ Modelling, teacher thinking out loud, worked examples clarify specific steps
- ✓ Independent practice supports over learning to reduce cognitive load
- ✓ Explicit vocabulary instruction
- ✓ Interleaving to support acquisition of knowledge
- ✓ Curriculum Visions is used to provide high quality reference texts

Our PHSE curriculum, which includes healthy relationships and sex education, is integral to our curriculum and lays the foundations for our medium-term planning. Our curriculum is underpinned by a core emphasis on the effective development of personal, health, social and emotional skills. We believe explicit teaching of these skills will support our children to be confident in their learning approaches, applied strategies and communication with others. This will develop mutual respect and acceptance of others.

Key Experiences

We have consulted our children and families to find out about their background knowledge and experiences. We know that good learners and readers actively draw upon their broad background, knowledge and experiences to make sense of their learning. As a Federation, we support this by identifying and providing key experiences for children by the end of each phase and by the time they leave our schools. (see Appendix)

Enrichment

We enrich the curriculum by inviting visitors into the schools and by arranging numerous external visits. Enrichment days are also planned, providing children with the opportunity to immerse themselves in their learning, for example a visit to Colchester to develop historical enquiry of the Romans.

Working Walls

Working walls are used to promote deep learning. They are interactive displays that reinforce and consolidate children's knowledge and understanding, helping them to become more independent and reduce working memory overload.

Continuing Professional Development

High quality CPD (continuing professional development) is used to ensure teachers have strong subject knowledge and can evaluate the impact of the curriculum.

Vocabulary

Explicit vocabulary instruction shapes the structure and language provision throughout our curriculum. It is the golden thread that links and connects the breadth, depth and value of these units of teaching. All subjects embrace language as an absolute cornerstone in eroding social disadvantage and embedding learning.

The curriculum exemplifies progression in key strands of vocabulary development, including etymology, morphology, idioms and colloquialisms, language for life and the language of emotion. While the National Curriculum specifies that vocabulary should be explicitly instructed, it does not give the finer level of detail necessary to ensure that instruction is progressive, systematic and meaningful. Our curriculum is the foundation for plotting key language that is instructed within the subjects. This ensures that pupils have the opportunity to learn and rehearse vocabulary in meaningful contexts, thus committing it to their long-term memory. Tier 2 and tier 3 vocabulary is identified in curriculum maps and is pivotal to unlocking core content within the teaching units and building pupils' confidence and proficiency with engaging with learning more broadly.

Metacognition and Growth Mindset

Developing Growth Mindset and metacognition are crucial tools for all our learners. Metacognition is the way learners monitor and purposefully direct their learning. Children are supported to plan, monitor, evaluate and make changes to their learning behaviours supported by knowledge of task, strategies and self.

Regular learning opportunities are planned to develop a positive approach to learning and so children are encouraged to 'be the best they can be' with no predisposed ceilings. The language associated with effort, persevering, showing resilience and embracing mistakes is used daily as a positive approach to moving learning on. Children are rewarded when they are seen displaying these attributes. This positive culture, that we can all be 'Super Learners' is celebrated on a daily and weekly basis, both in class and across wider opportunities.

Mastery Learning

We aim to deliver a Mastery Style approach where we believe every child should have access to high quality teaching with their peers, allowing them to access the learning objectives for their phase/year group. We believe that all children should be given the opportunity to master key elements of the curriculum throughout the year and have the time to embed these foundations securely and deeply, applying them to a variety of situations, before moving on. Activities planned use a low threshold – high ceiling approach, where the initial activity is a lively and engaging task that all children are capable of accessing. Direct teacher modelling of small-stepped learning activities enables learning to be rapidly moved on to a much higher level. The whole class are helped to unpick the structure of what they are learning, to develop the concepts more deeply, often with only slight variations between each step to ensure understanding is thoroughly developed. Connections between previous learning and wider application are made explicit and the children are expected to continually verbalise their learning with their peers and teachers to embed their reasoning and highlight any areas of misconception. Staff model the use of precise vocabulary and encourage children to develop their reasoning skills further as this is a critical part of developing the depth of learning needed.

However, we also recognise that all children start from different places in their learning and need different experiences to move that learning on. A wide range of resources are planned for within each lesson, which will support and extend the different learners as they begin to practise and apply new learning. The use of support staff will allow teachers to personalise the learning to meet those varied needs. Areas of concern may also be picked up again in additional sessions outside of the whole class lesson to try and prevent any gaps widening which would stop the main class learning together.

We also recognise that a few children who appear on our SEND Register will need additional interventions that are aimed at their very specific needs and detailed in their termly case studies which are set up with the class teacher and SENDCO. Where possible, support is provided within a lesson as appropriate and where appropriate interventions are delivered outside of the whole class teaching, enabling them to have access to the class learning with their peers and access age expected learning.

Federation Learning

As a Federation, we work in partnership across our schools to plan and celebrate learning experiences through termly whole Federation events. These include exhibitions and performances at village halls in our communities.

Learning Behaviours

We recognise that positive learning behaviour is crucial for educational and personal success. Teaching learning behaviours will reduce the need to manage misbehaviour. Therefore, we promote six weekly learning behaviours over half of a term as a means of promoting self-reflection and good relationships so that people can work together with the common purpose of helping everyone to learn. Recognition of these are celebrated in our family assembly each week and recorded in Learning Journey books.

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|--|---|
| * Tune in and concentrate | * Learn from your mistakes and improve |
| * Keep trying and don't give up | * Have a go on your own and push yourself |
| * Enjoy your learning and try new things | * Work hard |

Outdoor Learning

Our schools are very fortunate to have large outdoor learning environments. This enables children to experience Forest School learning and hands-on experiences of managing an allotment and looking after chickens as well as observing first-hand the life-cycles of plants and chickens.

Impact

How do we know that our children have developed the knowledge, skills, behaviour and attitudes across the curriculum?

The impact of our practice, and teaching and learning is measured in a variety of ways through internal and external monitoring.

Internal monitoring consists of pupil book studies, learning walks, observations and moderation. Pupils are the authors of their learning so we talk with them using a pupil book study approach to find out what they know and can do. It enables leaders and teachers to focus on evaluating our curriculum, teaching and learning in a precise, evidence-rich environment. As content is cumulative in a well-designed curriculum, we test the endurance of learning over terms and years. Pupils enjoy their learning and are enthused by the knowledge they gain. Our monitoring shows that they can confidently and articulately recall and retrieve their knowledge and learning as well as relate this to wider life and connect it with other subjects.

External monitoring consists of working with the Local Authority, consultants, other schools and the Suffolk Learning Improvement Network. This enables leaders and teachers to share good practice and use these experiences to improve our self-evaluation processes within our schools and Federation.

We know our approaches are successful in preparing children for the next stage of their learning journey and beyond as most reach or exceed the age-related expectations. National tests at Key Stage 2 show our children achieve at least in line to other pupils of a similar age and in many areas often exceed this benchmark.















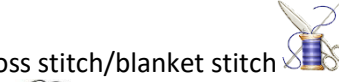




However, the impact of our curriculum goes far beyond what can be seen in numerical data. Progress in social and emotional well-being, deep understanding of others, and appreciation of what it means to be confident, successful and responsible can be seen in daily life in school. From Early Years to Year 6, children can be seen managing their own routines and independent approaches to learning which are well embedded by most.

Our children are very well prepared for the next steps in their learning journey.

Appendix 1

Curriculum Key Experiences

These experiences have been agreed following consultation with parents and children and aim to ensure children have a wide range of opportunities as part of our curriculum offer. They will be embedded in our themes for learning during each phase.

| Key Experience | EYFS/KS1 | Year 3/4 | Year 5/6 |
|--------------------------------|--|---|---|
| Historical Site/National Trust | Colchester Castle  | Stone Age – Layer Marney Tower/  Romans – Colchester | Anglo Saxons – Sutton Hoo/  |
| Arts & Culture | Museum  | Art Gallery  | Dance Performance  |
| Being Active | Hike/ long walk  |  Egyptians – Ipswich Museum | Sailing  |
| Place of Worship | Synagogue  | Temple/Mosque  | Mosque/Temple  |
| Life skills/Experiences | Sewing-running stitch - Cooking  Boat trip  | Sewing-cross stitch/blanket stitch  Cooking  Staying away from home  | Sewing Cooking  Visit to/from college or university  |

Other 'Key Experiences' included in our long-term planning:

- Visit to London
- Theatre visit
- Train ride
- Visit to our local church
- Circus visit
- Singing/concert performance in a large venue

Impact

How do we know that our children have developed the knowledge, skills, behaviour and attitudes across the curriculum?

Governor monitoring shows:

- High levels of vocabulary are being used by children of all ages.
- Teachers are clearly reflecting on previous learning with the children to support connections in learning to the current lessons; children could explain learning process when asked.
- Working wall displays are used well and referenced by staff to support or extend tasks being completed.
- Active approaches were used with children to ensure all are on task; strategies are used effectively to include all children and it is difficult to identify those with SEND as in most classes all were supported well to access learning.

National Tests show:

- Most children achieve a 'good level of development' at the end of EYFS
- Most children reach or exceed age related expectations at KS1 and KS2
- Positive progress scores highlight good value added from KS1 to KS2
- Children are well-prepared for the next stage of their learning journey, onto high school

Families share:

- 'My first impression, from pulling up outside the church, was how keenly the children were listening to all kinds of information about the building, I was later told the children were church detectives. What a fantastic way to keep their interest and inspire them to learn. When the service started, I was overwhelmed by the quality of each child's enthusiasm to participate and show us what they had learnt about harvests around the world. The quality of the singing also amazed me!'

The Standards and Excellence Partner identified:

- School leaders, including governors are carrying out regular monitoring and through this they have a good knowledge of the school. Governors are known to the children and staff due to their regular visits.
- Vocabulary - all teachers were seen modelling appropriate mathematical vocabulary and encouraging the children to use correct terminology when giving their responses. This was especially strong where teachers were using repetition to go over and over the key words time and time again. Children spoken to were able to use appropriate vocabulary in their discussions and when asked, could recall a good range of maths terminology.
- All teachers demonstrated good subject knowledge.
- Children's independence is good
- All children were fully engaged.

Suffolk Learning Improvement Network highlighted:

- Children are able to articulate their learning and knowledge clearly using vocabulary taught such as nomadic, mesolithic and define the meanings. The ambitious curriculum supports all pupils; SEN pupils are able to describe how the knowledge notes support them to access learning.

- The curriculum is knowledge rich, and the children can communicate their learning, in skills, knowledge and vocabulary, clearly and fluently.
- Children reported that the lessons are so engaging that they often feel that they are actually there in the time-period being studied.
- Older children were able to describe how their learning in history could help them in later life with skills and careers, e.g. theorised how learning about the Spanish Flu may have helped decision-makers in the recent COVID-19 pandemic.

Feedback from high schools confirms:

Children have a high level of vocabulary, positive learning behaviours and a strong sense of responsibility.

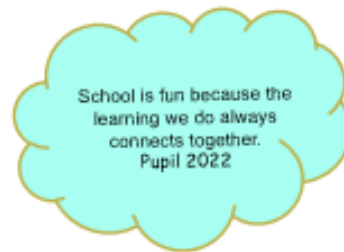
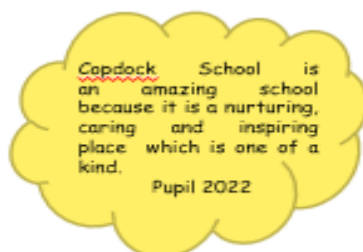
Ofsted state:

‘Leaders have embedded a curriculum that is creative and highly ambitious across all subjects. Teachers carefully plan exciting and engaging activities which enable all pupils to build on their previous knowledge and apply new learning. There is a distinct emphasis, across all subjects, on learning subject specific vocabulary that enables pupils to tackle increasingly complex ideas with confidence.’ (Ofsted: May 2023)

Early Years Consultant shared:

‘The Year 1 children are excellent role models for the Reception children. It is possibly the best example of children taking responsibility for their environment that I have ever seen’ (Judith Twani 2023).

Children say:



Parents say:

