



The Nar Valley Federation of Church Academies

Castle Acre, Narborough and Sporle C of E Primary Academies

We aim to become a community which nurtures individuals to develop a sense of belonging, purpose and self-belief in order for all to flourish and shine.

'Let your light shine'

Matthew 5:16

PROSPECTUS 2024/2025



Castle Acre
Primary



Narborough
Primary



Sporle
Primary

SPORLE C OF E PRIMARY ACADEMY

Contents

Welcome to the Nar Valley Federation of Church Academies	3
Welcome to Sporle C of E Primary Academy	4
Our Staff	5
Our Governing Body	6
Vision & Aims	7
Admission to the School	7
The School Day	8
Drop Off and Collection	8
Attendance	9
The Curriculum	9
Early Years Foundation Stage (EYFS)	9
The National Curriculum	13
English	13
Mathematics	17
Science	19
Music	20
Religious Education	21
Computing	23
Ancient & Modern Foreign Languages	24
Personal, Social Health Education & Relationships and Sex Education	25
Physical Education	27
History	28
Geography	29
Design Technology	30
Art	30
Homework	31
Special Educational Needs & Disabilities	31
Assessment & Testing	32
Uniform	33
Pastoral Care	34
Pupil Welfare & Medicines	34
Safeguarding	35
Behaviour in School – Choices for Learning	36
Mid-Morning Breaks / School Meals	37
Charging & Money in School	38
Parents/Carers – Involvement in School	39
Equality	39
Complaints Procedure	39
Term Dates for 2024/25	40
Safeguarding Information Sheet	41

Welcome to The Nar Valley Federation of Church Academies

We are three small rural primary academies based in beautiful West Norfolk villages. The three schools, Castle Acre, Narborough and Sporle federated in 2013, enabling us to work as one team, using our collective strengths and experiences, to create a richer and better-quality learning experience for all our children. By Federating, we are able to keep all that is strong about small, family-orientated, village primaries, whilst using our larger budget to provide an exciting curriculum for the children.

We are proud to be Church of England Academies, part of the Diocese of Norwich Education and Academies Trust. This provides us with a rich ethos embedded within Christian values, which shapes the whole of school life. The heritage of the villages in which we are set is a wonderful resource for the children's exploration and education.



Our curriculum is creative and exciting, driven by the needs of our children and engaging them and offering learning with real-life purpose. We have carefully designed the curriculum to support them as they move into the next step of their education and that we feel will inspire them. We believe that school is a holistic experience, and should enable our children to succeed academically and blossom as individuals, experiencing joyous learning opportunities that stimulate the desire to learn and explore.

Our Federation motto is 'Let your Light Shine' and we expect our children to give their best, both for themselves as individuals, but also for their team. We talk about the Nar Valley journey down the river of life, working to be on board the boat and be a strong crewmember but also Captain of their own learning. In school, our children work in Teams, Castorama, Endurance, Britannia and Beagle, named after the ships of people who have strived for excellence in their field; Ellen MacArthur, Earnest Shackleton, Ben Ainslie and Charles Darwin.

We are very lucky to have a fantastic staff team, who work for all the children in the Federation. Our team sometimes move between the schools, and our children work together frequently, meaning that teachers get to know all our children and our children get both the benefit of being part of a small school but also part of a larger Federation team. This supports them when they move on to the larger setting of secondary school.

Most of all, we believe in a school life that encourages, supports, nurtures, challenges and develops our children to strive to be their best and involves families to be an active partner in their child's education. If you are interested in sending your child or children to one of our schools, please do get in touch. We would love to welcome you to any of the schools to see a day in our learning year and look forward to working together with you in partnership for your child.

Mrs Anne Neary
Executive Head Teacher, The Nar Valley Federation

Sporle C of E Primary Academy

Welcome to Sporle Church of England Primary Academy; we are proud to be in a strong Federation with our other NVF schools - Narborough C of E Primary Academy and Castle Acre C of E Primary Academy. Together we make up The Nar Valley Federation of Church Academies. Our Executive Headteacher, Mrs Anne Neary, and our Head of School, Miss Jessy Behan, work together with the Trust, Governors, Sporle and Federation staff team and School Council to ensure that our school is the best it can be.

We are a small, friendly and family-orientated school situated in the heart of the village. We currently have c.73 pupils on roll with the majority of our children coming from Sporle and the surrounding villages.

Our dedicated and experienced staff team are committed to providing a stimulating and engaging education for your child. We have a real sense of family and undertake many special days and activities where family groups have opportunities to work and play together.

Strong Christian values form the foundation for our daily life at school and underpin our creative and exciting curriculum. As a Church of England academy we have very strong links with our local church in Sporle alongside the Diocese of Norwich.

Being part of The Nar Valley Federation of Church Academies offers our children to be part of their class team, be it Robins, Woodpeckers or Kingfishers, part of the Sporle team and part of the larger Nar Valley Federation family. Our Teams, Castorama, Endurance, Britannia and Beagle, are Teams across the Federation, meaning children can come together and work in their Federation Team on certain days as well.

Joining our Sporle families' means that you are part of our school and Federation family too. We believe in working together; you are your children's first educators and you know them best and working in partnership is the best way to give your children a fantastic education. We have events throughout the year to ensure that you are able to be involved in your child's education and school life, and have various different groups, such as the FOSS (Friend's of Sporle School) that you can join; everyone is welcome to be involved. Our Home School Agreement supports and underlines our partnership values and this is shared with parents annually or as a new child joins us.

Our Staff

Executive Headteacher	Mrs Anne Neary
Narborough Head of School & EYFS	Miss Jessy Behan
Federation SENDCO:	Mrs Emma Spaul
Federation Business Manager	Miss Samantha Patrick

TEACHING STAFF

Class Teachers

Robins – Reception & Year 1

Mr Sam West

Woodpeckers Class– Years 2 & 3

Miss Jessy Behan

Kingfishers Class – Years 4 5 & 6

Miss Elaine Willgress

NON-TEACHING STAFF

Secretary

Miss Shelley Cawkill and Miss Charlotte Smith

Teaching Assistants

Miss Ella Slegg

Mrs Claire Honhold

Mrs Sarah Joplin

Mrs Tessa Yule

Mrs Wendy Henderson

Lunchtime team Leader

Mrs Jacqui Jones

Lunchtime team

Mrs Emma Simpson

Mrs Tessa Yule

Caretaker and Cleaner

Mrs Penny O'Connor

Cleaner

Mrs Jacqui Jones

Our Governing Body

What is a Governing Body?

Each of the schools within the Nar Valley Federation of Church Academies is an academy member of the Diocese of Norwich Education and Academies Trust (DNEAT) and as such is governed by the board of this trust. The Local Governing Body (LGB) are appointed by DNEAT as per their articles of governance (available on their website). The LGB is made up of 7 Trust Appointed Governors, 3 elected Parent Governors (one from each of the Nar Valley Federation Academies) and 1 elected Staff Governor. The LGB Governors are volunteers who are drawn from different parts of the communities and who are passionate about the education of the children at our academies and bring diversity of knowledge and experience to the strategic management of the academies.

Why do we have one?

The Governing Body has a range of duties and powers and a general responsibility for the conduct of the schools with a view to promoting high standards of educational achievement. Its responsibilities include:

- Helping to establish and review the aims and policies of the academies
- Working strategically to help raise standards
- Setting targets for pupil achievement
- Supporting the Executive Head Teacher, Head of School and staff
- Making sure the curriculum is balanced and broadly based
- Appointing staff

If you have a question about the Local Governing Body, please don't hesitate to contact us via your academy office.

Our Governing Body also focuses on our Christian Distinctiveness and the ethos of our schools, ensuring all children and adults thrive and flourish.

We look specifically at Religious Education, Christian distinctiveness, Collective Worship, spirituality and engagement with staff, pupils, parents and community.

Governors for the Nar Valley Federation of Church Academies

Governors for the Nar Valley Federation of Church Academies

Name	Governor Type	Role
Bruce Gordon	Trust Appointed	Interim Chair (GIAS), Pupil Premium, Sports Premium Safeguarding, HT Performance Management, Curriculum Champion, RSHE
Mark Brenner	Trust Appointed	Special Educational Needs & Disabilities (SEND), EAL, HT Performance Management, Equality & Diversity. Chair of Ethos & Community Committee
Brigid Vogel	Trust Appointed	
Dr Breen Murphy	Trust Appointed	Vice-Chair, Health & Safety
Vacancy	Parent (Sporle)	
Liz Brewer	Parent (Castle Acre)	Website Compliance
Jessy Behan	Staff	
Anne Neary	Executive Headteacher	

Governor Vacancies: Currently there are vacancies for three Trust Appointed Governors and a Parent Governor for Narborough and Sporle on the Local Governing Body of the Nar Valley Federation of Church Academies.

Vision and Values

Let your light shine

Matthew 5:16

Our Christian vision is rooted in theology, centred round biblical texts, Matthew Ch 5 V16 which gives our motto “Let your light Shine” and Luke Ch 10 V25-37, the Good Samaritan.

Our vision is of personal excellence, being the best person you can be -Captain of your own learning - and letting your light shine both in terms of talent development and modelling our values, but also being a good ‘Crew’ member, using those values to support others, exactly as the Good Samaritan did. We explore our values so that children learn how to be in school alongside each other, contributing to our school and wider community.

We provide opportunities for every individual to thrive, grow and learn, confidently letting their light shine, which means celebrating your strengths and being proud of what you can do, whilst striving to be the best you can be in every situation. It also means being able to fail and not being afraid of that, because that leads to development.

Our vision of learning is as a journey along life’s river, being Captain of your own learning, and responsible for yourself, but also a strong Crew member who helps our boat sail well. We ask our children to make good Choices for Learning and to ensure that they are always on the boat with the rest of the team. Our Teams (houses) are named after the boats of captains or voyagers who have embodied our values and striven to let their light shine. We see Courageous Advocacy as being represented by a lighthouse in life’s rocks – the sum of living our values and then using those to stand for what is right, what you believe in and supporting others to work together to make change.

Our values link to our Trust values (Kindness, Courage, Wisdom and Community) through being courageous enough to strive to be the best person you can be and living in this way, trying to embody these values in order to be a good Crew member and learning well. As leaders and teachers, we must aim for wisdom in our decision-making. The way in which our Federation values link to the Trust values is something we have recently begun considering and we are in the process of developing this idea into action.

Admission to the School

If you are interested in sending your child to our school, please do call us to arrange an informal visit so you can come and have a look around. Our Head of School Jessy Behan is more than happy to show you around and where possible Mrs Neary, our Executive Headteacher will also meet you and your children. We also have Open events. Full guidance regarding our admissions policy can be found on our website at <https://www.narborough.norfolk.sch.uk/> (This is the Federation website and has all three schools on)

All admissions to the schools within the Federation are handled by Norfolk Children’s Services Admissions Department. Applications for places at the school need to be sent to them, not directly to the school. You can apply online at <https://www.norfolk.gov.uk/education-and-learning/schools/school-admissions> .

Starting school is such an important and special time for you and your child, so we provide a number of different activities and ways to prepare and support you between receiving your school place and beginning school. These include coming along to school to visit during the day, a Welcome evening, stay and play sessions, visiting your child in their pre-school setting and doing home visits to see your child in the place they are most comfortable.

If your child is moving from another school during the school year, we can also do taster sessions and short visits to familiarise themselves with school and support their transition. On arrival, each child has a buddy to look after them and support them settling into school quickly and easily.

If you have any questions at all then please ring and talk them through.

The School Day

School Hours:

Morning Session 08:40am – 12:00pm (Reception and KS1), 08.40am – 12.15pm (Y4, Y5 & Y6).

Afternoon Session 13:00pm – 15:10pm

The school gates are open from 08.35am, and children can be taken to their class by the outside classroom door, where the class teachers will be waiting. Children arriving after 08:55am will be marked as late in the register so please be punctual as learning starts promptly.

School finishes at 15:10pm and children can be collected from their classroom external door. Unless children are staying for after school clubs, please collect your children promptly at the end of the day. It is important that children know the arrangements for their collection each day as it can be upsetting for them if they are not sure. If anything changes, or there is any problem at all, just telephone school and we will let your child know.

Please ensure that all children in Reception to Year Three will be collected by a parent, guardian or other nominated adult. To keep our children safe, our staff only release children to a known adult. If there are different arrangements or unknown adults collecting your child, please inform the class teacher at the beginning of the day or the school office as soon as possible. If your child is in Y4 or above and you would like your child to walk home from school, then you can request and fill out a permission letter from the office. If for any extraordinary circumstances, children are not collected, then the school will use the emergency contacts in the relevant order, as provided by the family.

Drop Off and Collection

By Bike: We encourage children to walk or cycle to school whenever possible. We have a cycle rack within the school grounds where you can leave your bikes/scooters. Please remember to wear a helmet and don't forget your bike lock! We offer on road cycle training for children in Years 5 & 6.

By Bus/taxi: Norfolk County Council must provide free transport for children of school age (5-11 year olds) from surrounding catchment area providing they meet certain criteria (see below).

By Car: If you are driving to school, please park with care. Only registered disabled cars can park in the staff car park. We do ask that you consider your child, and other children's safety at all times when driving to school. Please also be sensitive to our neighbours and don't block any access points.

Free Transport:

School transport is provided by Norfolk County Council and not the school. Norfolk County Council has a school transport page with all the information needed on services offered, whether you are eligible, and all the paperwork that needs to be completed.

http://www.norfolk.gov.uk/Travel_and_transport/Travelling_to_school_or_college/School_transport/index.htm.

Attendance

Strong attendance (over 96%) is so important for ensuring that your children learn and achieve well. 96% - considered satisfactory attendance by the Government and Ofsted as well as us - means not missing any more than ten school days over the whole year. Statistically, there is a clear link between children who regularly miss more than this in primary and achieving lower grades at GCSE and higher. (see this report:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf)

We also want our children to be on time to school, as this helps them have a calm and positive start to every day. However, if your child is going to be late, then please phone your school before 9am so that the absence is appropriately recorded, and staff are ready to support your child if needed. If you have any questions or concerns about your child's attendance or illness, please telephone the school as soon as possible. Children are recorded as late after registers have closed if they arrive after 9.25am and this counts as an unauthorised absence.

Holidays in term time must generally be unauthorised, as most events can be organised for school holiday time. A leave of absence form is available and must be filled in. Every case is considered individually, as there are exceptional reasons for term time absence rarely.

If your child has been off a few times, then your child's class teacher will chat to you and check that there aren't any concerns or worries or if there is anything we can do to support you in ensuring your child comes to school every day.

If your child's attendance drops below the acceptable rate and remains there for a little while and isn't for a reason that we are aware of or isn't improving, then the Head of School will chat to you and do the same as the teacher, but will also monitor your child's attendance each week and discuss this with you as appropriate.

If your child's attendance still does not improve, then the Head of School will meet with you and draw up a Family Attendance Plan. This is an internal meeting between you and school, and will look more formally at any barriers to strong attendance. Your child's attendance will be monitored daily by the teacher and Head of School and you may be expected to provide evidence for your child's absence.

Should your child's attendance still not improve despite the above plan, then we will refer to the Local Authority for Fast Track. This can lead to fining or eventually to prosecution. Clearly we do not want to reach this step and so our message is very much - talk to us if there are any problems and we will support you. We know that families want their child in school every day and want the best for their children and we are here to support with that.

In August 2024, the Government brought out amended guidance (below) which makes it very clear that families should do all they can to ensure their children are in school every day, and to avoid family holidays during term time. There are very strict processes that we are duty bound to follow, so please talk to us before booking anything if you think that a holiday is necessary.

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

The Early Years Foundation Stage (EYFS) applies to children from birth to five years old, when they reach the end of their reception year. Key Stage 1 begins when children move into Year 1. At the Nar Valley Federation, we greatly value the important role that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that the EYFS is important in its own right, and plays an integral role in preparing children for life and not simply the next stage in their education.

In the EYFS, children learn best through carefully planned, developmentally appropriate, play-based activities, taking into account their next steps. Through play, children explore and make sense of their world. They practise new skills, build and construct their understanding, and have the opportunity to think creatively. They communicate with others as they investigate and solve problems, discuss and negotiate plans, and learn about how to manage their behaviour. Ultimately, they become independent learners and thinkers.

At the Nar Valley Federation, we aim to provide a broad and balanced curriculum which enables each child to fulfil their potential. All children begin school with a wide range of skills, having experienced many different learning opportunities. It is the privilege of practitioners working in our Nursery and Reception classes to support children as they build upon their prior knowledge. It is essential that parents, support staff and the Nursery and Reception teachers work effectively together to scaffold children's learning and development.

This policy should be read in conjunction with the Statutory Framework for the Early Years Foundation Stage Framework (Published 31.3.2021, Effective 1.9.2021) and the Annex B Statutory guidance for the Reception Baseline Assessment, alongside all other school policy documents.

Aims

- To provide a safe, secure and stimulating learning environment, which meets individual needs and interests of the children, and in which creativity is valued.
- To develop warm and secure relationships between children and adults.
- To provide a high quality curriculum in line with the Statutory Framework for the Early Years Foundation Stage.
- To encourage all children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.
- For children to become aware of moral and social values within the Christian community of our school and the wider community fostering British values.
- To foster strong home-school links and share a common sense of purpose with parents.

Curriculum

Effective practice in the EYFS is built on the following four guiding principles:

- A unique child
- Positive relationships

- Enabling environments with teaching and support from adults
- Learning and development

The content of the curriculum is set out by the EYFS framework 2021. Guidance is given on effective learning across the prime areas of:

- Communication and language
- Physical Development
- Personal, Social and Emotional Development

and the specific areas of:

- Literacy
- Mathematics
- Understanding of the world
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are all of equal importance and depend on each other. All areas are delivered through a balance of adult-led and child-initiated play activities. Within each of these areas are specific statements which show the knowledge, skills, understanding and attitudes that children need to learn during the EYFS in order to achieve the Early Learning Goals by the end of their reception year. We also ensure that our curriculums take into account the British Values; Democracy, Individual Liberty, The Rule of the Law and Mutual Respect and tolerance of those with different faiths and beliefs.

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. The Reception teachers plan activities within the Reception classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- **Playing and Exploring** – children investigate and experience things and 'have a go'.
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Teaching strategies

We ensure that there is a balance between child initiated and adult directed across the day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible. By the Summer term in Reception the children will experience many more adult-directed tasks as they prepare for their transition to Year 1.

Play

Learning through play is an important part of our Early Years classrooms. We believe children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point,

we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child-initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child-initiated play, which is controlled, and adult led activities is very important to us.

Teaching

We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much of this learning children have understood and taken on.

Each day we follow a timetable with set routines in place. We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a class. In these slots we focus on our topic work, maths, literacy, phonics, and stories. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, sitting still etc.

Reading and story play is an important part of the day. We want to make sure our children have a love of books and will leave the EYFS with a bank of stories they know well, both traditional and modern classics. We ensure a good range of quality texts through our Federation Reading Spine. We make sure there is time for a whole class story at the end of the day but also that there are many opportunities to enjoy books at other times. Every child has one-to-one reading time with an adult, usually a parent helper and a group reading session throughout the year.

Read, Write Inc. Phonics Set 1 is followed during the first half term, followed by Set 2 then Set 3 to teach reading and writing skills. This is supplemented by Shared Reading, Guided Writing and 1:1 reading and Guided Reading.

Planning

We believe many children need to be given a starting point to learn new things and find topics are a great way to fire the imagination. We have a two-year topic cycle. Topics are usually based on the following areas of learning, 'Understanding the World, 'Literacy' and 'Communication and Language'; and range from a topic on Farming to All About Me or The Frozen World. The topics are flexible to ensure we also follow the children's interests, school themes and local or national events. Every half term staff plan the next topic and visits/visitors that will enhance the learning.

The National Curriculum

The current National Curriculum is divided into Core and Foundation subjects and is taught to children in Key Stage 1 (Year One and Two) and Key Stage 2 (Year Three, Four, Five and Six).

The subjects are:

English

Mathematics

Science

Computing

Religious Education (RE)

History

Geography

Design and Technology (DT)

Music

Art and Design

Physical Education (PE)

Relationships, Sex, Health and Economics Education, also known as Personal Social and Health Education, including Relationships and Sex Education (PSHE, RSE, RSHEE)

Modern Foreign Languages (MFL)

Each subject has a programme of study which specifies the knowledge, skills and concepts that children acquire as they progress through both primary and secondary school. There will be times when these subjects are best taught discretely and systematically, and other times when they will be taught in a cross-curricular way enabling the children to develop their knowledge, skills and understanding in a broader sense. All our subjects are taught in an engaging way with a purpose, in order to be meaningful and interesting for our children. Our aim is to ensure that our children can know more and remember more, making links across pieces of learning that are inter-woven and not abstract and separate.

English

Phonics/Reading

Vision

Our vision is that children quickly become enthusiastic and motivated readers. They have the ability to recognise, blend and segment sounds, in order to read words, as well as reading sight words, in order to become confident, fluent readers, who show a good understanding of what they have read. Our children read a wide range of high-quality genres and texts, promoting a love of literature and an enjoyment of reading for pleasure and for information, as well as using reading to promote reflective thinking. At the Nar Valley Federation we strive to teach children to read effectively and quickly. We passionately believe that teaching children to read and write independently, as quickly as possible, is one of the core purposes of a primary school. These fundamental skills not

only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances.

We follow Read, Write, Inc. for our phonics teaching. This rigorous approach to the teaching of phonics ensures children make rapid progress from their starting points. Children begin Read, Write Inc. at the start of Reception year after the baseline assessments are complete, and continue across Key Stage 1 (Years 1 and 2). Every child between Reception and Year 2 has a daily phonics session which consists of speed sounds teaching of new phonemes, word reading, and as they move through the programme, the RWI storybook session. It teaches children to read accurately, fluently and with understanding, to spell, and to write their own compositions.

Direct teaching underpins Read Write Inc. It is the quickest route to ensuring all children learn to read and write. Every day, children learn new sounds, and review previous sounds and words. They apply what they've been taught by reading words containing the sounds they know in matched decodable books and other texts, and write these sounds in individual words and, later, sentences.

Teachers engage children and ensure their full participation using call and response, choral reading and partner practice. Partners practise everything they are taught and answer every question together. This keeps children working and thinking throughout the lesson and gives teachers opportunities to check if something needs explaining more clearly.

What does this look like?

The Read, Write, Inc programme splits the sounds into three sets. Every day children learn their new sound, revise previous sounds and read words containing these sounds. Reception children will move onto seeing these sounds in short sentences in red 'Ditty Books'.

The speed sound session is then followed by the 'storybook session' (for years 1 and 2) where children read a book which is closely matched to their phonic ability. They discuss new vocabulary in the story and use their phonic ability to decode and read the text with fluency and expression. They work closely with a partner and may discuss and respond to parts of the story.

How do we ensure pupils make rapid progress?

- Progress based groups. Pupils work in groups based on their stage of learning. These groups work with an adult. The progress groupings ensure that pupils are able to have phonics tuition matched to their needs and are only recapping phonemes already taught and learning the appropriate phonemes for their stage.
- Regular assessments - pupils are assessed regularly and then re-grouped accordingly. This means pupils move on in their learning when they are ready and secure

Organisation of storybooks:

Read Write Inc grouping structure

Set 1 Sounds Group A

Set 1 Sounds Group B

Set 1 Sounds Group C

Ditty Group

Red Group

Green Group

Purple Group

Pink Group

Orange Group

Yellow Group

Blue Group

Grey Group

Reading

At Nar Valley Federation, we believe that every child should be given the tools to develop into an enthusiastic, confident and active reader. Central to learning is creating a life-long love of reading and books. We want to develop our children's imagination to open up to a world of wonder and awe. Reading improves language and vocabulary, inspires imagination and gives everyone the opportunity to develop and foster new interests. Every child is taught a range of comprehension strategies which are necessary in order to retrieve information from, and reflect upon, a variety of text types. Children are encouraged to draw on all these strategies from the outset to make sense of a text. Children make links to other authors and their real-life understanding to make sense of books.

Children become confident to take risks and have a go at reading. They become fluent, expressive readers. They enjoy reading and discussing books, empathising with characters and giving opinions. Teachers nurture a love of books by introducing books with enthusiasm and enjoyment, promoting a sense of wonder and expectation as the book is explored. Teachers use quality texts in all aspects of their teaching across the curriculum and provide opportunities that extend and enrich the children's learning. Teachers nurture a love of books by representing themselves as readers and providing an attractive book- corner in class.

How we achieve this:

In key stage 1, phonics is taught on a daily basis using Read, Write Inc. Please see our dedicated phonics page for more information on this.

In Key Stage 2, we have introduced daily reading lessons four times a week where reading comprehension skills are explicitly modelled and taught through real books and authors. We focus on the metacognitive reading skills when introducing a text. These include asking questions, connecting to background knowledge, inference (thinking like a detective), vocabulary, meaning breakdowns and summarising.

All teachers explicitly teach the reading domains as used in the National Curriculum tests eg retrieval, inference, predicting etc. and have a clear focus on these skills in each lesson which will dictate the Learning Objective and the work set.

Weekly teaching is focussed and follows the structure below:

- 1. Introduce new book type. First read of the book where we explicitly model metacognition, make connections, and share new vocabulary which children will need. We directly teach reading strategies and self-monitoring.**
- 2. Short burst 'speed reading' and retrieval sessions will be built into the beginning of every session as per success in yr6.**
- 3. Days 2 and 3: the pupils further explore the same book. Activities explore character or the author's language choices, with a focus on inference and vocabulary.**
- 4. Test question day. Once a week children have explicit teaching on how to tackle a test style question and break down the language used in test questions. Questions are set around the focus genre text, which are composed using KS1 or KS2 question stems from the National Curriculum tests.**

Please note that the books used in these structured sessions will be then left on the shelves to inspire pupils to pick them up and finish them. Throughout the term, 'class readers' are also shared with the pupils as the teacher reads to the class.

How do we promote reading in the Federation?

The wider school space and classroom environments promote and value the love of reading. Teachers nurture a love of books by representing themselves as readers and providing an attractive book corner in class. All schools **display** photos of not only pupils reading but of the adults in the school additionally. Individual and class level competitions foster an enthusiasm for reading at home and reward the efforts of pupils and parents and carers. Pupils are

rewarded with medal star badges for 10, 25, 50, 75 and 100 reads. Whole school competitions have been launched via the Federation's communication platform.

How do we inspire pupils and offer them wider opportunities?

When reading their 'reading for pleasure text', all year groups are choosing an author who they can connect with by studying their texts and subsequently composing letters to the authors themselves in writing lessons to request a virtual 'visit' and web chat. Pupils will have a real-life purpose to write and see the impact of their writing, when as a result of their writing, authors make contact with the pupils. Pupils are offered regular engaging activities to inspire the children's thinking around authors for example the decoration of classroom doors around a book and themed activities.

How do we know they will be able to use these skills in a test? The last teaching session around the text is about explicitly teaching the fundamental skills of answering a test question and exposing children to the common language used in a test. Eg children may know how to answer a question but perhaps are not familiar with the written language of the question

e.g what impressions does the use of the word 'glassy' suggest about the lake?

Teachers use this session to break down and discuss the language used in a test and compare and improve answers.

In Nursery, children are exposed to rhyme, repetition and a wide range of stories, as well as phonics. Reception and Key Stage 1, pupils have reading books which are closely matched to their phonic phase and ability. Pupils apply and practise their phonetic knowledge. We test phonic ability at regular intervals to both track progress and ensure that pupils have an appropriately levelled book. All pupils have the opportunity to read to an adult each week. We believe all pupils should have the opportunity to read regularly with an adult and share a book. Pupils who read less at home have the opportunity to read to an adult in school at least four times a week. We also provide a home-school key skill pack which starts with a child in Reception and continues throughout their journey as long as they are needed. The pack includes phoneme flashcards and tricky words.

In the Federation, pupils are keen to discuss the books they are reading both in school and at home. Learning environments promote and foster an enjoyment in reading. Pupils animatedly discuss their improvements and reading preferences.

Nar Valley Federation Writing and Grammar Vision

Vision: At the Nar Valley, we believe that literacy and communication are key life skills. It provides children a voice to share their ideas with the world. Through our English curriculum, we provide children with the opportunity to develop their skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language, thus enabling them to play a full part in society. We want children to enjoy and appreciate literature and its rich variety and to learn to write for a variety of purposes and audiences. We foster an enjoyment and love of writing.

At the Nar Valley we believe there are several integral parts to the foundation of successful writing:

- A real desire to communicate
- Reading widely to develop understanding and appreciation of a variety of genres and authors
- A rich vocabulary to draw upon
- The understanding of how grammatical structures, syntax and vocabulary choices can be used to have an effect upon the reader

In the Nar Valley Federation, we identified the real desire and need for our school communities to develop a rich vocabulary, broaden their cultural understanding, to provide experiences of diversity, and to develop their ability to present and speak clearly about themselves and their learning.

How do we achieve this?

Our writing curriculum is underpinned by the wide variety of texts the children are exposed to in their daily reading lessons to give them a diverse and wide-ranging vocabulary and appreciation of the diversity of styles and genres that authors make.

We believe that pupils should have a strong understanding of the ideas which they wish to communicate. At the Nar Valley, in the EYFS and Year 1, writing is closely linked to concrete experiences through play and family and friends, and the stories read in daily learning. In years 2 to 6, writing where possible is cross-curricular and provides pupils with the background understanding, rich vocabulary and need to communicate. Writing may be linked with a variety of curriculum areas including history, science and geography amongst others. We believe that pupils must be provided with an understanding of the purpose of a particular genre or text type, as well as the intended audience, in order to help them make effective language, grammar and syntax choices accordingly.

What does this look like?

Nar Valley Federation Writing and Grammar Vision

Pupils are taught writing daily. Writing units are planned to enable children to write a specific genre or text type for a particular audience or purpose. Each writing sequence contains the three phases of successful writing: immerse, model and enable.

In immerse, children are exposed to quality model texts or WAGOLLS. (“What a Good One Looks Like”) They have the chance to explore the text and read ‘as a writer’. They use features of talk for writing to help them engage with, read and re-tell the exemplar text. They look at the effect the author’s language choices have had upon the reader by using their reading skills of retrieval, inference, and prediction. They are immersed in a world of language and rich vocabulary. Pupils are provided with multi-sensory stimuli or experiences in order to help them engage with the text and purpose. They create writers ‘toolkits’, achieving specific effects such as suspense, maintaining interest or creating imagery.

In the ‘model’ aspect, children have the chance to explore how the author has created particular effects upon the reader and the authorial choices they made in order to do this. They use the ‘writer’s toolkits’ to help them understand the creation of a particular genre. They are directed to the grammatical features and syntax the author has chosen and have opportunities to use these features themselves in short burst pieces of writing. They have the opportunity to play and create with the vocabulary and structures used in the exemplar texts. As pupils move up through Key Stage 2, they are shown how different authors create similar effects and make choices as to how they wish to do this in their own writing.

In ‘enable’, children have the chance to use the language, toolkits and grammar they have explored in order to create their own piece of writing of the same genre or text type. They have the chance to plan, draft and edit their writing based on the effect they wish to create. They finally have the opportunity to ‘showcase’ their learning by making their own creative choices and applying the skills taught in the previous two phases.

Mathematics

Vision

At the Nar Valley Federation, we see the acquisition of mathematical skills as being vital for the life opportunities of our children. Through our rich and engaging mathematics curriculum, we strive to ensure that every child can both enjoy mathematics and achieve excellence. It is our hope that our concrete, pictorial and abstract approach to the subject will enable a deep, mastery-level understanding, right from the ‘Mastering Number’ programme and sessions in Reception, allowing our children to be confident mathematicians and resilient problem-solvers. By providing our children with regular opportunities to make links with maths in the real world and with other curriculum areas, it is our hope that children will leave the Nar Valley Federation knowing how interconnected and fundamental maths is to the world around them.

Intent

Using the [2014 National Curriculum for Mathematics](#) as a starting point for our own mathematics curriculum, we aim to ensure that all children:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

For this reason, **fluency, reasoning** and **problem-solving** are the main drivers of our mathematics curriculum at the Nar Valley Federation, and it is expected that all children should encounter these fundamental skills multiple times over the course of every mathematics unit of learning.

Another way in which children are supported to master the mathematics curriculum at the Nar Valley Federation is by using the **CPA** approach. We recognise the importance of children being about to use **concrete resources**, before **pictorial representations** are created; and finally **abstract** records of work are made. Resources that our children use include equipment such as: Numicon, dienes, place value counters, bead strings and number lines. Having opportunities to learn and work collaboratively is also incredibly important to us, and so rich talk partners, shared investigating, and mixed ability groups allow our children to learn side by side as class.

Finally, to ensure consistency and progression from mental to written calculations, especially in our mixed-age classes, we have devised a calculation policy (see links below) that allows our children to develop a **conceptual understanding** of the four operations as well as procedural fluency.

Implementation

Once again, to ensure consistency and progression, our Federation uses the White Rose Maths scheme as the 'spine' of our mathematics curriculum. Teachers ensure that mathematical learning is sequenced correctly by following the White Rose's 'small steps', making adjustments as necessary for the differing needs of the children in their mixed-age classes. Teachers are encouraged to use the best resources available to teach mathematical objectives, and many also make use of resources drawn from NRICH, the NCETM and PIXL to name just a few.

The expectation is that all children are taught a daily mathematics lesson of 45 minutes to 1 hour. In addition to the daily mathematics lesson, the children also take part in daily retrieval sessions or activities that incorporate recall of vocabulary and facts as well as regular practice of strategies and methods previously taught.

As a school, we use the [Tackling Tables](#) card game and subscription website to help our children achieve automatic and accurate retrieval of multiplication tables and the corresponding division facts. The card game provides a great way for our children to build their confidence in learning their times tables, either with a partner or competitively in small groups. In the same way, the website allows the children to practise not only their multiplication and division facts against the clock, but also to work upon related areas of mathematics including rapid calculating with fractions, decimals and percentages.

Vision

Children have an innate curiosity to explore the world around them. At the Nar Valley Federation, we want to inspire our children to be curious, inquisitive, and passionate about science. We seek to promote open-mindedness and critical thinking, and we actively encourage our children to question and discuss science-based issues which affect their own lives, the direction of society and the future of the world. Through our science curriculum, we also want children to experience the joy of exploring and investigating; we strongly believe that it is important for children to have frequent, first-hand, practical experiences so that meaningful links can be made between classroom learning and the real world. What is more, through the regular use of our school grounds and the local area, we want to encourage our children to be responsible and respectful of their immediate and wider environment.

Intent

The Nar Valley science curriculum is carefully designed to ensure **scientific knowledge, processes, concepts and vocabulary** are taught alongside the development of **subject-specific enquiry skills** which include: asking questions; making predictions; setting up fair tests; observing and measuring; recording data; interpreting and communicating results; and evaluating. We also aim to give our children opportunities to carry out a wide variety of **investigations** which involve different types of enquiry: comparative and fair testing; research; observation over time; pattern seeking; identifying, grouping and classifying; and problem-solving.

Implementation

In EYFS children experience science through 'Understanding of the World'. In Years R/1 and 2/3, the children are taught four or five discrete units of science per year; however whenever possible, teachers will take advantage of cross curricular links to deepen children's understanding of scientific concepts and processes. For example, the Year 3 science unit on rocks is taught at the same time as the history unit on The Stone Age. Having mixed age classes means that the Year 2 and Year 3 science units from the National Curriculum have been divided as evenly as possible between a Year A and a Year B. As a team, we have sequenced the units deliberately over the two years so that no Year 2 child is put at a disadvantage by having to study a Year 3 unit without the prerequisite Year 2 knowledge.

The science curriculum is organised in a similar way in Years 4/5/6; the only difference being that the children study at least five discrete units of science per year, with the extra half-term being used for revision and consolidation of previously taught units. As described previously for Years 2/3, the units of study for Year 4, Year 5 and Year 6 have been split as evenly as possible over a three-year rolling programme. Once again, the units taught within each year of the rolling programme have been deliberately sequenced so that *all* children can access, at their own level, the content of the more demanding Year 6 units.

In all classes, we are currently developing the use of overarching enquiry questions to focus our learning in Science. In addition to this, we have started to implement **whole class retrieval activities** at the start of every science lesson. We believe that these retrieval sessions will enable our children to develop deep, long-lasting and connected scientific knowledge which will support their understanding of complex scientific concepts and phenomena.

Vision

At the Nar Valley Federation, we believe that a good music education not only enables our children to enjoy music as listeners, creators and performers, but also allows them to develop a richer and broader understanding of culture and history, both of their own and of others around the world. In our music lessons, we endeavour to provide our children with the opportunity to discuss and share their own thoughts, opinions and ideas about music, acknowledging and respecting that these may vary and that this is positive. Our pupils will learn that music is a universal language that embodies one of the highest forms of creativity. We believe that Music lessons should inspire pupils to develop a love of music and develop their talent as musicians, and in turn increase their self-confidence, creativity and sense of achievement. Furthermore, we believe that opportunities for children to play in small groups or ensemble help to foster essential life skills such as co-operation, mutual support, self-discipline and commitment. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen to with appreciation the best in the musical canon.

As well as fulfilling the requirements of the National Curriculum, we also aim to provide our children with additional opportunities to support and extend their knowledge, understanding and appreciation of music. These opportunities include having visitors with a musical talent both amateur and professional, visiting concerts and school productions. The external interests and talents of our children are also encouraged and showcased in class and in assemblies, ensuring that everyone is celebrated regardless of previous musical experience.

Intent

At the Nar Valley Federation, our intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, improvising and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Our teaching focuses on developing the children's ability to understand rhythm and follow a beat/pulse. Through singing and analysing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach a full range of technical vocabulary and encourage children to discuss music using these terms.

Implementation

Music lessons aim to foster a passion for music in children of all abilities, with planning and delivery linked to the Norfolk Music Hub's [Charanga](#) music resources. Music is delivered to all classes by either a specialist music teacher or by the class teacher and includes regular whole class instrumental tuition (currently glockenspiels, ukuleles, recorders).

Children learn how to play both tuned and untuned instruments and a variety of percussion instruments. Playing a variety of instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal

sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Home Learning

All pupils also have access to the **Charanga** units via their own personal logins on the linked **YUMU** site. The children are then encouraged to explore and expand their learning at home, building upon their sessions in class.

Useful websites:

<https://www.musicexpress.co.uk/>
are free to use for parents/ children

Some elements of this

<http://www.sfskids.org/>
games linked to classical music

A fun set of

<http://www.zzounds.com/edu--musicgamesforkids>
sites for children

A list of music based

http://www.learninggamesforkids.com/art_and_music_games.html

More music games

http://www.bbc.co.uk/schools/websites/4_11/site/music.shtml

Archived BBC resources

<http://pbskids.org/games/music/>

More musical fun

<http://fun2think.com/free-online-music-making-for-kids/>

Make your own music

<http://www.bbc.co.uk/programmes/b03g64pn>

BBC radio

music programmes for children, with fun songs and stories to learn.

Religious Education

Vision

As a Federation of church schools, Religious Education (RE) underpins all that we do. We believe that it is vital to develop the children's 'religious literacy' in order that they may become religiously literate and will have the ability to 'hold balanced and well-informed conversations about religion and worldviews.' To enable them to do this, we provide a safe and stimulating environment where they can explore, improve their understanding of, and show respect for different faiths and cultural diversity. This will enable them to develop a knowledge and acceptance of religions and worldviews with the skill to debate respectfully. By encountering RE through the three lenses of the **Norfolk Agreed Syllabus** and the **Understanding Christianity** resources, our children will develop as theologians, philosophers and social/human scientists.

We aim to deliver creative, well-planned lessons to allow children to enquire and appreciate a range of beliefs and faiths within our multicultural society and understand how these shape lives and behaviour. We aim to open our children's eyes to the wider world through visits and visitors and through the Global Neighbours Project. Children are encouraged to be reflective on their own beliefs and understanding of the beliefs of others around them both in their local community and worldwide.

Intent

Through the teaching of RE, children will have a knowledge and understanding of:

The major world religions and non-religious worldviews

Theology: key texts and traditions; beliefs, teaching/ doctrines and sources; practices and ways of life/ forms of expression; identity and belonging

Philosophy: how religion has influenced humanity's search for meaning and purpose

Human/ Social Science: investigate and observe lived religious practices within local, national and international contexts; and consider how they have shaped and continue to shape society

Through the teaching of RE, children will have skills to:

As theologians:

analyse a range of primary and secondary sources

understand symbolic language

use technical terminology effectively

As philosophers:

interpret meaning and significance

evaluate and reflect on beliefs and ethics and how they impact upon the lives of others and themselves

refine the way they think about the world and their place in it

consider moral principles, including the nature of good and evil

As human/social scientists:

respectfully critique and value the wide range of beliefs and cultural influences that have shaped their own heritage and that of other, considering both differences and commonalities

recognise bias and stereotypes

represent a range of views other than their own with accuracy

The curriculum may also develop the following:

a moral compass - recognise the difference between right and wrong and readily apply this

reflection upon their own beliefs and cultural practices

making informed personal choices

empathy with and an understanding of others

Implementation

We implement the **Norfolk Agreed Syllabus** through the use of enquiry questions and a rolling programme (see Curriculum Map below) that allows the children to build upon and extend their experiences, learning and knowledge in RE. Units are deliberately sequenced to build knowledge and skills not only in RE but also across the wider curriculum. For example to maximise pupil understanding, the Y456 B Science unit on *Evolution and Inheritance* is deliberately taught before the Y456 B RE unit *Creation and Science- conflicting or complementary?*

RE is usually taught weekly as a discrete subject but is sometimes delivered through a class topic, an RE day or it may be blocked. Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate. Wherever possible, we plan interactive and practical activities in order to encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions.

Assessment of Attainment and Progress in RE

"Pupils' progress is assessed in relation to the purpose and aims of the subject. Therefore, this primarily concerns how well pupils are able to hold balanced and well-informed conversations about religion and worldviews." (pg 32 [Norfolk Agreed Syllabus](#)).

Staff use the non-statutory age-related expectations, the Federation's RE Skills Progression (see documents below), Norfolk SACRE exemplars and guidance in [Understanding Christianity](#) to inform their planning and assessment. End of year teacher assessments for RE are recorded on Pupil Asset and progress is reported annually to parents in the end of year report.

Collective Worship

Our Collective Worship is Christian in content; encourages the worship of God and allows time for guidance leading to positive thought and development on spiritual, moral, social and emotional issues. It also offers an opportunity for quiet reflection and exploration of self.

We have close links with our local churches and local church groups and regular visits are made to the schools by local ministers. More information about our local church can be found [here](#).

Parents have the right to withdraw their child from collective worship. Any Parent/Carer who wishes to discuss our RE curriculum or our Acts of Collective Worship, please make an appointment to speak with the Head of School.

Computing

Vision

At the Nar Valley Federation we want our children to be masters of technology. We are living in a world where technology is everywhere and plays a pivotal part in our children's lives. Therefore, we want to enable our children to be ambassadors of computing, creators not consumers, which will be encouraged and supported by our high-quality computing curriculum. We aim to reduce the technology gap for children of different backgrounds to ensure that all have the opportunity to develop a love for computing and transferrable skills in this area to set them up for the modern world. We want to develop a safe and healthy ethos of using technology and that it is instilled in our children that there is always a choice when using devices.

Intent

The Nar Valley computing curriculum is planned to equip children to use computational thinking and creativity allowing them to become skilful computer scientists. We aim to impart these fundamental skills through five strands which include: computing systems and networks, creating media, data and information, programming and e-safety. Through these five strands, we aim to ensure our pupils are fluent with a range of tools to best express their understanding, and by Upper Key Stage 2 we hope that children are independent and confident to choose the best tool to fulfil the task and challenge set by staff. Through links with other curriculum subjects, including mathematics, science, design and technology and PSHE, we encourage children to develop strong cross-curricular links to support their understanding across these subjects, thereby deepening their understanding and application of technology to become digitally literate.

Implementation

At the Nar Valley Federation, children from Y1 to Y6 will be taught computing within a spiral curriculum covering each of the five strands per year following the [National Centre for Computing Education \(NCCE\)](#) curriculum. This is taught once a week for 45 minutes to 1 hour to give children enough time to develop these computational skills. This allows children to develop upon previous learning, to deepen their understanding and to gain more skills, which are taught through both physical technology and unplugged lessons.

In YN/R, the children have access to technology within their continuous provision environment, such as iPads, Bee-Bots and static computers. In these classroom settings, during free-flow time children have the opportunity to explore, be curious and 'tinker' with technology.

In Y1, children are taught the specific units within the NCCE curriculum to give them strong foundations which can be built upon during their school life. In Y2/3 classes, children are taught on a Year A/Year B cycle to ensure all required units are covered within two years. In Y4/5/6, children are taught on a Year A/Year B/Year C cycle to ensure all required units are covered. We have deliberately chosen the sequence of units within our cycles to guarantee that children are able to build upon previously learnt skills and develop their technological understanding. For more detail on the specific units, please see the 'Curriculum Map' document.

Ancient & Modern Foreign Languages

Vision

In our Federation schools, the teaching of a foreign language encourages pupils' confidence and creative skills. We help them develop an awareness of cultural differences through the study of language and other countries. Through the teaching of listening, speaking, reading and writing skills in language, we lay the foundations for future language learning.

Intent

The teaching of languages at the Nar Valley Federation provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to life-long language learning. Our language curriculum is designed to progressively develop children's skills acquisition, and their ability to use and apply a growing bank of vocabulary organised around topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences.

Across our Federation we introduce our children to languages following the guidance from the National Curriculum for KS2 where:

Pupils should be taught to:

listen attentively to spoken language and show understanding by joining in and responding

explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

speak in sentences, using familiar vocabulary, phrases and basic language structures

develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

present ideas and information orally to a range of audiences

read carefully and show understanding of words, phrases and simple writing

appreciate stories, songs, poems and rhymes in the language

broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

write phrases from memory, and adapt these to create new sentences, to express ideas clearly

describe people, places, things and actions orally and in writing

Implementation

To support the teaching of languages, we are currently using Language Angels.

Personal, Social, Health Education & Relationships and Sex Education

Vision

Our vision for RSHE education is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart. In line with the Church of England's role as the established Church, our vision is for the common good of the whole community:

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Our Federation's overarching distinctively Christian vision for pupils is for each child to '*Let Your Light Shine*' (*Matthew 5:16*). We work to nurture individuals to develop a sense of belonging, purpose and self-belief in order for all to flourish and shine. Our values of respect, responsibility, kindness, courage, hope and forgiveness are clearly illustrated in the parable of the Good Samaritan (Luke 10:25-37). This powerful message provides a basis to enable our children to flourish and shine as unique individuals.

Intent

At The Nar Valley Federation we follow the Diocese of Norwich values and intend that our RSHE learning will:

Provide opportunities to learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner;

Equip our children with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships;

Enable our children to value their sexuality and take responsibility for their health and wellbeing both now and in the future;

Prepare our children to live safe, fulfilled and healthy lives;

Support our children through a journey of physical, emotional and moral development;

Teach essential knowledge, skills and values within the framework of the law, relevant provisions of the Equality Act, 2010 and through the teaching of the Christian perspectives on relationships and sex;

Make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships.

Ensure our children are encouraged to understand the importance of stable, loving relationships, respect, love, and care in line with our Christian values.

Enable our children to make responsible and informed decisions about their health and wellbeing.

Be taught by staff regularly trained in RSHE, with expert visitors invited in to enhance and supplement the programme where appropriate;

Work in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home;

Be delivered through lessons where pupils feel safe and are encouraged to participate by using a variety of teaching approaches;

Provide opportunities for our children to develop critical thinking and relationship skills;

Be based on reliable sources of information, including about the law and legal rights, and distinguish between fact and opinion;

Promote safe, equal, caring and enjoyable relationships and discuss real-life issues appropriate to the age and stage of our children, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online. This will include respecting gender equality and LGBT+ equality and challenging all forms of discrimination in lessons and in every-day school life;

Give a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity;

Give our children opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and nurture respect for different views;

Include learning about how to get help and treatment from sources such as the school and other health and advice services;

Meet the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities;

Seek our children's views about their learning, so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

Implementation

At the Nar Valley Federation, RSHE will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

RSHE will also be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually during their school years by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Our RSHE curriculum is detailed in the documents below, but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, Parents/Carers will be

provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross-curricular links. These cross-curricular links will include our use of [Jigsaw](#) for our PSHE learning (new Autumn 2022), Science lessons relating to health and living things and e-safety learning throughout Computing.

History

From Reception onwards all children in the Federation take part in two Physical Education (P.E.) lessons each week.

P.E. is a very important part of the curriculum for a number of reasons, chief among which are:

P.E. teaches children how to take care of their bodies when exercising, through the use of warm up and cool down exercises and stretches

These lessons will also encourage children to develop the fundamental motor skills; muscular and cardiovascular endurance and strength and flexibility, to allow them to competently take part in a wide range of sports as they grow up.

Taking part in team sports can help children to learn valuable life skills such as: teamwork, leadership, communication, self-confidence and self-discipline.

Children will also learn to develop the notion of fair play, honest competition, good sportsmanship and dealing with both success and defeat.

Finally, and arguably most important of all...it provides children with an opportunity to let off some steam, have some fun, and get some exercise!

P.E. across the federation is taught through a mix of both internal (teachers) and external provision (wider community/specialists). This can change termly and for precise details regarding PE days, what is being taught and by whom - individual class half termly newsletters/topic overviews should be referred to. The essence of PE encompasses 6 main disciplines. These are:

Games (tag-rugby, football, hockey, netball, rounders)

Athletics (track & field)

Gymnastics (individual, partner, apparatus)

Dance

Outdoor Adventurous Activities (OAA - orienteering, obstacle courses)

Swimming (All children will have the opportunity to swim whilst they are part of the federation, with the aim being that they can competently swim at least 25 metres by the end of Year 6.)

Geography

Vision

At the Nar Valley Federation, we believe that all children should be given the chance to become historians. Through examining significant individuals, events and time periods, we give our children the opportunity to engage in their learning and to explain the world as it is by exploring the world as it was.

Drawing from the historical knowledge, concepts and vocabulary taught, the children consider in history lessons the diversity of life experiences in many different places at many different times and give thought to how this has shaped the world we live in.

As well as explicitly teaching British history and that of the wider world, we also make use of our rich and varied local heritage either by incorporating it into our history units or by teaching stand-alone units of local history. With all this in mind, it is hoped that through our history curriculum we provide all children with enriching, memorable experiences and opportunities that nurture them to become confident and curious historians.

Intent

The Nar Valley history curriculum is planned to ensure **historical knowledge and concepts** are taught alongside the development of **subject-specific skills** including knowledge and understanding of chronology; interpretations of the past; historical enquiry; and organising and communicating information about the past.

In their history lessons, and across the wider curriculum, we want our pupils to be able to ask pertinent questions about the past, analyse evidence, think critically, appreciate different perspectives and develop informed judgements. Our children will be asked to consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, our children will develop a chronological framework for their knowledge of significant events and people.

Implementation

At the Nar Valley Federation, children from Y1 to Y6 study three history units per year. In Year R/1 the children follow units which develop early historical knowledge and skills using their own experiences of life and the past as a starting point. They will then progress onto units which develop their understanding of changes within and beyond living memory whilst also learning about significant individuals and events both locally and nationally.

Children in Y2/3 classes follow units which build upon the curriculum started in YR/1; however, they will also encounter both a World History unit and a Local History unit preparing them for their learning which in Years 4, 5 and 6.

In Years 4/5/6, the children study three discrete units of history per year. Having mixed age classes and a three-year rolling programme means that developing a sense of chronology over KS2 can be quite a challenge. For this reason, we have deliberately ordered our units to ensure that we develop the children's understanding of chronology over the course of each individual year. Therefore, in Year A children learn about British history before 1066, in Year B they focus upon British history post 1066 while in Year C they study history units from the wider world.

In all classes, we are developing the use of overarching enquiry questions to focus our learning in History.

In addition to this, we have started to implement **whole class retrieval activities** at the start of every history lesson. We believe these retrieval sessions will enable our children to develop deep, long-lasting and connected historical knowledge which will support their understanding of complex historical concepts.

Design Technology

Vision

In our Federation the teaching of geography inspires in pupils a curiosity and fascination about the world. We aim to deliver a high-quality geography curriculum which encourages children to be inquisitive learners with regard to the natural world around them as well as the people that live in it.

Geography is important in our Federation because it provides a means of exploring, appreciating and understanding the world in which we live and how it has changed over time. Through geographical enquiry and the application of geography skills, our pupils are given opportunities to develop an awareness of their immediate surroundings, of other places both nationally and internationally, and of how people have used their environment either positively or negatively. We want our pupils to develop respect for people different to themselves as well as for their local and global environment. As pupils study geography, they encounter different societies and cultures, which helps them realise how nations rely on each other. It can also inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

Intent

The Nar Valley geography curriculum is planned to ensure that **substantive geographical knowledge and concepts** are taught alongside the development of **disciplinary concepts** including: place, space and scale; physical and human processes; environmental impact; sustainable development; cultural awareness and diversity. We also ensure that children are taught practical geographical skills which enable them to become 'geographers' including; being able to collect, analyse and communicate data gathered through fieldwork; being able to interpret a range of sources of geographical information; and to communicate geographical information.

Implementation

At the Nar Valley Federation, children from Y1 to Y6 study three geography units per year. In Years R/1 the children follow units which will develop early geographical knowledge and skills based around the broad National Curriculum themes of Locational Knowledge, Place Knowledge, and Human & Physical Geography. In Years 2 and 3, the children continue to follow units based around Place and Locational Knowledge but also encounter units specifically relating to Physical or Human Geography as well as a unit dedicated entirely to Fieldwork skills. Finally, in Years 4/5/6, the children study three units of geography per year on a rolling programme: one focusing upon place knowledge, another on physical geography and the third on an aspect of human geography. In all classes, we are currently developing the use of an overarching enquiry question to focus our learning in Geography.

In addition to this, we are beginning to implement **whole class retrieval activities** at the start of every geography lesson. We believe these retrieval activities will equip our children to develop deep and long-lasting geographical knowledge which will support their understanding of complex geographical concepts. This long-term knowledge is then built upon each year to develop their understanding of the Earth's key physical and human processes, whilst the children are able to consolidate this practically through conducting various local fieldwork activities, further equipping them with a range of geographical skills.

Subject specific vocabulary is embedded within the Geography curriculum allowing the children to understand and apply it within the correct context. From their study of Geography at the Nar Valley Federation, children will acquire a life-long knowledge and understanding of different places, people and processes and use this knowledge to make links across other subjects and areas of study.

Vision

Design Technology prepares children to deal with tomorrow's rapidly changing world. It encourages children to become independent, creative problem-solvers and thinkers both as individuals and as part of a team - making positive changes to their quality of life. It enables them to identify needs and opportunities, and to respond to them by developing a range of ideas and by making products and systems. Through the study of Design and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows the children to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and Technology helps all children to become astute and informed future consumers and potential innovators.

Intent

Our intent is that pupils use their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Each child will develop, evaluate and improve through lessons that build up skills over a half term, recording these steps in their sketchbooks with the aim of producing a final product that can be evaluated by them, peers and their teacher alongside how an architect / designer may have influenced their own style. By doing so, pupils will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Art

Vision

Art plays an important part in developing not only our children's creativity but also their ability to express their ideas and understanding, working both individually and collaboratively with others. At the Nar Valley Federation, each teacher plans art lessons, which aim to ensure that children can develop key skills using specific media. The importance of Art is evident through our yearly Art Exhibition, to which all children contribute, focusing on a skill or aspect of Art. We have a link with a local art gallery/theatre where the children contribute to an exhibition each December and have the opportunity to view exhibitions and discuss artists' and sculptors' work. Artists, photographers and designers visit our schools to discuss their work, explain techniques and provide an opportunity for children to participate and learn new skills. Our aim is to ensure that children are confident approaching artwork, feel a strong sense of achievement, value the impact of art within their own lives and can reach their full potential.

Intent

At the Nar Valley Federation, we believe that art is a vital part of children's education and has a significant and valuable role in the taught curriculum, as well as the enrichment opportunities we offer our pupils. Our art curriculum will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists from all over the world. Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential. We will enable this through lessons that build up skills over a half-term, recording these steps in their sketchbooks with the aim of producing a final piece of artwork that can be evaluated by them, their peers and their teacher alongside how

an artist may have influenced their own style. By doing so, pupils will acquire a broad range of subject knowledge and draw on disciplines and skills taught, accessing inspiration from artists, sculptors and craft makers throughout history and to the present day.

Homework

Homework is a valued and important part of your child's education. We see it as an opportunity for children to practise the skills they have been learning in school. We ask you to – read with your child for a few minutes each day, asking them questions to check on their understanding of the book, practise their spellings and practise their number bonds or multiplication tables. The expectation for this is a few minutes for each activity every day. When the children are in Year Six, we also send home workbooks to help them as they move towards secondary school. At this point, home learning could take up to 45 minutes a week. The best support you can give your child at home is to provide a quiet and suitable learning environment, and encouragement and help. Your child has a log-in for our spelling and maths programmes as well as our music programme.

We know that learning methods today are often very different to those you experienced at school. There is plenty of information on our website (see 'Remote learning') and we also hold Parents/Carers' cafes each term to give you a chance to come in, see and take part in learning and ask questions. You can talk to us at any time and we'll be glad to help; just ask!

Special Educational Needs & Disabilities

Within our Federation we have an experienced SENDCo (Special Educational Needs Co-ordinator), Mrs Emma Spaul, who oversees SEND provision across all three of our schools. She leads an experienced team of support staff who often work with or alongside pupils with special educational needs. If you wish to speak to Mrs Spaul, she can be contacted through any of the school offices.

All of our children at the Nar Valley Federation are individuals and, as such, they have a range of strengths and needs. All children, no matter what their needs, are included in every aspect of school life.

On our website you will find our SEND Information Report and also our Accessibility Plan.

Norfolk Schools have access to a wide range of specialist resources; these can be explored through our [local offer](#). Please do take a look at our SEND report – here - <https://www.narvalley.dneat.org/attachments/download.asp?file=9714> where we hope you will find any information you may need, but please do not hesitate in contacting Mrs Spaul via any of the school offices.

Supporting Pupils with Special Educational Needs & Disabilities (SEND)

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If a learner is identified as having SEND, we will provide provision that is additional to or different from the normal differentiated curriculum, intended to overcome the barrier to their learning. For further information, please read our Core Offer SEND Information Report.

Within the Nar Valley Federation we are committed to ensuring that all learners have access to equal learning opportunities, and for those who are at risk of under achievement or low progress, we will ensure support is put in place and appropriate provision is developed.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services as detailed in our Information Report. We have access to services universally provided by Norfolk County Council, which are described on the [Local Offer website](#).

Our Teachers use various strategies to adapt access to the curriculum. This might include using:

- Visual timetables
- Writing frames
- Laptops, or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEND, is entitled to support that is additional to or different from a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. This support is detailed on an individual provision map which describes the interventions and actions that put in place to enable a pupil to achieve and make progress. Parents/Carers are invited to half termly meetings to discuss and review the plan. These may happen over the phone or in person and are normally held with the class team and the SENDCo can also attend if needed.

Children who are looked after by the Local Authority, either in residential care or by foster parents, have a written Personal Education Plan to ensure that they are given the support they need to achieve their full potential.

Assessment and Testing

We regularly both informally and slightly more formally (around once a term) assess the children so that we are clear about their next steps as learners, how well they are attaining and how to support or extend them. We assess the children's phonics (sounds learning)/reading, number bonds (which numbers add together to make and within five and ten and twenty etc)/multiplication tables, writing, maths and spelling. At the end of Nursery and Reception, the children are assessed using the Early Years Foundation Stage Profile and on your child's end of year report you will see whether they are meeting the goal for each of the areas of learning as well as all the progress they have made. At the end of Year Two and Year Six there are National tests (SATS), carried out in a very supportive way. At the end of Year One, there are National phonics checks, again in Year Two if needed and in Year Four there is a National Multiplication Tables Check. All results are reported to families in the end of year annual report.

We believe that a uniform contributes to the feeling of belonging to the school community, ensures that every child is on a level playing field and promotes the life skill of taking care of your appearance and wearing what is appropriate. Wearing a school uniform fosters pride in the school. We are also very aware of the cost of uniform and are committed to ensuring best value and a minimum of branded items. The branded items are the sweatshirt or cardigan and hoody – hoodies are optional but are a useful additional layer in the cold and for PE.

A grey or black skirt / pinafore

Grey or black trousers/shorts

A white blouse / shirt or polo shirt

A royal blue cardigan / sweater

Blue gingham dresses if required in the summer

Black, comfortable and safe school shoes

Plain white, black or grey tights or socks

Uniform is available from Birds of Dereham. All items of uniform should be clearly named so we can easily return them if your child misplaces them at school.

Jeans, fashion clothing, jewellery, hair additions such as clip in braids and nail varnish are not suitable wear for school. All clothing and other items coming into school should be clearly named, as it is difficult to trace lost property if it cannot be identified. Care should be taken in choosing footwear, as the children may need to use the terraced steps several times a day. High heels, fashion boots and sling back or open toe sandals are not suitable as they pose a safety problem.

PE is taught twice a week and your child will need the following in a suitable bag:

A pair of black or navy shorts

A white or royal blue t-shirt

A pair of plimsolls or trainers

A warm, plain navy tracksuit

The school hoody is optional

We recommend that kit is brought in on a Monday and taken home for washing on Fridays. During the year children will have swimming lessons therefore will need a swimming costume (trunks for boys), swimming hat and a towel. We will let you know in good time when swimming lessons will take place.

In the interests of Health and Safety please note that jewellery and watches must not be worn during any PE lessons. If ears are pierced, it is requested that studs be worn, as sleepers and drop-earrings are dangerous during the activities of the school day. All earrings should however be removed for PE lessons.

Named wellies or another pair of outdoor shoes, separate to PE trainers, are needed for playtimes in the Autumn and Winter so that children can go on the field, which does get muddy.

Nearly new Uniform

We have a nearly new policy where second-hand items can be brought in and donated in exchange for other items of clothing. We believe in recycling and supporting families to be both cost effective and eco-friendly. We encourage children leaving Y6 to donate their uniform back to school. Items can also be purchased for £1, which goes to the Friends of Sporle (FOSS) and this stock of uniform also means that uniform is available for families in need.

Pastoral Care

We are a small and friendly school with a family environment where our children care about, and look after each other. We have our Federation values of respect, responsibility, kindness, courage, hope and forgiveness which are illustrated in the parable of the Good Samaritan. This enables our children and staff to:

- take responsibility, such as by getting out and putting away playtime equipment
- actively care for and other children and adults
- ensure that all children are supported at playtimes and lunchtimes
- encourage children to form a variety of friendships with both older and younger pupils
- encourage participation in a variety of playtime games and activities either with others or by themselves, according to preference; everyone is different
- encourage high levels of self-esteem and confidence in all our children as valued members of our school family
- sort out playground disagreements fairly
- encourage shy children to join in or simply keep them company and equally recognise that children playing by themselves may not be shy but just happy in their own company
- alert staff when there are problems
- set a good example by caring for others

Pupil Welfare and Medicines

Parents are asked not to send children to school who are unwell, but to telephone in to inform the school of the reason for absence. Messages can be left before the school day or e-mailed to the office. Children should not return to school for 48 hours after a vomiting bug or diarrhoea. Parents will be informed of any change by office staff.

The staff deal with all minor accidents, and an accident slip is issued and often followed up verbally. Parents/Carers are contacted immediately if there is an emergency. There is always at least one qualified first aider on the school premises or trips and staff have basic first aid training and regular updates.

Should your child become ill or have an accident during the school day we will make every effort to contact you at home or at work using the emergency contact numbers. In the event of a serious accident or illness we will contact you first and if we cannot contact you, then seek immediate medical advice but will of course keep trying to contact you. For this reason, it is vitally important that we are informed of any changes of address or telephone number and essential that we have more than one contact for your child.

School can give prescribed medicines such as antibiotics, inhalers etc. If a child has been given prescribed medicines, it should be clearly labelled with the child's name and class and the appropriate forms completed. These are available from staff in the school office or on our website. All medicines are kept in a locked cupboard and administered or supervised by a member of staff who will monitor the situation and inform Parents/Carers should any adverse reaction take place. We are able to administer Calpol etc that you bring in and that is labelled as above.

In the case of medication used in conditions such as epilepsy, diabetes etc staff members who are prepared to administer must have received training from trained medical staff and the Parents/Carers sign a form to say they accept liability.

Parents/Carers are urged to notify us if their child has a specific medical need so that we can make any adaptations that we need to in order to best support your child.

Safeguarding



We all have a statutory duty to safeguard and promote the welfare of children, and at our Federation and school we take this responsibility very seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with one of our Designated Safeguarding Leads.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, please ask to speak to member of staff confidentially; you will then be asked to provide them with a written record of your concern. A copy of the form to complete can be obtained from the school office. Please ensure you complete all sections as described.

All of our Schools are part of the 'Operation Encompass' which is a joint operation between Norfolk County Council, Norfolk Police and Schools. It has been set up to help schools provide support to children who have been present at **incidents of domestic abuse and violence**. The school receives a confidential email from Norfolk Children's Advice and Duty Service after a domestic incident which Norfolk Police have recorded has taken place where children have been present or witness to. The email is dealt with by one of our Designated Leads or Alternative Designated Leads who have all received appropriate training.

The people you should talk to in our schools are:

Miss Jessie Behan, Designated Safeguarding Lead for Sporle, Tel: 01760 722393

Miss Elaine Willgress, Alternate Designated Safeguarding Lead for Sporle, Tel: 01760 722393

Mrs Emma Spaul, Designated Safeguarding Lead for Castle Acre, Tel: 01760 755305

Miss Sue Taylor, Alternate Designated Safeguarding Lead for Castle Acre, Tel: 01760 7553058

Miss Chirstina Maskell, Designated Safeguarding Lead for Narborough, Tel: 01760 338048

Mrs Leanne Harvey, Alternate Designated Safeguarding Lead for Narborough, Tel: 01760 338048

Our Executive Headteacher, Mrs Anne Neary and Federation SENDCO, Mrs Emma Spaul, are also trained Designated Safeguarding Leads and have been trained to take Operation Encompass calls.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of the Governing Body.

Chair of Governing Body: Mr Bruce Gordon

Contact, via Castle Acre school: 01760 755305

Governor Lead for Safeguarding is: Mr Bruce Gordon

At the Nar Valley Federation of Church Academies, we strive to safeguard and promote the welfare of all of our children at all times. Sometimes this means difficult conversations, but these are always done with sensitivity and care.

Behaviour in School – Choices for Learning

All children have the right to learn and we believe that a school's policy should allow children to aspire to be the best person that they can be, to work well as a team and make great choices as an individual. Our Federation values are Respect, Responsibility, Forgiveness, Hope, Courage and Kindness and these values form the bedrock of our policy. We recognise the fantastic choices and learning behaviours that children demonstrate, both as an individual and as a team. We have clear consequences of not making good choices and we work together with families to ensure children get back on the right path for learning. Our policy is called 'Choices for Learning' because one of the principles is that we teach and support children to make the right choices in all situations to enable everyone to learn, feel safe and be happy. We also know that children's behaviours are a form of communication, and this policy is also to support and develop our children's well-being. Learning is life-long and mistakes are to be learned from and as such are seen as steps on the journey that enables all to 'Let your light shine'.

Principles:

- Everyone has the right to feel safe, happy and to learn in school
- All our children are expected to and can behave well
- All individuals, whatever culture, whatever background, whatever religion or any other protected characteristic, are celebrated for who they are and for their strengths and contributions
- All behaviour is a form of communication and needs to be listened to and understood
- Children need to learn to make the correct choices at all times
- Children who always make good choices are recognised and celebrated
- Progress towards strong learning behaviours is also celebrated
- Consistency is essential, but with the flexibility and room to have a personal approach that is fair and equitable
- Children need opportunities to work together as a team as well as taking personal responsibility for their actions and choices, both good and poor
- Every child is working towards earning success rather than being penalised and missing out

- De-escalation steps are used to improve a situation and allow all to be calm and resolve issues
- The policy enables all staff within our Federation to support children
- Language used by adults is positive, clear and demonstrates our high expectations of all
- Children are never blamed or castigated, but unacceptable choices are pointed out and dealt with
- Every session is a new start with new opportunities to succeed
- The idea of being Captains of our own learning is to develop independence, determination and resilience
- Visual displays of our Choices for Learning policy help all children to access this

Visual aids:

Nar Valley Federation Choices for Learning posters (class rules) displayed in every room with Good choices. *These are created by each class at the beginning of their time together.* In the entrance hall of each school, there is a display featuring photos of all children and staff, on a boat, successfully journeying along the river of life. Each class has a boat, onto which children are moved when they are consistently making great choices. Examples of choices that get you onto the boat are displayed around it.

The policy is clearly displayed.

Each Team ('Together everyone achieves more', which is the same across the Federation) has a transparent tube with tokens in. Our Teams are names after the boats of significant explorers, adventurers, and sports people; Beagle (Charles Darwin), Castorama (Ellen MacArthur), Britannia (Ben Ainslie) and Endurance (Ernest Shackleton).

Mid-morning Breaks / School Meals

ALLERGY AWARE

We are an allergy aware school. This means no peanut butter or peanuts are to be brought to school for snacks or packed lunches. Please also look carefully at ingredients and whether or not the product has been made in a premises containing nuts and if in doubt, do not send the product in, as anaphylaxis is life-threatening. We thank you for your co-operation.

MID-MORNING BREAKS

All children may have (and may need!) a snack and a drink of water at the mid-morning break. Please ensure that these are healthy and as litter free as is possible eg fruit or snacks in a reusable pot. Reception, Year One and Year Two children are provided with a free piece of fruit/veg under the Government scheme.

MILK

We offer free milk at break time to pupils until they are 5 years old, again as part of a Government scheme.

SCHOOL DINNERS

Dinners at our school are provided by Nourish Catering, and the meals are prepared at Swaffham Primary School. Hot dinners, including meals for vegetarians and those on special diets, are served in school by our catering staff. Packed lunches can also be provided. A lunch register is taken in class each morning and your child informs the member of staff what meal they are having that day. School meals cost £2.47 per day and can be paid for weekly or half termly in advance via Arbor. If a child is absent on the day when he/she should have had a hot dinner, the money for that meal is credited for the following week.

PACKED LUNCHES

Children bringing a packed lunch should have their lunch box clearly marked with their name. Drinks must be in non-glass containers and fit in the main lunch box, as we have very little storage space. Please ensure that the meal is healthy and balanced, with no chocolate bars or fizzy drinks. Please also ensure meals do not contain nuts.

FREE SCHOOL MEALS

All Reception, Year 1 and Year 2 children are currently entitled to a Free School Meal through the Universal Infant Free School Meals provision. For other families who receive some benefits, your child may be entitled to a free school meal. For further information, please contact the school office.

SUPERVISION

A team of experienced lunchtime staff look after the children during the lunch break, both in the dining room and on the playground.

Charging and Money in School

To enrich the curriculum, we look for opportunities to take the children out into the environment or have visitors into school who can provide special expertise. In order for these activities to take place, we often have to ask parents for voluntary contributions. However, these are kept as low as possible as we are incredibly lucky to have wonderful Friends' groups for each school who work hard to ensure that travel to trips is heavily subsidised.

Charges are made for activities organised by the school in the following circumstances:

The full or part cost to each pupil of activities deemed to be optional extras taking place outside school hours. ie: theatre trips, residential trips etc.

The cost to each pupil for providing instrumental tuition.

The cost of materials, ingredients, equipment for certain aspects of the curriculum

No pupil can be or is excluded from an activity on the grounds that parents will not pay, but if there are insufficient funds, we cannot provide activities with a high cost. In certain circumstances where there may be cases of family hardship, or any financial concerns, parents are encouraged to discuss the matter with the Head of School, as we strongly believe in working with partners to ensure every child gets access to the full curriculum.

The Governors have adopted DNEAT's Policy on Charging and Remissions for Academy Activities, a copy of which can be found on the website.

Money in School

All payments for school are made through Arbor as we are cashless. However, monies such as charity donations may need to be brought into school. If this is the case, money should always be placed in a sealed envelope or wallet, with the child's name and class on the outside together with details of what the money is for and how much there is. Money should be handed straight into the teacher or school office.

Whilst the school will take every care to look after individuals' money, it cannot be held responsible for money that goes missing.

Parents/Carers – involvement in school

We believe strongly in working together in partnership with families to best support your child's learning. We have three formal opportunities a year, once a term, to discuss your child's progress, in the Autumn and Spring term at Parents/Carers' consultations, and in the Summer, a chance to book an appointment with your child's current or next teacher following the annual written report. This report contains details of any end of Key Stage assessments or Key Stage Two assessments so that you are clear how your child is attaining and progressing. Of course families can meet with teachers whenever they would like to talk about their children's learning – we are always pleased to do so; just book an appointment via the school office. Equally, if you have any worries or concerns or just something that you need to mention to the teacher that you don't want to talk about at pick up and drop off then please do come in and see us. Concerns can usually be resolved very easily, so please do talk early rather than worrying about something. It is really important that you let us know of anything that might affect your child that day, such as a worry they have or the illness of a family member or pet or a change of circumstances at home.

We send home a weekly newsletter to keep you up to date, which can also be found on our website, as well as text reminders, and we use Class Dojo for communication between the teaching staff and families and we have regular Parents/Carers' Forums and Surveys – your voice is important to us, as is the children's, which we also gather each half-term.

We have a communication strategy, which can be found on our website and gives further details.

We are delighted to have Parents/Carers, helpers and visitors during our normal school day. If you have a particular hobby or talent that you would like to share with the children, either during or before or after school hours, please do not hesitate to speak to the Head of School. We love having Parents/Carers and helpers who support us on a regular basis either by reading with the children or helping with craftwork, cooking and sewing, as well as assisting the staff with daily tasks, our special school events and accompanying classes on school trips. Time you may be able to spend in helping at school will be very much appreciated and you will be made welcome by both children and teachers. Our past helpers have also found helping in school to be a rewarding and worthwhile experience. It also gives a greater understanding of education, can be very useful if you want to work in education and definitely earns you superstar status from your children! We undertake all safeguarding checks with you before you start and facilitate your DBS check.

Equality

Across the Federation we have a single equality scheme, personalised for each school as required, which conforms to current legislation and enables us to strive to make the best possible provision for all learners, regardless of disability, ethnicity, culture, religious affiliation, national origin or status, gender or sexuality.

Communication and Complaints Procedure

At Nar Valley Federation, we believe that the best education for our children is created when Parents/Carers and school staff work together in partnership. We value your input and always want to hear views and ideas. We hope that our approach to communication means that we work together with families in happy partnership. However, there will always be times where something needs to be raised in order for it to be resolved. In such times, we ask

that everyone mentions the issue to the person or persons concerned as early as possible so that it can be resolved happily. For more information, please see our 'Communication Guide and Structure' document on our website. Our approach is to want to talk in person and listen to any concerns or ideas so that we can have a strong partnership and be a meaningful part of our communities for the benefit of our children and we look forward to meeting with all our partners. Should raising the issue with the classteacher or member of staff concerned not resolve the issue and you feel you have a formal complaint, then please address this in writing to the Head of School via the school office. If you need further clarification, please contact the Executive Headteacher through the school office. If this does not achieve resolution, then the Executive headteacher will give you a copy of the Complaints Procedure, the name and address of the Clerk to the Governors of the Federation and the name of the Governor to whom it should be addressed; it will then be for the governors to decide whether your complaint is justified and what should be done. There is a copy of our Complaints Procedure on our website.

Again, if you have a quick query, you are welcome to chat to the staff after school or you can make an appointment at a mutually convenient time. Please contact the school office to make an appointment should you wish to ask for a meeting. The ways in which you can contact us are via email, Arbor, Class Dojo or phone call or letter. The office staff monitor the office email Arbor between their normal working hours of 8.30-4.00. Please note that teachers are not able to monitor Class Dojo when they are teaching, so if your message is urgent then please contact the teacher via the school office. Please note that we will endeavour to answer all emails by the next working day.

Term Dates for 2024-25



THE NAR VALLEY FEDERATION – TERM DATES CALENDAR 2024 – 2025

September 2024							October 2024							November 2024							December 2024						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
						1		1	2	3	4	5	6					1	2	3							1
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
30														25	26	27	28	29	30		30	31					

January 2025							February 2025							March 2025							April 2025						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
						1						1	2						1	2		1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30	28	29	30				
														31													

May 2025							June 2025							July 2025							August 2025						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
			1	2	3	4							1		1	2	3	4	5	6					1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
							30																				

Key: White dates - schools open to pupils
 Yellow dates - pupil holiday
 Red dates - bank holiday
 Blue dates - Inset days (school closed for staff training)

Safeguarding Information Sheet

We all have a statutory duty to safeguard and promote the welfare of children, and at Nar Valley Federation all staff take this responsibility seriously and applies our processes rigorously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead Miss Christina Maskell or in her absence the Alternate DSLs is Mrs Leanne Harvey. Mrs Anne Neary is also DSL for the Federation.

No concern is too small; every piece of information can be a jigsaw piece adding to the full picture. Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour or that you are not important enough or trained to be able to report, you are absolutely right to report any concern and we can then act appropriately. Acting appropriately may be monitoring rather than taking any dramatic action.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, please ask to speak to the designated professionals detailed below and provide them with a written record of your concern. A form to complete this information can be obtained from the school office. Please ensure you complete all sections as described.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Head of School who will inform the Executive Headteacher. If an allegation is made about the Head of School, you should pass this information to the Executive Headteacher. If the allegation is made about the Executive Headteacher, you should pass this to the Chair of the Local Governing Body.

The people you should talk to in school are:

Designated Safeguarding Lead:

Miss Jessie Behan
Neary

Alternate Designated Safeguarding Leads:

Miss Elaine Willgress, also Mrs Emma Spaul and Mrs Anne

Governor Leads for Safeguarding: Mr Mark Brenner

Chair of Governing Body: Mr Bruce Gordon

Contact Number: via the clerk to the Governors, Miss Karen Howman: 01760 755305

At The Nar Valley Federation, the safeguarding and welfare of every single one of our children is central to our work. All our safeguarding processes are stringently applied, followed up and acted upon.