



# The Nar Valley Federation of Church Academies

## Teaching and Learning Handbook

(appendix to DNEAT Teaching & Learning Policy & NVF Staff Handbook)

*Through our vision and Christian Values we are an inclusive Federation which strives to:*

## ***'Let your light shine'***

Matthew 5:16

***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.***

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.

### **Introduction**

We believe that learning should be an active, rewarding and enjoyable experience. Teaching within the federation will enable children to make progress developing their own skills and abilities through an engaging and inspiring curriculum. All children will be taught to work together through our values of respect, responsibility, kindness, courage, hope and forgiveness. All teachers follow and adhere to our Nar Valley Pedagogy.

### **Teachers will set high expectations which inspire, motivate and challenge pupils by:**

- Build a relationship of respect and kindness with all children in the school
- Establishing a safe and stimulating environment for pupils, rooted in mutual respect
- Plan opportunities to ensure pupils have experience of a wider world and discover their own passions, strengths and skills
- Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils

### **Teachers will promote good progress and outcomes by pupils through:**

- Being accountable for pupils' attainment, progress and outcomes. *Pupil Asset will be updated in line with the Federation's operational overview, and development of individual pupils will be discussed at least termly in pupil progress meetings*
- Being aware of pupils' capabilities and their prior knowledge, plan teaching to build on these and take responsibility for every child on their journey through the school
- By guiding pupils to reflect and build on the progress they have made and recognising their next steps. *Through use of the of the Federation's marking policy, verbal feedback, individual next steps/targets and planning purposeful time for children to edit and improve their work.*
- Demonstrating knowledge and understanding of how pupils learn, recognising barriers and constantly seeking strategies and methods to maximise learning, enabling pupils to let their light shine

- Encouraging pupils to take active responsible and conscientious attitude to their own work and learning

**Teachers will demonstrate good subject and curriculum knowledge by:**

- Having a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrating a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. *Teachers will be reflective and seek support from others in the Federation or continued professional development opportunities where necessary*
- Appreciating and understanding the big picture of the curriculum for all year groups
- Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

*When teaching early reading, demonstrate a clear understanding of systematic synthetic phonics using materials from Read Write Inc to support learning. When teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies following the Federation calculation policy.*

**Teachers will plan and teach well-structured lessons, which includes:**

- Promoting a love of learning and children's intellectual curiosity *through a range of activities so all learners can be involved*
- Plan relevant questions which will allow children to think, in order to develop the children's curiosity and therefore allow them to cultivate their own searching questions
- Imparting knowledge and developing understanding through effective use of lesson time. *Learning objectives will be clear; planning will build skills in sequences and include modelling work for pupils. Plans will be shared with support staff and with SLT on request. Teachers will use the National Curriculum to inform their planning with the addition of the Federation's Curriculum map, Read Write Inc and Tackling Tables.*
- Setting homework *in line with the Federation policy*
- Planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired and giving them experiences widening their worlds. *Including a termly visit off site.*
- Reflecting systematically on the effectiveness of lessons and how they can be improve the children's learning, including engaging in a range of approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) *allocated according to the Federation's staff handbook*
- Plan a thought-provoking environment which promotes curiosity, consolidates learning and provides easy access to relevant resources

**Teachers will adapt teaching to respond to the strengths and needs of all pupils by:**

- Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrating an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

- Having a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them *using the SAFS Structure to seek support and in line with the Federation's SEND policy*

**Teachers will make accurate and productive use of assessment, in line with the Federation's assessment policy, through:**

- Knowledge and understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Making use of formative and summative assessment to secure pupils' progress *in line with the Federations Assessment Policy*
- Using relevant data to monitor progress, set targets, and plan subsequent lessons
- Giving pupils regular feedback, both orally and through accurate marking, and allocate time for pupils to respond to the feedback

**All staff will manage behaviour effectively to ensure a good and safe learning environment by:**

- Having clear rules and routines for behaviour in classrooms, dinner hall, playgrounds and corridors and all will take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Having high expectations of behaviour, and establish a framework for good behaviour with a range of strategies, consistently and fairly using praise, sanctions and rewards
- Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

**All staff will fulfil wider professional responsibilities by:**

- Making a positive contribution to the wider life and ethos of the school
- Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Teachers and line managers will deploy support staff effectively to ensure maximum impact on children's learning
- Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicating effectively with parents with regard to pupils' achievements and well-being

**We do all we can to inform parents about what and how their children are learning by:**

- Providing opportunities for parents to come into school, eg. Open afternoons, drinks after Church Services, learning cafés
- Sending information to parents regularly in which we outline the topics that the children will be studying
- Sending a brief interim report in the Spring term to update parents on their child's progress and attainment
- Sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- Newsletters

- Holding parent consultations twice a year
- Updating the class pages on the website with relevant news and documents

**Parents have the responsibility to support their children and the Federation in implementing Federation policies. Parents should:**

- Ensure that their child has the best attendance record possible
- Ensure that their child has the correct uniform and PE kit
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Support their child by attending parent consultations and other meetings
- Ensure that all contact addresses and telephone numbers are up to date and correct
- Support the Federation's homework policy
- Work with the school by attending meetings if outside support workers are consulted
- Read and respond to letters and texts sent home from school and review the website
- Support extra-curricular activities, such as visitors to school, concerts, visits and fairs

**The role of Governors:**

Our Governors determine, support, monitor and review the school policies and the impact on children's progress. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Ensure that staff development and performance management policies promote good quality teaching
- Recruit the best quality staff available for any post across the Federation

**Monitoring and Review**

This handbook will be reviewed every two years or as necessary.

**APPENDIX A: Curriculum Map**

**APPENDIX B: E-Safety**

Reference to: Marking Policy, Behaviour Policy, Assessment Policy, SEND Policy, staff handbook

**Ratified by Governors: 17/03/2026**

**Signature:**

**Review Due: 17/03/2027**