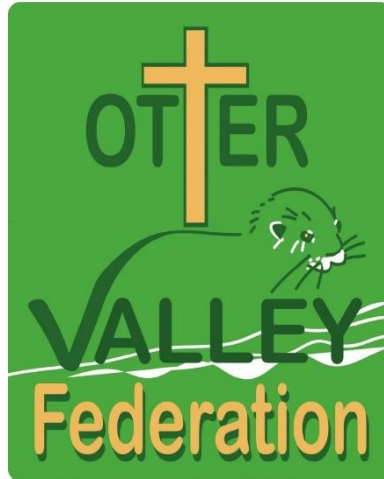


Believing and Achieving Together to be the Best We Can Be



We aim to reflect God's love, " I have come that they may have life, and have it to the full."

John 10:10

This policy has been developed and will be implemented in accordance with the Christian vision and values of both schools.

Curriculum

&

Teaching and Learning Policy

Spring 2026

Rationale

Our Curriculum, Teaching & Learning Policy is at the heart of our high quality teaching practice. It enables all pupils to believe and learn together so they can be the best they can be. This document sets out expectations of what high quality, inclusive practice should look like for all children in our schools. Underpinning this policy are 10 key principles for inclusive education as set out in the Devon Ordinarily Available Inclusive Provision Toolkit which align with headteacher and teacher standards and are at the heart of good teaching practice and excellent pupil achievement.

Our Aims

- Achieve the highest standard of education in a safe and caring environment; keeping Christian values and ethos at the heart of the way we teach, live and learn.
- Ignite a love of learning in all pupils and nurture a growth mindset.
- Encourage empowering partnerships between all learners in the school (pupils, parents and staff).
- Ensure the statutory entitlement of every pupil to a balanced provision of all subjects within the National Curriculum is met.
- Ensure all pupils achieve well in all aspects of the curriculum, making appropriate rates of personal progress so that they leave the Otter Valley Federation fully prepared for the next stage of their education, confident and happy and equipped with the academic knowledge and skills, a social conscience and enthusiasm to continue their learning.
- Facilitate children's acquisition of ideas, knowledge, skills, mindsets and qualities of character, which will help them to develop intellectually, emotionally, socially, physically and morally.

School Culture

Through our clear Christian vision and values our schools invest a great deal of time in nurturing a positive relationships across all parts of the federation and expect all staff to lead by example, exemplifying our HEART Values (Hope, Empathy, Achievement, Reflection & Thankfulness). A sense of belonging is essential for learner's wellbeing and engagement with learning. This will also support attendance and academic achievement and a sense of future community cohesion.

We are committed to removing barriers to learning so all pupils can thrive.

How we achieve this:

- Key adults know children well and notice patterns in non-attendance which they follow up with curiosity.
- Leaders spend time with pupils during unstructured times of the day to develop relationships.
- Staff build strong relationships with parent carers for example by being present at the beginning and end of the day to meet and greet them.

- Staff seek and actively listen to pupil voice including their ideas, achievements, challenges and concerns.
- Teaching staff are encouraged to work collaboratively to reflect and develop their practice so that they feel skilled and confident.
- Leaders know pupils well and support teachers to plan and implement approaches that support learners.
- A relational approach ensures every child feels known, valued and understood.
- Pupils are involved in decision-making about what school life looks like.
- Pupils are given responsibilities in their school community and local community.
- Pupils are empowered to be advocates for change in their communities.
- Pupil achievements and successes are celebrated in weekly collective worship and in informal classroom celebrations and parent bulletins.
- Staff ensure every child feels known, valued and understood.
- Reasonable adjustments are made to whole-school policies to meet the needs of pupils, including uniform and behaviour policies.
- Teachers use their time and knowledge wisely to identify children's strengths and needs and adjust their teaching accordingly.
- CPD programme ensures staff are highly skilled and knowledgeable about relevant and current research. Curriculum Action Teams share responsibility for curriculum development and improving pupil outcomes.

Relational Practice

Research has demonstrated that investing time and resources into improving relationships leads to positive outcomes around inclusion, engagement, attainment and achievement in the short term and community safety and cohesion in the longer term. In addition, positive teacher student relationships have been shown to be central to the well-being of both students and teachers.

We believe that behaviour is communication. If support is to be effective, it needs to target the unmet need rather than focus purely on presenting behaviours.

How we achieve this...

- All staff ensure there is an intentional, welcoming and positive 'meet and greet' for all children at the start of the day and at the end of breaktimes.
- Activities which support connection are built into the school day – Whole Class Story / Class Collective Worship and prayer / circle time activities and discussions / school visits and residential.
- Teachers intentionally support children to connect with each other in order to develop strong peer relationships and belonging.
- All staff and pupils understand Zones of Regulation as a tool to help explain and regulate their emotions and be ready to learn.
- Clear communication led by leaders ensure that there are clear boundaries and consequences that are co-constructed, regularly discussed, and maintained by all staff and pupils (See OVF Behaviour Framework)
- All staff are curious about children's behaviour and seek to understand underlying needs.
- Patterns of behaviour and needs are identified in order to provide preventative strategies and support.

- Staff understand the connection between personal, social, emotional and language development.
- It is understood that relational practice is a team effort.

Our Curriculum

Curriculum Intent

We recognise that when learners find the curriculum relevant, they are more engaged, motivated and actively involved in their learning journey. A meaningful curriculum makes it more likely that learners will achieve better academic outcomes and prepares them for a successful future.

Knowledge + Skill (capacity to perform) + Attitude = PROGRESS

We place a strong emphasis on challenging and supporting every pupil to aspire and achieve academic success and mastery of the curriculum.

We intend to achieve this through a well-designed, progressive curriculum which enables all children to learn a high-quality curriculum: knowing more, remembering more and being able to do more of the curriculum.

We want children to understand that our curriculum comprises of a body of knowledge and skills which are hierarchical, enabling them to build a competent long-term memory and to tackle increasingly complex tasks as they move through the school.

We want children to understand that the knowledge and skills they acquire will often be transferable to different contexts.

Learning must be durable (it should last) and flexible (it should be applicable in different contexts) ... if we accept these ideas then we should always accept that learning cannot be observed in the here and now. The only way to see if something has been retained over time and transferred to a new context is to look at what students can do later and elsewhere. (David Didau)

How we achieve this:

- Subject Frameworks are available to support teachers in understanding age-related expectations and main principles for teaching the subject.
- Flexible, mixed-ability groupings are carefully planned for.
- Teachers plan opportunities for discussion (in pairs and groups for example), to share ideas, share learning etc. Where appropriate, these opportunities are scaffolded, for example, through sentence stems, visuals.
- Examples of new concepts come from pupil's own real-life experience.
- There is proactive planning for adaptive teaching to meet needs, for example, pre-teaching groups, key vocabulary, preparation for questions, breaking learning down into small steps and structures of tasks.

Some published schemes are provided as a high-quality resource to support teacher workload, but the expectation is that all lesson plans and resources will have been appropriately adapted to meet the needs of all pupils and to actively engage pupils in their learning.

A Relevant Curriculum

Our curriculum is designed to meet the needs of the children in the context of our locality.

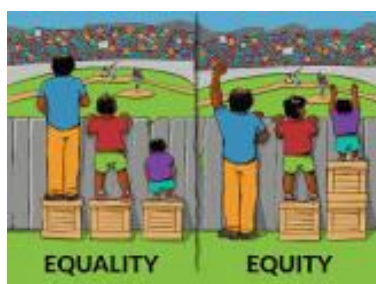
How we achieve this:

- We make cross curricular links with aspects of learning about Melanesian and teach about our historic links and host regular visitors at the school.
- Living close to the coast and to local rivers we ensure all children can swim by the end of KS2 with top-up swimming sessions.
- As a Church School we root our learning in our Christian values and expect attitudes to learning and behaviour to reflect these at all times.
- Year 6 children participate in the Torbay and Devon Civic Award to raise their awareness of others and develop a sense of courageous advocacy.
- Financial Education objectives have been integrated into the curriculum to ensure the children are financially literate.
- We Eat Elephants has been adopted across the school to support children's mental and emotional well-being and links with work continued in the secondary setting.
- Residential visits are an integrated part of the curriculum throughout all KS2 year groups and enable children to grow in self-confidence and independence away from familiar surroundings.
- Aware that are children experience less diversity in the community than in other parts of the UK, in RE lessons and across the curriculum we regularly plan to make specific links between the learning that is being explored and wider current affairs.
- We seek to promote peace and reconciliation through our curriculum. Feniton is an International Cross of Nails School.
- Our PSHRE Curriculum is informed by Church of England documentation including Valuing All God's Children and Mental Health and Wellbeing 2018.
- As rural schools we seek opportunities with local organisations, such as the Devon Wildlife Trust to promote a love of the environment and a respect for all living things and help the children understand how they can make a positive difference to the natural world.
- Aware again that our children can be less 'streetwise' than their peers than in other areas of Britain, we raise the profile of internet safety through PSHE and Computing.

Progress for All

The Otter Valley Federation is committed to equal opportunities and has the same academic and social ambitions for all learners. However, where this is not practical, for example for some learners with high levels of special educational needs and/or disabilities – their curriculum is designed to be ambitious and to meet their individual needs and individual progress is tracked. There is an expectation that all learners will access a full curriculum and exceptions will only be made when a child's needs deem it appropriate and all opportunities and provision have been explored.

It is our aim that children with SEND will develop their knowledge and skills to apply what they know with increasing fluency and independence. Resources and learning support are utilised to meet this objective.



Curriculum Implementation

Curriculum Structure and Progression

The Reception Year follows the DFE Curriculum Guidance for the Foundation Stage which includes six areas of learning:

- Personal, social and emotional development;
- Communication, language and literacy;
- Mathematical development;
- Knowledge and understanding of the world;
- Physical development;
- Creative development.

Where children move into Year 1 without having achieved the Early Learning Goals, they continue to be taught in line with the Foundation Stage Curriculum. Transition to the Year 1 curriculum does not happen at a point in time but rather when children have reached that stage in their development.

From Year 1 to Year 6 the curriculum consists of:

- The National Curriculum;
- English · Maths · Science · Art and Design · Computing · Design Technology · Geography · History
- Music · PE · RE · French

- Devon Agreed Syllabus for RE. Parents may exercise their right of withdrawal from religious worship and instruction.

- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. However, Otter Valley Federation Schools do not provide any sex education that is in addition to that covered in the science curriculum.

‘The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.’ Parents do not have the right to excuse their children from the scientific aspect of the curriculum. There is no right to withdraw from Relationships Education or Health Education.

We are building school specific curriculum progression frameworks for each subject area, which document the significant knowledge and skills which children are expected to acquire in each year group. These progression documents are reviewed regularly to ensure we are ambitious in our expectations.

From Reception through to Year 6 opportunities will be taken to extend the curriculum beyond the statutory requirements through:

- visitors, including artists, craftspeople, actors, musicians;
- the use of the school grounds, the locality and the wider environment;
- educational visits;
- support of parents.

We have a thematic-based approach to organising the curriculum and these themes are shared with parents at the beginning of a term, so they can plan home learning. The themes are designed to help children make links between their learning and apply knowledge and skills across the subjects.

Reading is at the heart of our curriculum and we apply a rigorous approach to the teaching of reading to develop learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge and as progress is made, children are expected to apply their reading skills with purpose and understanding across the curriculum.

Vocabulary development is essential for high quality learning and work. Key vocabulary is planned into units of work across the curriculum, and explicitly taught within the lessons. High standards of oral literacy are promoted to ensure that every child gains the language skills necessary to achieve their potential. Subject specific/key vocab is taught discretely, but higher level non-subject specific vocab - e.g. connectives like 'therefore' - are also being taught in classrooms and important because these language skills tend to be missing among disadvantaged pupils.

All opportunities should be taken to make teaching exciting; offering children first-hand experience to reinforce their learning and to underpin their growing knowledge, skills, understanding and attitudes. Learning should open their eyes to the wonders of creation and cause them to marvel at the incredible and fantastic world in which we live.

Spiritual, Moral, Social & Cultural Education

SMSC is embedded across the curriculum with teachers planning in awe and wonder. Elements of SMSC are brought into different subjects and students are aware of them throughout their day. We aim for high quality SMSC teaching, which will provide children with the cultural capital they need in order to flourish in today's society, irrespective of their varying starting points. (Please also refer to the OVF Spirituality Framework)

There are also numerous opportunities for supporting the pupils' SMSC development through the different areas of the curriculum. Spiritual development is promoted through RE sessions, a

range of Collective Worships and themes such as “Signs and Symbols” and “Recognising God”. We use a “Wow Moments” system to highlight moments of spiritual reflection for the pupils.

Moral development is promoted through class Circle Times, discussions about class and school rules, and Collective Worship themes such as “Choices” and “Wisdom”. There are also elements considered within PSHE. Our Ethos Committee regularly discuss moral issues and lead collective worships.

Social development is promoted through a wide range of collaborative learning experiences and opportunities for play, PSHE, Sports Council, community events and collective worship themes.

Cultural development is promoted through specific projects such as our links with the Solomon Islands. We encourage all classes to be aware of current affairs and these are interwoven into the curriculum as appropriate.

British Values plays a big role in the structure of Citizenship Education and we have separate guidance for British Values to ensure thorough coverage.

Curriculum Allocation of Time

Feniton School week provides 25 hours and 25 minutes teaching time per week, which includes acts of worship.

Tipton School week provides 25 hours of teaching time per week.

Curriculum Impact

When evaluating the impact of the curriculum the following will be considered:

- Do pupils remember crucial knowledge taught previously?
- Are children able to give examples of aspects of the curriculum that have inspired them and transformed their thinking?
- Do teachers revisit content as if it is something new or do they embed what pupils already know?
- Is there evidence that teachers carefully anticipate how new knowledge fits into the bigger picture, or are lessons isolated incidents?
- Do teachers use assessment to identify specific gaps in children’s prior knowledge and check for automaticity?
- Does feedback, differentiation and challenge consider specific knowledge?
- Are we increasing workload with unnecessary or elaborate differentiation practices?
- Do teachers challenge through activity of ambitious learning goals?

Your Books, Your Evidence

Pupil books are a valuable source of evidence for demonstrating pupil progress, high standards of expectations and quality planning. There will be regular opportunities for staff to talk to pupils and look in books to gather evidence of impact.

Roles and Responsibilities

The Head of School maintains an overview of the curriculum and works in partnership with teachers and governors on a range of strategic planning, monitoring and evaluating tasks.

Curriculum Action Teams ensure that all the aspects of the National Curriculum content are identified within the curriculum subject frameworks.

Class Teachers have the final responsibility to produce class specific, medium and short term planning for their children. They also have responsibility for the standards their children achieve, the progress they make and the evidence of this learning.

The Executive Headteacher & Head of School have the overall responsibility for the quality of provision provided and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken in partnership with the Curriculum Action Team (CAT). These tasks will link into a programme of monitoring, School Federation Plan priorities and actions, as well as Professional Growth of teaching staff.

The Head of School and CATs will report their findings through regular reports, including the termly EHT reports to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements. HoS and CATs will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through learning walks, pupil talk, data analysis and Your Books, Your Evidence scrutinies. They will present a face to face evaluation of impact to governors each summer term.

The Curriculum Link Governor will act as critical friend to the Head of School and Subject Leaders. Termly meetings will discuss progress made and support the identification of next steps for development.

Teaching & Learning Approaches

The Otter Valley Federation has an agreed federation approach to inclusive teaching and learning that is underpinned by inclusive pedagogy and practice and a range of high-quality teaching strategies and approaches are used flexibly to meet the needs of all pupils. We acknowledge that whilst predictability and consistency is important, a 'one-size fits all' approach does not enable everyone to thrive and some children will need individualised support plans to meet their needs.

Staff are supported and encouraged to think flexibly about their approach to teaching and learning – they can go 'off script' or revisit specific areas when they feel it is needed, based on their professional judgement and knowledge of the pupils.

Our approaches to Teaching & Learning have been particularly influenced by:

- **The Education Endowment Foundation, Five-a-day approach:**
- **Scaffolding** - Teachers ensure appropriate scaffolding is used when needed and carefully reduce this, when appropriate, to support the development of independent skills.

Resources to scaffold learning are accessible independently, for example, key word lists, writing frames and multiplication grids.

- **Explicit Instruction** (Explaining & Modelling)
 - **Cognitive and Metacognitive strategies** are integrated into classroom practice helping pupils understand how and why of what they are learning.
 - **Flexible grouping**
 - **Using technology**
- **Mary Myatt – Less is more ‘Fewer Things, Greater Depth’** reminds us that we have a responsibility as class teachers and school leaders not to overcrowd the curriculum or the school day, but instead focus on doing fewer things really well. Dedicating time to what is essential: curriculum thinking, planning, assessment and delivery.

In the Early Years ...

- Practitioners communicate and model language; showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what children are doing, facilitating and setting challenges .
- Practitioners decide when to stand back, when to interact and how to respond to children.
- Careful consideration is given to the resources and equipment that are available to support learning.
- Attention is given to the physical environment, as well as the structure and routines of the day that establish expectations. Children are given regular opportunities to move and engage in activities that provide physical challenge.
- Multisensory learning opportunities are provided across the setting.
- Practitioners consider needs of the children and prioritise play opportunities and high-quality interactions to support learning and development.
- Safe learning environments are created where it is okay to have a go and make mistakes.

Whole School...

- Lessons begin with a retrieval of useful knowledge that will inform and support learning.
- Teachers give pupils the opportunity to participate in regular movement breaks to support regulation and promote better engagement.
- Concrete resources, visuals and manipulatives are used to support all learning where appropriate.
- New vocabulary is explicitly taught and revisited.
- Teacher questioning and feedback is considered, challenging and moves learning on.
- Stem sentences are used to model and promote high quality oracy.
- Modelling is embedded and teachers regularly ‘Think Aloud’
- Multi-sensory teaching approaches are used.
- Concrete examples of the expected outcome are given.
- Safe learning environments are created where it is okay to have a go and make mistakes.
- Any additional adults in the classroom are planned for and well directed.
- Tasks are well planned to enable success for all. They challenge more able learners and provide scaffolds for those requiring a higher level of support.
- Your Books, Your Evidence – exercise books are considered an important reflection of high standards of teaching, learning and assessment.

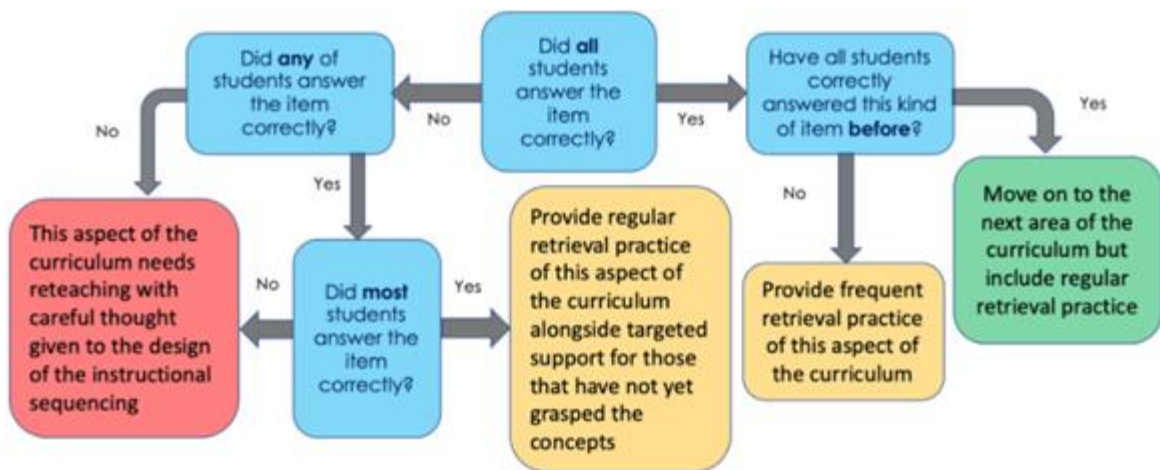
- There are opportunities within all lessons for children to review their learning against objectives and for teachers to address misconceptions and make formative assessment judgements through the effective use of mini plenaries and end of lesson plenaries.

High Expectations, Assessment & Planning

Formative assessment strategies are central to effective and responsive teaching and learning. When delivered effectively, they can support motivation, independent learning and enhance progress. Feedback is an essential part of any learning journey. It supplies an insight into misconceptions, builds on previous learning and supports pupil progress. It must be well planned, prompt and purposeful in order for it to have the biggest impact.

How we will achieve this:

When teaching, we follow the formative assessment process, illustrated in the following diagram created by David Didau:



“Teachers need to know what gaps they need to fill, both at the level of individual students and the class. Teachers need to know what to teach next in order that all progress through the curriculum.” David Didau

- **Every lesson begins with a retrieval of past learning in previous years / terms / weeks, to inform next steps.**
 - **Teachers gather feedback from the pupils throughout a lesson, using mini plenaries to establish a clear understanding of how well the learning has been understood. They will use different techniques, for example, quality questioning, mini whiteboards, peer talk.**
 - **Every lesson ends with a plenary which summarises the learning, addresses misconceptions, celebrates achievements and considers next steps.**
- Teachers know the starting points of children and young people, and plan accordingly with high expectations and opportunities of extending learning.
 - Lessons are planned and adapted according to pupils’ own strengths and interests to encourage, motivate and inspire learning.
 - Teachers plan opportunities for children and young people to apply their skills and learning in different contexts.
 - Teachers spend time with all pupils, supporting their learning.

- Staff have a good understanding of developmental milestones and academic expectations in each year group.
- Staff are supported to use a range of strategies to evidence learning, for example, photo, video or audio evidence. Pupils' exercise books are a primary source of evidence.
- Tasks are clearly planned to enable children to experience challenge and success.
- Teachers are supported and equipped to supply feedback in a range of forms, for example, written, verbal or peer.
- Teachers explicitly teach the skills of self and peer assessment to all pupils.
- Reasonable adjustments and adaptations are made to support all pupils access end point assessments. These should align to a pupil's normal way of working, for example, additional time, use of a reader, scribe, laptop or rest breaks.

Principles of Medium-Term Planning

All subject units of work must have a medium-term plan which sets out the objectives to be covered and how these will be sequenced and paced. All plans should reflect the needs of the current cohort of children and the OVF Subject Framework / National Curriculum. The plan should also adhere to the following principles:

Include:

- Substantive and disciplinary knowledge and skills that will be taught and links with national curriculum
- How learning links with previous and future learning
- How these will be taught, in what order and at what expected pace
- Key vocabulary and stem sentences
- Key questions
- Opportunities for mastery challenge and extension
- Opportunities for retrieval and plenary review of learning
- Adaptation for children working below or above age-related expectations
- How learning will be assessed throughout the unit of work
- End of unit assessment outcomes
- Annotations to monitor progress and achievement
- Can be based on the schemes of work purchased to support planning but should be adapted to reflect the needs of the class and individual pupil needs.
- Include planning for all pupils, including SEND and how learning will be scaffolded.

Learning steps will be highlighted in red if they have not been completed.

Each learning step will be electronically annotated to reflect on the successes and formative assessment, particularly for children working outside of age-related expectations.

OVF templates for medium-term planning are provided to accompany the subject frameworks and will support teachers in ensuring the above principles are considered at the planning stage.

All planning documentation should be saved in Sharepoint at the beginning of each half term.

Principles of Long-Term Planning

Each subject area will have a whole school long-term plan overview which will set out coverage in each year group. These units have been ordered in such a way to provide a progressive approach to learning knowledge and skills, providing the incremental building blocks for future learning.

Effective Deployment of TAs

Drawing upon the EEF's Deployment of Teaching Assistants Guidance Report 2025, the Otter Valley Federation will aspire to deploy teaching assistants in the following ways:

Teaching assistants should supplement – not replace – the teacher. This means that pupils who struggle most should spend at least as much time with the teacher as other pupils, if not more. How we will achieve this:

- ensure *all* pupils have access to high-quality teaching with their class teacher.
- ensure working relationships between teachers and teaching assistants meet all pupils' needs, with the teacher retaining responsibility for all pupils.
- support teachers and teaching assistants to identify practices which inhibit pupil learning and engage in effective alternatives.

We will deploy teaching assistants to scaffold learning and to develop pupils' independence.

How we will achieve this:

- equip teaching assistants with a range of scaffolding strategies appropriate to the age, subject, and specific individual needs of pupils they work with.
- remove scaffolds over time to promote independent learning, with teachers supporting teaching assistants to make those judgements.
- ensure pupils have the opportunity to attempt tasks independently before intervening appropriately when they can't proceed.

Teaching assistants will deliver well-chosen, evidence based, structured interventions where appropriate. These interventions need to be carefully considered, monitored, and linked to the classroom to ensure positive outcomes for pupils.

We will:

- reflect on the purpose of interventions and engage with the evidence base before deploying teaching assistants to deliver structured interventions.
- monitor progress to be sure the benefit of the intervention outweighs time away from the classroom.

The Learning Environment

Teachers are expected to create and maintain an attractive and organised environment that allows the learner to focus on learning. Resources displayed in the classroom should be relevant to current learning and should not overload but should consolidate recall of knowledge and encourage children to think about the application of their learning in different contexts.

We want each of classroom to have an engaging and supportive learning environment, without being distracting. How we will achieve this:

- Location, location, location. Think about your classroom and plan what will be happening in different areas. Then, plan where your displays are going in your classroom. If you teach from a whiteboard, consider making sure that space is uncluttered.
- Plan the light. Natural light is so important to education. The quality of light in a classroom is correlated with outcomes for children. Work out where the natural light is coming into your classroom and how you can ensure that it's not blocked or affected by your displays or classroom set-up. Do not put displays over windows. Fresh air is vital too, so bear this in mind as well.
- Consider your use of colours. Bright, bold colours might be distracting for your class. Instead, consider more natural colours. Does information stand out on display boards? Are your eyes able to focus on key information displayed? It is important to be mindful that some children in your class may be colour blind.
- Build up a working wall over time. A working wall works best when it can be added to over time.
- An accessible environment. Classrooms need to provide “architectural design elements” that allow classrooms to be child focused. This means that children require furniture which is the correct size and storage systems for resources need to be accessible for them. This can improve children's learning.

Classrooms must have:

- A visual timetable.
- A reflection space.
- Agreed class rules/rights and responsibilities as outlined in the behaviour policy.
- A phonics/ spelling working wall
- A maths working wall – this could focus on mastering number or number sense
- A display celebrating pupil learning or “Wow Wall” – this could be inside or outside the classroom.
- Tidy, uncluttered work surfaces.
- Fire evacuation procedures (Health and Safety requirement)
- A book corner. If there is not enough space to be able to have a well stocked and inviting book corner, class teachers utilise the library. Reading trolleys are used for those classes that don't have a book corner. The librarians restock the trolleys each half term so that the books are regularly changed and pupils have access to new stock.

Supporting Transitions

Changes can be difficult to manage and can cause worry. Understanding the impact of transitions, pre-empting challenges and providing support enables transition to be successful and can enhance learning, progress and wellbeing.

Transitions can include:

- Leaving primary carer/s .
- Moving around the setting.
- Managing routines of the day .
- Preparing for weekends, the start of holidays and beginning of term.
- Moving from one lesson or activity to another.
- Changing from structured to unstructured times.
- Moving from break to lesson times.
- Moving from one activity to the next within a lesson.
- Changes of staff: permanent and temporary.
- Special events: visitors, visits, celebrations.
- Life events: birth of a sibling, change in parenting arrangements, loss and bereavement, contact visits, puberty.

How we will achieve this:

- Staff will identify children and young people who need additional support for all or most transitions and plan for these transitions.
- Where required the following strategies are available:
 - Visual timetables, where events are removed or ticked off when finished.
 - Timers to show pupils how long they have to work or how long to finish.
 - Work systems that show pupils how much work they are expected to do and what will come next.
- Less structured times are carefully planned for, with some provision in place for children and young people who may find these periods difficult (for example, clubs).
- All classroom adults (teachers, support staff, supply and PPA teachers) have access to Class on a Page / IEP so they can quickly understand a child or young person's strengths and needs, and strategies to support them.

Working in Partnership with Parents

It is the aim of the Otter Valley Federation to work in close partnership with parent carers, providing proactive communication, transparency and kindness.

How we will achieve this:

- Put the child at the centre of everything, meeting their needs and working together.
- Facilitate face-to-face communication where possible to build trust and positive relationships.
- Make time to listen.
- Provide clear and accurate communication.
- Provide honest, informed and reflective accounts of a child's progress.
- Understand the needs of parent carers (for example, mental health, neurodivergence, literacy, family and work commitments, suitable timings for meetings).
- Be visible and approachable in person.
- Share the positives.
- Have difficult conversations in a safe and sensitive way.
- Help parent carers to feel confident and less alone.
- Explore parent carer concerns with curiosity, in a timely manner, and give feedback.
- Signpost to further support (for example DIAS)
- Seek to understand what is going on when there are difficulties with attendance and supporting the child's wellbeing, working collaboratively to find solutions.
- Schools share with parent carers how they are utilising resources available to ensure that all children can meet their potential.
- Parent carers know what is being tried and what is working at school and vice versa, so parent carers can support and implement strategies at home when there are concerns about a child.
- Parent carers of children with SEND are able to review SEND plans in partnership with school staff.
- Parent carers of children with SEND are involved in planning support for their child in relation to school trips and offsite visits.

Further References

- OVF Behaviour Policy
- OVF SEND Policy
- OVF Assessment & Feedback Policy
- OVF Online Safety Policy
- OVF Subject Specific Frameworks
- OVF Quality Assuring the Curriculum
- OVF Inclusive Classroom Audit
- [Deployment of Teaching Assistants | EEF](#)
- [Five a day: supporting high-quality teaching for pupils with... | EEF](#)
- *'Back on Track: Fewer Things in Greater Depth'*, Mary Myatt, 2020
- *'Rosenshine's Principles in Action'*, Tom Sherrington, 2019