



A School Partnership In Rural England

Motto : ‘ **We Aspire to Inspire** ’

**Our Values** – using the initials of the names of the schools.

**K** – Kindness

**U** – Understanding

**P** – Patience

**H** – Honesty

**L** – Love

**B** – Boldness

**Non Negotiables**  
2025/26

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At our two Church of England schools this policy will be delivered through strong links made to our Christian values:

# Leeds & Broomfield Church of England Primary School

At Leeds & Broomfield we build strong foundations for all; to learn, flourish and fill their hearts with God's love. Everyone is important, valued and needed to make L&B grow. We give a quality all round nurturing education which develops the whole child; If the rain came we would not fall.

*"As many hands build a house, so many hearts make a school."  
(Matthew Ch 7 24-27)*

**RESPECT      RESILIENCE      EMPATHY      CURIOSITY      HONESTY**

Our school Christian Values support the development of the children and all within the school and local community, giving the children and staff a positive outward looking view. The pupils and staff support and help each other and the local community enabling all to flourish.

We have explored the story of Matthew (Ch 7 24-27) showing curiosity, and the children felt empathy for the builder of the house on the sand, but said they must be resilient to try again. Jesus was honest with his followers and people followed and trusted him. The story continues showing how Jesus respected all and everyone who wanted to listen and learn could – no one was turned away. This high level of inclusion and respect is what makes Leeds and Broomfield a great school community to be part of ‘many hearts make a school’.

## Ulcombe Church of England Primary School

Ulcombe Church of England School is a nurturing, inclusive learning space, where our uniqueness inspires trust and welcomes diversity. Our children all flourish (for however long they are with us), in an environment where learning through making choices (good or bad) is not only embraced but discussed and, when needed, forgiven. This allows our learners to become positive role models in *their* wider communities. The whole school community works together in unity to ensure that our practice fully reflects the passage of Corinthians 12:12-14. The children and adults feel included and appreciated as one body with diverse cultures learning, working and flourishing together to accept everyone and nurture their aspirations for the future.

*"One body, many members, learning together surrounded by God's inclusive love."  
(Corinthians 12:12-14)*

TRUST                      RESPECT                      HOPE                      ENDURANCE

## ASPIRE non negotiables

### Assessment for Learning

A protocol for establishing assessment at the heart of the teaching and learning process; whereby learners are empowered through a learning dialogue that supports them in identifying where they are and where they need to be.

#### Learning intentions

Learning intentions are crucial for involving children in assessing their own learning. Teachers refer to them regularly throughout the lesson in order to understand the progress children are making. They can be focused on skills, knowledge and/or understanding. They should be the context setter for learning and layered for mixed year group teaching.

#### Success criteria

Success Criteria are shared with children in all learning contexts. In some cases these are generated by the children. They are *always* a framework to evaluate learning against. They are process or outcome based, differentiated and are clear, challenging and shared with the children throughout the lesson. They are distinct from a set of instructions

#### Pupil response

Children are expected to respond to their teacher's feedback whether verbal or written. It is expected that children are given opportunities within the federation day to feedback on comments made.

#### Targets

We use the KCC target sheets which are set and reviewed by the children as well as the adults who support them in their learning. They are specific and personalised; focusing on each child's development points and needs. We use questions in our feedback with the children

#### Learning Walls

Learning walls for English, mathematics and science are prominently displayed in the class to support teaching for learning. All learning walls conform to the federation protocol. They display current learning and thinking including children's thoughts, reflections and questions. Modelled writing is prominent alongside examples of planning and editing. Whilst learning walls are necessarily work in progress, they are tidy and well displayed so that children and adults can access the support they provide.

#### Questioning and response contexts

High quality questioning is central to effective teaching. In every lesson there will be *planned* opportunities for children to engage in dialogic talk through strategies such as Think pair share, envoying and talk partners. Teachers plan questions carefully so that thinking is developed at a high level and children are given plenty of opportunities to form and adapt responses with their peers. Assessment for Learning (AfL) means using evidence and dialogue to identify where pupils are in their learning, where they need to go and how best to get there. Teachers skillfully question to ensure learning is active and engaging

## ASPIRE non negotiables

### Modelling

All adults model the qualities we wish to see. We listen carefully, having empathy and positive regard for others. We actively promote resilience and independence so that all children feel confident when learning becomes challenging and difficult. We encourage and support children in seeking their own solutions to problems they may encounter so that they develop the emotional intelligence vital for future growth and success

### Relationships

Positive, respectful and nurturing relationships are the context within which great learning occurs. Developing effective relationships is vital in securing appropriate conditions for learning. Teachers know their children well and develop a culture where children feel safe and are confident to take risks. We have high expectations for all children and plan learning contexts that enable all learners to feel respected and challenged. Teachers acutely understand that good learning behaviour comes from good teaching behaviour.

### Behaviour for Learning

A protocol for establishing relationships based on respect, integrity and understanding; whereby the federation community establishes clear expectations of everyone's behaviour and promotes solution focused approaches

### Values in action

Our agreed values underpin all that we do and provide a clear framework for discussion and debate. All adults support children in using our values to solve differences and discuss feelings. Learning supports social relationships through shared activities, peer tutoring, cooperative learning, and acknowledging the accomplishments and cultures of all learners

### Self-esteem

We recognise positives and provide praise meaningfully, developing a community of learners where there are high expectations that children strive to meet. By focusing on effort, children see intelligence as a variable that changes and that they can control. Children are therefore empowered to learn.

### Intrinsic rewards

Lessons motivate and inspire, encouraging a culture where the reward is in the learning itself. Good behaviour for learning is an expectation not an exception. Good quality learning provides the focus for celebration.

### Parent partnership

We work together with parents and carers to provide positive role models that support children's learning and social development. All adults in federation are positive and never judge home contexts. As a federation, we offer support to families who go through periods of difficulty .

### Behaviour Policy

All staff follow the behaviour policy, in a calm way without raised voices. Incidents are referred to senior staff only when necessary. The minimum number of staff are taken from other duties to support. All pupils are dealt with uniformly. The EHT gives permission to exclude

## ASPIRE non negotiables

### Texts for Learning

Learning is vibrant and texts for learning are engaging, relevant and purposeful. Children are highly engaged in the context of their learning and are able to discuss it in depth and generate and follow lines of enquiry. The texts provide meaningful opportunities to apply skills and should, wherever possible, enable connections to be made across the curriculum

### Quality first teaching

**All children** make progress in **every** lesson. Secure AFL ensures that learning is personalised and next-step driven. Learning is skills led and not task driven. Learning intentions and success criteria frame all lessons. High quality questioning and discussion embed and extend learning. Peer, self and teacher feedback are used effectively to embed and extend learning. Guided group work is planned for to secure next steps. Groupings are fluid and needs led. Children are aware of and can explain what they have learnt and what they are learning to do next.

### Teaching for Learning

A protocol to ensure that our federation community develops the highest standard of teaching and learning at all times. Learning is dynamic, creative, challenging and engaging

### Communities of Learners

All members of the learning community are valued and feel safe. Protocols are established to enable all learners to feel confident in the learning process. Children's thoughts, questions and responses are evident in all classes; Children use displays to support thinking and take great pride in the quality of learning on display.

### Planning for learning

Planning ensures that assessment informs learning. Planning supports teachers to design learning opportunities that ensure all children access the next steps in their learning. Assessment is used effectively to close learning gaps to ensure all children make maximum progress. Planning includes learning intentions, success criteria, key questions and opportunities to challenge and apply skills. Planning is always adaptable and responsive to learning needs.

### Leadership

Through monitoring and effectively targeted CPD curriculum leaders ensure current thinking and best practise drive teaching for learning. They monitor the quality of learning and develop professional dialogue and feedback to ensure key expectations are being met consistently across the federation.

### Expectations

Learning outcomes in all books are high. Progress is evident across all books. Handwriting and presentation are of a high standard in all books. The expectation is all that all children will progress with the right opportunities and support

## ASPIRE non negotiables

### Displays for learning

Displays of children's learning are of a high standard. Learning is presented creatively and children are taught presentation skills. Learning is mounted with even borders that frame work appropriately. Learning is placed effectively on the display to encourage the eye to explore and engage with it. Displays are labelled effectively to contextualise learning, promote thinking and signpost the learning journey. Children's self-assessment and reflections are displayed alongside their learning. Surfaces are used to display artefacts and resources.

### Working Walls

Working walls for English, mathematics and science are prominently displayed in the class to support teaching for learning. All learning walls conform to the ASPIRE protocol. They display current learning and thinking including children's thoughts, reflections and questions. Modelled writing is prominent alongside examples of planning and editing. Whilst learning walls are necessarily work in progress, they are tidy and well displayed so that children and adults can access the support they provide.

### **Environment for Learning**

**A protocol for establishing an environment that inspires minds, celebrates learning of the highest standard and communicates our federation values at all times**

### Book Areas

All classes have attractive book areas that display books creatively and entice children to read. Books are classified and grouped with questions and prompts that guide and structure browsing opportunities. The book area is a comfortable and relaxing place to read. Children's recommendations and reflections on their reading are displayed creatively

Resources Equipment and resources are safely returned by the class groups who have used them and placed tidily in the appropriate base. Teacher's files and papers are stored away and adult desks are kept tidy and organised. Pupil's books are clearly available and pride is taken in appearance.

### Maintenance

Classrooms and shared areas are tidied after use by the children and adults who have used them. Displays are repaired immediately so that they never end up tatty or damaged. Posters and notices are displayed neatly and are not stapled or taped to doors, window frames or windows. Window glass and viewing panels are kept clear. There is no clutter.

### Pupil ownership

The environment is the context for learning. Children interact with it because it promotes thinking and engagement. Children's thoughts, questions and responses are evident in all classes; displayed on learning walls and displays. Children use displays to support thinking and take great pride in the quality of learning on display.

## ASPIRE non negotiables

### Commitment to others

The whole federation is a learning community and collaboration is at the heart of development. Individual strengths are used effectively to support the needs of others and every individual identifies with their responsibility for enabling the learning of all. Continual change and development of teaching quality underpins everything

### Pupil centred

Professional development is focused on improving provision and outcomes for pupils. PDMs and professional learning programmes are designed as a result of effective whole federation evaluation.

### High quality PDMs ( staff meetings)

Professional Development Meetings are of a very high standard. They are very well planned and engage staff in the development of knowledge and understanding about new and emerging practices that impact on the quality of provision and outcomes. PDMs are led by a range of staff and model the very best pedagogy. Each PDM results in agreed actions for impact which are then evaluated as part of the federation's self-evaluation procedures. NQTs have their own bespoke programme of professional development with opportunities to observe elsewhere.

## Professional Learning

A protocol for the development and evaluation of a professional culture focused on cutting edge pedagogy and evidence based practice

### Reflective practice

All practitioners reflect on the quality of their practice in relation to the pace and quality of pupil progress and attainment. The outcomes of ongoing assessment and pupil feedback are used to evaluate the effectiveness of teaching and help reshape pedagogy so that it has greater impact. Peer support and challenge are integral aspects of professional learning and everyone is open to feedback

### Bespoke appraisal

Appraisal is rigorous and robust. Agreed criteria for career stage performance expectations underpin targets. Pupil progress targets are in line with the federation's aspirational expectations and all teachers understand that overall judgements on teaching quality are underpinned by pupil outcomes as illustrated by the federation's tracking system.

### Coaching and support

All members of the federation staff are expected to view themselves as learners and have a clear commitment to continual development. Coaching support is integral to federation leadership and supports everyone in identifying the key areas for improvement. Senior leaders have regular supervisions focused on well crafted personal development plans.

### Innovative

The federation is constantly evaluating the quality of its work and looking for ways of developing provision and outcomes so that the federation is fit for the 21st century