



Feering CofE Primary School

Welcome to a Love of Life and Learning

Prospectus 25-26

Welcome to Feering, a warm and friendly school where pupils are enabled to flourish and experience life in all its fullness.

At Feering Church of England Primary School, we aim to make a difference by working in partnership with families and the community to cultivate a love of life and learning in all our children.

We strive to make learning engaging and a natural part of life for our children. We aim for children to become great collaborators, confident and independent learners with inquiring minds, and brave voices, we expect pupils aim to be the best they can be, loving life and learning as they go!

We believe that children should be encouraged to develop Learning for Life behaviours, they run through our curriculum as well as our Living Well Together strategy and Spiritual Development offer. They also form the core of praise and guidance offered to pupils. Staff, children, parents and trustees are all proud to be part of Feering Primary. We are committed to high standards and high expectations and seek to build on our success in our quest for continuous improvement as a school and trust.

This prospectus offers only an introduction to the school experience we offer children at Feering. Therefore, we would like to extend a warm invitation to visit us and see us in action. All tours are conducted in small groups by the headteacher.

I look forward to welcoming you.

Bridgette Gough

Headteacher





Building a Flourishing Community: Living Well Together

Many visitors to the school, comment on its' cohesive atmosphere. Children and staff working together create a lively and stimulating buzz about the place.

We work hard to develop the individual pupil, recognising talents and strengths, different needs and abilities as well as putting a high emphasis on pair, group and team working, enhancing our children's abilities to negotiate and collaborate. This is strengthened and formalised by our Living Well Together curriculum map, encompassing elements such as Philosophy for Children and Public Speaking. Representing the school, whether it be for sporting events, Reading Gladiators event or speaking in church is something we want all children to experience.

Our Brave Voices work, School Council and Books and Biscuits sessions offer the chance for pupil voice to inform and support the work of the school and the community. Children's views are listened to and respected by peers and staff. These ideas are supported through our curriculum, encouraging reflection and multi-level questioning. Our Spiritual Development Plan supports this aim.

Our class identities and house teams offer great opportunities to foster a spirit of teamwork collaboration. This also runs through our Pedagogy (the way we teach). Children relish attaining points for their teams in recognition of their efforts. We also have individual recognition via Class Dojo points and certificates.



Pedagogy: Our Approach to Teaching and Learning

At All Saints Academy Trust, we strive to provide an enriched, creative and relevant learning experience and environment for our pupils – one that ensures the highest levels of achievement possible for every individual child. The quality of our curriculum is the driver for progress. Through high quality teaching and learning, pupils experience a curriculum designed to prepare them for the next stage of their education, promoting a lifelong love of learning and enabling them to make positive and productive relationships with others. We want our pupils to look back on their primary school years with great fondness and believe our church school distinctiveness enriches these years for our pupils.

We know that learning over time underpins the progress pupils make. We fully understand our pupils' ability to apply knowledge and skills to other problems is dependent upon them chunking the information learnt and over-learning it. This ensures easier retrieval from long-term memory into working memory and offers the best opportunity for them to be successful. This means embedding key skills and knowledge by providing opportunities to master and being frequently required to recall what has been learnt.

Our aim is for our curriculum to be steeped in real life experience, to develop a purpose for learning for children. We build in opportunities for exploration and investigation, ensuring high levels of engagement and elements of self-selected research. Topics are full of possibility, encouraging our children to ask 'What if..?' Research indicates that children learn best when there is an element of challenge or struggle in their remembering. What children will remember from a lesson that has bored them is being bored!

When resourcing our curriculum, we look for materials that will enable explicit and implicit character education, reinforcing our church school and British values wherever we see the opportunity. High quality resourcing demonstrates the Trust's ambition for its pupils and we buy into and sign post resources to support staff in striving for high quality resourcing in all areas.

Varied delivery, learning experiences and demonstration of learning encourage inclusivity and children to feel they are all smart in their own ways. Delivery may include the use of ideas such as adult led-fictional or non-fictional provocation, child-led investigation, Mantle of the Expert techniques and other forms of experiential learning. The learning experience will offer the opportunity for individual, group and whole-class work together with structures for group and paired work, Kagan (collaborative working) Strategies offer a framework of ideas that encourage collaboration and the development of communication and leadership skills for all. We are committed to using our indoor and outdoor environment. Evidencing learning can be done in many, many ways through a written outcome, presentation or demonstration, collaborative responses and may be dictated by the subject. We want our children to be inspired, engaged, challenged and love coming to school each day to discover what is in store for them.



On a lesson-by-lesson basis, children are often able to self-assess the level of challenge they feel confident in engaging with. This decision is based on the premise that all children will have strengths and weaknesses within areas of learning and have an accurate knowledge of their capabilities. This approach ensures adults do not place a glass ceiling on what children can achieve with the right level of determination, sitting well with our growth mindset approach. True 'challenge for all' based learning, with carefully targeted questions generated from basic lines of enquiry, will be followed throughout the topic.

Questioning will not be based on a hands-up approach, instead pupils will know they can always be asked to respond and therefore the "learning bus" has no passive passengers. Children will expect feedback in various forms and this will help them know where their strengths lie and their next steps. Questioning is a crucial part of the learning process and is planned for carefully within our curriculum design.

Alongside the learning of subjects, we aim for our children to leave our school with a tool kit for life. This kit is developed through our learning for life behaviours and carefully planned experiences, which we believe to be enabling and enriching and work to overcome disadvantage. Our Parent Consultation Groups (PCG) have worked in collaboration with teaching staff with our schools' communities specifically in mind.

Our Trust's Curriculum is based within the National Curriculum, ensuring coverage is at least what is expected from this document. Mathematics and English are taught in the mornings ensuring a timetable that largely remains stable as pupils move through school, supporting routine. However, it is important to note we take advantage of opportunities to work in a cross-curricular way when it is helpful to do so and our curriculum is designed to support staff in making these links for their pupils. Topic plans cover humanities and science, these have been developed with our communities in mind, for example we have included progressive topic themes focusing upon working scientifically to ensure greater exposure to the specific knowledge and skills needed across the sciences.

In addition to all of the above, we, as a community, have added elements we believe enhance the offer for our particular pupils. They work to offset disadvantage and aim to support extending oracy - language and communication. We use WellComm assessment and NELI and these assessments have identified a need for a curriculum that includes exposure to rich working language. As a result we have continued to develop areas additional to the National Curriculum such as Philosophy into our provision.

What Ofsted say...

Our most recent Ofsted, October 2022 reported, that.

- Pupils feel happy and safe at Feering Church of England Primary School.
- Pupils behave well in and out of lessons.
- Well-trained staff support pupils to learn how to manage their feelings and emotions.
- Pupils achieve well across the curriculum. They work hard to achieve the high expectations leaders have of them. Leaders have designed a curriculum in which the knowledge that pupils learn is clearly sequenced. This helps pupils to build on what they already know.
- Pupils love reading.
- Pupils understand the importance of treating people who are different from them fairly and equally. Pupils are respectful of adults and each other. They speak with pride about how everyone looks after each other at school.
- Pupils enjoy the many opportunities on offer to them. Trips and visitors help pupils to learn more about the topics they study. They enjoy going to clubs such as computing or brick construction club.
- Older pupils relish opportunities to be playground buddies and leaders of collective worship. These roles help pupils to learn about responsibility.
- Staff are well trained to support and adapt learning for pupils with special educational needs and/or disabilities (SEND). Pupils with SEND experience the same curriculum as all pupils. Staff use a range of strategies to ensure that pupils can access learning. Leaders check precisely how well all pupils with SEND are achieving. They use these checks to adapt the curriculum and identify additional support for these pupils.
- Leaders have carefully designed opportunities for pupils' wider development. Pupils learn about people and families who are different from them. They learn about healthy relationships. Staff teach pupils about British values and why these are important. Older pupils understand what democracy is. This understanding is enhanced through a trip to Parliament for Year 6. Culturally diverse reading materials, the RE curriculum and the collective worship programme help pupils to learn about different cultures.




The Early Years Foundation Stage: Promoting a “Love of Life and Learning.”

Our small class sizes allow our children to thrive, supporting us in nurturing positive relationships with pupils, whilst appreciating that each child is unique. It enables enjoyment of learning, in line with our Love Life and Learning vision for all by allowing the time to discover what engages each of our pupils. We work towards developing independent learners with a particular focus upon, Respect yourself and Others, one of our six Learning for Life behaviours.

Our curriculum is steeped in opportunities for developing oracy. Children in Reception are provided with many opportunities to talk, building on prior vocabulary as well as being exposed to new vocabulary using learning partners, conversation stations, class circle times, role play, stories and during high quality play. Our challenge-based learning facilitates high-quality interactions which will enable children to develop their language and ideas, to think critically, problem-solve and reflect sustained, shared thinking. For example, as well as positive comments that might be made about the child's work, children are also asked to reflect on what they like, why they chose particular materials and how they might solve a problem or develop an idea further to improve it next time. We use the Nuffield Early Language intervention NELi program alongside a curriculum that includes exposure to rich working language encouraging our children to comment and question the world around them.

All staff attach a high priority to modelling language, frequent daily opportunities for conversations and discussions with children to promote critical thinking and problem solving. Staff observe play (sometimes from a distance, without interaction), scaffold learning, challenge, reset learning spaces and deliver planned objectives. It is our job as trained practitioners to enhance their play and extend learning at every opportunity through careful planning and 'in the moment extension'. Staff receive high quality CPD in order to do this. Tapestry is used as an online Learning Journal to celebrate each child's unique learning journey in our setting and to celebrate with parents their achievements and next steps.



We follow a 'Plan, Do, Review' approach to our challenge-based curriculum in which pupils are able to develop child-initiated challenges. Practitioners facilitate and carefully support the children to extend their chosen challenges to ensure coverage and achievement of the Early Learning Goals across the seven areas of learning. Challenges are enabled through a well-resourced environment and a highly skilled team that focus on questioning and encouraging the children to review their own learning. Staff encourage children to evaluate their work and to consider what could make their challenge even better. This is another key element in our EarlyYear's philosophy.

Our enabling environment is key to supporting and enhancing our pupils learning and development. We ensure indoors and outdoors spark awe and wonder in our children through provocations and the provision of ambiguous, open-ended resources to nurture creativity and imagination, as well as fostering children's relationships and communication skills. Our classroom and outdoor space are designed to allow children to explore and lead their own challenges for themselves and peers and the adults they work with. Resources are all freely accessible and children are taught to independently access what they need and are responsibly for independently tidying away too! Children in our setting also experience a weekly PE session delivered by our dedicated sports coach alongside a forest school session delivered by our qualified forest school leads.

Finally, feedback offered by our current EY children's parents:

“Feering is the type of school we always wanted our child to go to – supporting her socially, personally and challenging her academically. This is a school we can tell cares about her as a whole child and as a parent cannot wait to see the rest of her learning journey.”

“Feering School has made it a seamless transition from pre-school for our child. He has been welcomed into a nurturing environment where we feel he can reach his full potential. “

“The EY set up has been excellent at supporting our child to make friends and explore his strengths with a team building approach and learning through play. We are so happy with the school start they have been given.”