



'Quality is never an accident. It is always the result of intelligent effort.' - John Ruskin

Quality Standard / Value	How our curriculum relates to this?	Value
<p>High-quality learning</p> <p>Every student has the right to high-quality learning. This will be the product of high-quality teaching (which is consistently good or outstanding in Ofsted terms), underpinned by effective assessment and a rich, varied and relevant curriculum. Learning experiences will be varied to match the needs of learners, require and support high standards across all key skills and focus on the full breadth of the agreed curriculum.</p>	<ul style="list-style-type: none"> ● Recruitment of the very best staff available to us is of significant importance. ● 'Growing our own' through engaging with Initial Teacher Trainers, hosting training placements and providing high quality induction and mentoring. ● Recruitment of high quality support staff, which is keen to develop their skill set, be deployed to support children across our academies and make that difference to learning. ● A challenge based curriculum that teaches to the core age related expectation of each child, provides support steps for children SEND, and provides embedding opportunities and mastery through greater complexity. ● An approach to assessment that gathers information on the whole child, triangulating outcomes in formal tests with work scrutinies, pupil interviews and pupil review meetings. <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Regular visits and visitors in our academies enrich the learning our children receive.</p>	<p>CREATIVITY</p>

<p>All learners make very good progress</p> <p>All students at all levels have the opportunity to achieve their full potential both academically and holistically because their learning needs are recognised, accommodated and met. Teaching and learning incorporate regular opportunities for reflection and for the review and refinement of strategies and methods. Progress is checked and challenged regularly, and appropriate action is taken when it is not good enough.</p>	<ul style="list-style-type: none"> • Rigorous assessment procedures which support regular pupil review meetings where each teacher knows their pupil's data can analyse successes, reflect on areas to improve and tackle barriers to learning. • Tracking progress and holding all adults to account. • Carefully mapping provision of need for children who require additional support, regularly reviewing the impact of this provision and addressing any shortfalls. • Drawing on a range of skill sets to ensure children's needs are met, through cluster SEN Learning Packages, working with outside agencies and in federation expertise. • Providing equal opportunity of experience for every child, including supporting learning experiences and life experiences for Pupil premium Children and Looked After Children. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ASPIRATION</p>
<p>Academy leaders of the highest order</p> <p>Headteachers and Principals are committed to the values and vision of the Trust and their Academy. They provide excellent leadership through clear articulation of the vision in appropriate ways to all stakeholders. Data is used to keep track of progress and inform decisions; clear planning is in place; and excellent people management is supported by an effective implementation of performance management and staff development policies.</p>	<ul style="list-style-type: none"> • Supporting leadership through engaging with Edison Learning Network days. • Engaging in Heads and Chairs forums. • Engaging in Assessment Hubs facilitated by Dneat. • Working with Academy Improvement Advisors, Academy Group Executive Principals, Diocesan School Support Officers and Executive Officers / Trustees in Dneat. • Attending Regional Standards Group Meetings. • Contributing to collaboration and good practice. • Mentoring new heads. • Offering advice and consultancy on SIAMS inspections. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">COMPASSION</p>

Spiritual, moral and social development of the highest order

Excellent spiritual, moral, social and cultural development is essential to the ethos of every one of our schools. When threaded through the whole school community and the curriculum – like the writing in a stick of rock – it supports and affirms the development of young people so that they are prepared for the opportunities, responsibilities and experiences of life. This is not an add-on but lies at the heart of all that we do.

- SMSC is mapped against our curriculum on an annual basis.
- SMSC opportunities are developed through providing Pupil Premium Projects such as Theatre, Art Gallery and Museum Visits.
- A bi-annual visit to the Houses of Parliament allows Y5/6 children to explore democracy, law and British Values through their cultural heritage.
- Outcomes and experiences of all children in our care are enriched by their SMSC experiences, the Ethos Group led by children develops the spiritual elements of each academy through their planning of services, monitoring of worship and work with the local church.



Ford Castle June 2015



Values: Courage and Teamwork



Developing Trust (Value)



Yr5 /6 Visit to Houses of Parliament and London (during the state visit of India's Prime Minister) November 2015
Explored values of Justice, Honesty and Truthfulness

<p>Develop cultural literacy</p> <p>All children have access to a rich variety of cultural experiences, including visits and visitors that bring students into contact with art, music, performance, a wide range of religious and cultural practices and opportunities to create, engage and reflect. Every child will have access to musical tuition and the opportunity, each year, to experience observing and engaging with high-quality theatre and concert performances. Children learn the range of behaviours expected in different contexts.</p>	<ul style="list-style-type: none"> • Every child is 'promised' a range of experiences as identified in our Federation Fifteen. These include residential to parts of the country that have contrasting cultural differences (e.g. Northumberland) or experiencing another culture (such as on our France residential). • Children, through the Theatre in Action project with Norwich Theatre Royal, regularly visit the theatre and Kings Lynn Corn Exchange to develop their knowledge and understanding of the dramatic arts. • An annual project with the National gallery in London – Take One Picture and Norwich Museum allow children to visit and learn about specific artists and pictures. • The children frequently undertake work with the BBC Concert Orchestra in the Take Ten Pieces project. • Music after school clubs and specialist music teaching across the federation enable children to become literate in music and music theory. A wide range of instruments are played including whole class ukulele, recorders, violin, piano, keyboard and flute. 	<p>DIVERSITY</p>
<p>Restorative approach to the behaviour of all, students and adults alike</p> <p>The approach to behaviour in the Academy is based on the best restorative practices. Adults will model the behaviours expected in the school and the behaviour policy must reflect that approach. The Academy will take an inclusive approach but will expect behaviour that enables the individual and the group to maximize their progress.</p>	<ul style="list-style-type: none"> • Our behaviour policy reflects restorative approaches to managing behaviour in school. Whilst we do not follow PATHS explicitly we endorse and model positive behaviour, celebrate achievements and endorse good role models. • Children have key roles of responsibility in each academy such as head Boy / Girl, house teams co-ordinate a sense of family responsibility and our Ethos Group has a direct link to governance through our Ethos Governor. • Everyone is valued in school, staff are supported to develop their own skills and learning. Staff teams work closely in each academy as well as collaboratively across the schools. 	<p>FORGIVENESS</p>

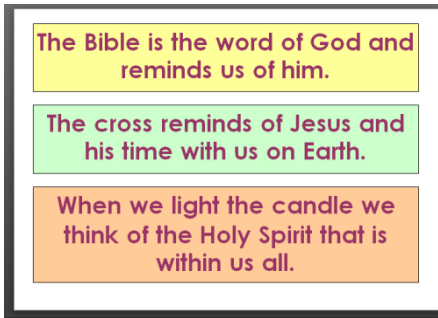
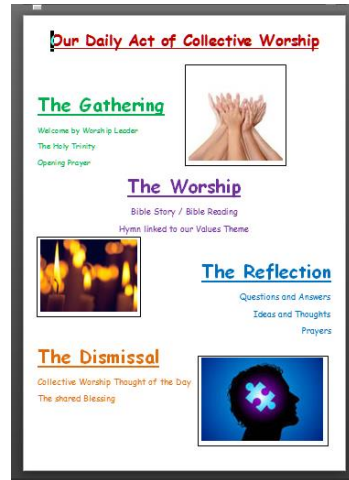
<p>Commitment to professional development</p> <p>A love of learning and a desire to achieve our best is central to the culture of our schools. There is an expectation that all staff will make the most of the opportunities provided through DNEAT to improve and develop their own practice as well as supporting and challenging others to do the same.</p>	<ul style="list-style-type: none"> • Executive Leadership is supported by DNEAT training and development opportunities as well as external support such as Challenge Partners. • Senior Leadership access Edison Leadership Network days every term and lead on different aspects to enrich leadership across the schools. • Subject Leaders / Middle Leaders attend professional network events and other conferences to keep them abreast of latest educational thinking. Some link to DNEAT practices such as the assessment Hub and RE Leaders. • NQTs are provided with mentoring and a programme of induction through the Diocese. • Support Staff are provided with a range of training opportunities both in house and external to maximise their capacity. 	<p>HONESTY</p>
<p>Sustainability at the heart of our mission, including effective resource management</p> <p>The Academy demonstrates respect through the efficient and effective use of scarce resources. The school's finances are well managed in a sustainable way. Children are taught about their interrelationship with their environment and expected to behave in a way that enhances their ability to understand this.</p>	<ul style="list-style-type: none"> • Budgets are planned and set annually with careful consideration to staffing, resources and services. These are reviewed by governors (Resources) and adjusted when needed to give a live picture of the finances. • A federation Business Manager monitor the spending and income of the academies and complies with all legislation and guidance set out. • Collaboration of resources, staff and expertise allows for best value to be provided across the federation. 	<p>PERSISTENCE</p>

<p>Engage parents and enable parents to engage in their children's learning</p> <p>Parents are made welcome by the Academy and understand the communications system the school uses. Reports and parent information sessions are clear and well-received by parents. Parents understand the opportunities available to them and for their children. Homework is clear and appropriate and parents are encouraged to contribute and be involved in the learning opportunities of their children.</p>	<ul style="list-style-type: none"> • Termly parent forums are run to work with all parents in each academy. • Half termly parent meetings or pupil reports provide up to date information on children's learning. • Active PTAs in each academy raise funds to support enrichment activities such as educational visits. • Parents attend learning cafes on a regular basis for Reading, Music and Art/ DT. • Parent section of our website allows useful guides and information to be easily accessed. • Parents are surveyed regularly on their views of the school. • Parents recognise children in the federation receive a wide and enriching learning experience where good relationships are encouraged. Time is given to developing the children's social time when they meet across the federation and this has had a positive impact on their learning as a result. 	<p>CARE</p>
<p>The health and safety of all in the Academy is paramount</p> <p>The Academy will operate to the highest standards of care for all in the school. High standards of behaviour, and systems and procedures for ensuring the safety and well-being of children, will underpin the operation of the school.</p>	<ul style="list-style-type: none"> • A federation Business Manager monitors the health and safety of each academy to ensure it complies with all legislation and guidance set out. • Close relationship with Dneat operation manager responsible for Health and Safety. • Designated Governor for Health and Safety. • All safeguarding training is maintained and policies updated regularly. • External providers and agencies are worked with to ensure Health and Safety of all in our federation is not compromised. 	<p>TRUST</p>
<p>Excellent governance</p> <p>Excellent governance is reflected in the aims, vision and planning of the Academy to ensure that all learners achieve their full potential. Governance arrangements embody a desire for continuous improvement. Governors will provide effective and relevant challenge and support, underpinned by a proactive approach to their own continuous development, training and knowledge.</p>	<ul style="list-style-type: none"> • Following the Dneat calendar for governance meetings. • Utilising the resources and collaboration of Governor Hub. • Working with Dneat Governance Officer. • Attending training events. • Completing Governors Self Reviews to improve practice. • Recruiting governors with specifically desired skill sets e.g. finance, community links. • Regular Head and Chair meetings in each academy. • Regular governor monitoring takes place with strategic direction and reasoning. 	<p>SERVICE</p>

Christian values and service

The school's policies and practice will reflect the Christian principles and values of the school community. The rights and responsibilities of each person, both as an individual and as a member of the community, will support a code of practice which reflects such core values as respect, forgiveness, justice and humility. Responsibility towards others and a commitment to service are central to the life of a community built on Christian foundations. Staff will provide excellent role models in encouraging pupils to volunteer their time, talents and energy for the benefit of others in their immediate, local and wider communities.

- Executive Head is a SIAMS inspector and takes the Christian Distinctiveness of each academy in the federation very seriously.
- Children's needs are met individually by each academy and Children Looked After and Pupil Premium Children are provided with a wide range of enrichment activities, intervention and support to ensure they are fully included in the community.
- No child is disadvantaged due to their background or need. The federation's values of fairness, tolerance, respect for all, love and care directly impact on the decisions made to include every child in all aspects of school life.
- The federation holds a strong pride in its service to other as a place of Christian faith. Each academy values the comments of parents and children.
- Links to the wider community through charitable work and fundraising allows children to make sense of the wider world around them and appreciate what they have.
- Regular contact with our local churches and the cathedral in Norwich allows the children to understand the wider family they sit in.



Understanding what Christian's believe is fundamental to our federation.

SPIRITUALITY

Core values of greater importance to our academies in the Unity Federation.