



Christ Church

Church of England Primary School

Being Thankful, Celebration, Fairness, Forgiveness, Honesty, Love for All

TEACHING & LEARNING POLICY

The ethos of our school is embedded in our key Christian values

Honesty

Forgiveness

Love for all

Celebration

Fairness

Being Thankful

Resilience

Ambition

This school is committed to safeguarding and promoting the welfare of children and this policy supports this commitment.

*Policy approved: June 2018 by Governor Policies Committee
Review Date: June 2019*

Embedding Pupil Safeguarding Awareness in the Curriculum

All teachers incorporate elements of safeguarding into their lessons where appropriate.

This involves:

- Informal conversations;
- Teacher/pupil discussions;
- Briefings for outings and trips (road safety/stranger danger etc) ;
- The implementing of our e-Safety Policy regarding ICT usage;
- An awareness of any potential hazards in lessons – identifying risks and dangers.

Safeguarding is also about pupils' emotional well-being. Teachers encourage pupils to speak out if there is something worrying them, or if they are aware of, or witness something unacceptable, untoward or disturbing. Teachers promote tolerance and respect for each other and acceptance of individual differences. Teachers help pupils develop confidence and resilience and discuss what to do if things go wrong. They are approachable and show their willingness to help pupils at all times.

British Values

At Christ Church C E Primary School we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This includes:

- paired and group work as sharing and working together
- making choices with an understanding that the freedom to choose and have other views is respected and tolerated
- debating social issues with an understanding of how people can influence decision-making through the democratic process
- an appreciation that school rules protect individual children and is essential for their wellbeing and safety
- an acceptance that other people having different faiths or beliefs to oneself (or having none) are accepted and tolerated without discrimination through school council elections, persuasive writing, and by promoting our Christian school values and Fruits of the spirit as guidelines for behaviour choices.

TEACHING & LEARNING POLICY

Mission Statement

Christ Church is a Christian School where purposeful learning, stimulus and a full partnership between teachers and parents encourage each child to reach her/his potential. Within a safe, friendly and caring environment, pupils are encouraged to develop their academic, physical, spiritual and emotional capacities. The school seeks to help children recognise their place in the community and to accept their responsibilities as they grow up. In a time of change for education, Christ Church understands the need for effective management of all resources so as to provide the maximum opportunities for learning for its children.

The Aims of the Teaching and Learning Policy are

- ❑ to promote the positive ethos of the School;
- ❑ to raise standards of achievement;
- ❑ to provide a positive learning environment;
- ❑ to provide continuity and progression;
- ❑ to equip children with the skills to become independent learners;
- ❑ to provide a consistent approach to classroom management and organisation;
- ❑ to have consistent expectations of high standards of work, attitudes and behaviour;
- ❑ to promote supportive relationships between teacher and pupils, and between the School and parents;
- ❑ to use as a monitoring tool for teaching and learning.

We believe we need an agreed approach to Teaching and Learning over time

1. in relation to the children, so that

- ❑ there is consistency of approach
- ❑ there is progression in the curriculum, ensuring that there are no gaps in knowledge, enabling a smooth transfer between classes;
- ❑ each child has entitlement to a broad and balanced education;
- ❑ children are given the skills to be able to take a growing responsibility for their own learning;
- ❑ children conduct themselves in an orderly manner, showing respect for others;
- ❑ children develop positive attitudes to their work and all areas of school life;
- ❑ children regard the School Council as a means by which their views are recognised and acknowledged.

2. in relation to the teachers, so that

- ❑ they feel secure in their practice, which is shared and based on the best, with a clear understanding of what is expected of them;
- ❑ they provide a challenging and stimulating teaching environment;
- ❑ they meet the needs of each child;
- ❑ they feel confident that they are **good role models** - punctual, well prepared, organised, with professional attitudes;
- ❑ there is an appropriate allocation of resources;
- ❑ they work collaboratively as part of a team

3. in relation to the curriculum, so that

- ❑ content, skills and attitudes are systematically developed;
- ❑ staff are given time to develop and monitor their curriculum areas of responsibility
- ❑ learning is relevant and purposeful
- ❑ there is a cross-curricular approach to skills learning across the curriculum

4. in relation to the parents, so that

- ❑ they know our expectations of them and theirs of us;
- ❑ they have a clear understanding of what the school is trying to achieve;
- ❑ they are aware of our homework policy, and reading at home;
- ❑ they support the home/school agreement;
- ❑ they are aware of the school uniform and what is suitable to be worn in school and in P.E.

5. in relation to other adult helpers , so that

- ❑ planning is shared with teaching assistants and other adults so that they are clear about their roles
- ❑ they are clearly directed to support and enhance learning - they are clear about who they are supporting and why
- ❑ they are fully engaged with children during lesson times
- ❑ they are involved in assessing children's understanding and feeding back to the teacher knowing that their contributions are respected

6. in relation to any other groups, so that

- ❑ Ofsted/ LA officers see us making progress on our SDP - School Development Plan
- ❑ the management of the school can monitor progress;
- ❑ those who are new to the school or returning from maternity leave are made aware of all policies and procedures;
- ❑ that Governors are able to undertake their responsibilities

To achieve our aim:

1. In order to provide a positive learning environment, we

- ❑ have high expectations
- ❑ are well organised;
- ❑ have clear shared learning intentions and success criteria;
- ❑ provide motivation and challenge for all children;
- ❑ provide opportunities for collaboration to help and encourage each other
- ❑ ensure the classroom is peaceful and calm with a good working atmosphere;
- ❑ are welcoming;
- ❑ ensure an appropriate pace of lessons;
- ❑ make learning accessible to all through activities that builds on prior learning
- ❑ develop teaching approaches which promote the learning needs of boys and girls, i.e. recognise and use individual pupils' preferred learning styles and use a multi-sensory approach to learning which is more likely to suit the different learning preferences of boys and girls - visual, auditory and physical;

- ❑ develop assessment techniques such as gap analysis to show attainment and achievement and is used to plan future lessons.
- ❑ extend the use of target setting, tracking pupils' progress and analysis of performance data of different groups so that we address the needs of all children;
- ❑ have frequent opportunities for children to respond to detailed and accurate feedback from teachers which identifies their next steps in learning.
- ❑ have appropriate resources available;
- ❑ have a good rapport with children;
- ❑ have a good relationship with all staff;
- ❑ have confidence in our own teaching styles;
- ❑ provide positive images in relation to multi-cultural groups, gender groups and disability;
- ❑ put policies into practice;
- ❑ use positive reinforcement;
- ❑ include plenaries and mini-plenaries to consolidate and extend learning
- ❑ have high expectations of behaviour for learning
- ❑ promote learning behaviour strategies through perseverance and resilience in EYFS and KS1 using Pocket and Rocket prompts. In KS2 promote the 6R's of learning behaviour to be Respectful, Resilient, Resourceful, Responsible, Reflective and Reasoned.
- ❑ promote our school's Christian values
- ❑ promote The Fruits of the Spirit in ensuring good behaviour

2. To provide continuity and progression, we

- ❑ use the National Curriculum in England (key stages 1 and 2) for age related expectations (see Assessment Policy) and the Early Years Foundation Stage learning goals (see EYFS Policy) along with other agreed schemes of work for individual subjects such as music (Charanga);
- ❑ plan our lessons using low threshold, high ceiling activities and opportunities to work at a greater depth within the standard;
- ❑ use assessment appropriately to help support and extend all groups;
- ❑ evaluate our lessons;
- ❑ pass on records, and books to the next class teacher and discuss the children at the end of the summer term.

3. To equip children with the skills to become independent, organised learners, we

- ❑ ensure the children feel secure as a class and as individuals;
- ❑ are well motivated, happy;
- ❑ provide opportunities for children's spiritual, moral, social and cultural development;
- ❑ provide a stimulating environment;
- ❑ have clear expectations of tasks and responsibilities with clear routines;
- ❑ ensure the work is matched to their ability;
- ❑ ensure they are given clear and consistent guidelines on good behaviour and working habits;
- ❑ ensure learning activities motivate children to persevere when faced with difficult problems to encourage resilience;
- ❑ provide feedback for next steps in learning in line with the Feedback and Marking policy;
- ❑ ensure that children have opportunities to evaluate their learning to begin to be accountable for their own learning;
- ❑ ensure they know they are progressing by the use of, the school's feedback and marking policy, the reward system, oral feedback, their work displayed;
- ❑ to respond to feedback and marking to apply their skills and knowledge;
- ❑ provide opportunities to develop thinking skills;

- try to develop a good partnership with home;

4. To provide a consistent approach to classroom management and organisation, we

- provide an activity for when children arrive in class at the beginning of the day;
- have a timetable for the day's activities which is displayed;
- encourage children to be organised with their personal possessions;
- promote examples of quality and models to promote the quality of finished products;
- show evidence in our class of:
 - good organisation of room and with a rationale behind the grouping of desks/tables and children's workplaces;
 - resources that are easily accessible to children and clearly labelled;
 - places for children's marked and unmarked work;
 - children taking responsibility for obtaining and clearing away resources;
 - a well-defined book area, attractively displayed and promoting learning;
 - word banks / key questions and number lines available and /or displayed;
 - materials for writing clearly identified;
 - dictionaries, atlases and maths equipment available;
 - ICT equipment, organised with instructions and e-safety guidelines;
 - timetables displayed;
 - class/school rules displayed;
 - a prayer corner reflecting the learning, the Christian ethos and the spirituality of the school;
 - the school prayer displayed, a prayer said at the beginning and end of day;
 - an agreed reward system displayed.eg. housepoints;
 - the teacher's planning folder on the desk or in reception classes the planning is displayed prominently;

5. We recognise the purpose of displays, which

- inform- a teaching and learning resource - reflect curriculum topic;
- encourage, inspire, motivate, contribute to a stimulating learning environment;
- accelerate learning by the use of visual cues and for making learning maps;
- reflect diversity, individuality;
- a record of what has been done- product/process;
- brighten room;
- opportunity for parents, children, staff to see work of other classes;
- celebrate children's work;

6. We know that messages given by displays

- promote children's learning;
- value children's work;
- show our culture, diversity, differences to aspire to;
- promote equal opportunities - everyone's work displayed throughout year, multi-cultural pride;
- show that there is a high quality of work being produced;

- ☒ displays are changed regularly in classrooms and shared areas of the school such as the Hall and corridors
- ☐ displays are changed when tatty;
- ☐ some displays can stay longer, e.g. displays containing key information for the year, some need changing more often;
- ☐ displays are child-centred - labelled accordingly - key questions;
- ☐ displays show colour, proportion, texture, backing paper, borders;
- ☐ displays in classroom should include children's work as well as printed material;
- ☐ 'working wall' displays are encouraged to show progression through a topic and highlight how to improve outcomes through examples of marking and feedback.

Cleaning

Cleaning is carried out by professional cleaners. Nevertheless everyone should be encouraged to take responsibility for their environment both within and around the school. Everywhere should be kept tidy and litter free at all times. Teachers should check their environment daily and any lost property should be collected.

Nothing should be left on the cloakroom floor, all equipment must be returned to its appropriate place and all kit bags hung on pegs or put in lockers.

The following policy documents incorporate the Teaching and Learning Policy

- Special Educational Needs
- More Able Pupils
- Equal Opportunities
- Behaviour
- Anti-Bullying
- Homework
- Assessment
- Feedback & Marking
- Curriculum subjects

CCP Planning guidelines from staff handbook.

June 2019