

# Christ Church C of E School Teaching and Learning Policy



**Spring 2017**

Christ Church  
C of E Primary School  
Regents Park  
NW1 4BD

# TEACHING AND LEARNING POLICY

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## **Mission Statement**

**The Christian Faith is at the heart of our school community. At Christ Church we care for each other and learn together.**

Christ Church is a small, caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual.

We are a Church of England school, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise value and celebrate the rich cultural diversity that exists in our school.

The Christian ethos of the school is reflected in our positive, disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavor to ensure that all our children fulfill their potential and, within this context, we emphasize health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

# **Our School Aims - Every Child Matters**

## **The Ethos of the School**

The school aims to provide a positive, disciplined, purposeful environment, within a Christian context. We aim to teach children to be caring, to exhibit good behaviour and appropriate social skills and to begin to take responsibility for themselves and others.

## **The Values of the School**

The School aims to value every child and to contribute to the Spiritual, Moral, Cultural, Mental and Physical well being of our whole school community. We value the diversity of our community and we aim to promote the health and safety of everyone.

## **The Standards of the School**

The School aims to teach a balanced Curriculum and to ensure that each child fulfils his or her potential. We aim to provide teaching and learning of a high standard. We believe that this is achieved when pupils are highly motivated, enjoy coming to school, and are appropriately challenged.

**This policy aims to facilitate the continual raising of, and maintaining of, high standards.**

## Christ Church C of E Primary School

### Teaching and Learning Policy

Date of policy: Spring 2017

Review date: Spring 2019

#### Effective teaching and learning at Christ Church

##### 1. Planning

###### Purpose of planning

To ensure a high level of teaching that is engaging for all children. Planning is purposeful and promotes progression and is informed by prior learning and assessment. KS1 and KS2 Teachers plan from the New National curriculum 2014 and the EYFS plan from Development Matters.

<b>Stages of Planning</b>	<b>Purpose</b>	<b>Content</b>
<b>Long-term (curriculum map)</b>	Shows coverage Provides breadth and balance	Summary of subject content for each term/half-term per year group  Reviewed and revised annually
<b>Short term planning</b>	Provides a clear structure of success criteria to be achieved. Enables formative and summative assessment to take place, which then feeds into the planning cycle	Clear learning intentions  Success criteria  A range of activities  A range of resources  Independent learning opportunities  Organisation and differentiation  Use of other adults  Assessment notes  Evaluation

Teachers are encouraged to plan in a way which they feel most benefits their teaching and organisation. This may be paper-based, or using tools such as SMART/Powerpoint.

Plans are monitored every term to check for quality and consistency, particularly in the application of school policies and procedures.

### **Learning Intention and Success criteria**

Every planned lesson has a clear learning intention that is made explicit from the start of the lesson and is referred to throughout.

The success criteria are differentiated and highlights what children must, should and could learn in the lesson. This is a cyclical process and the success criteria are used as a tool for assessment and evaluation of the teaching and learning.

### **Resources**

Staff draw from a wide range of resources to support teaching, all of which facilitate meaningful learning experiences. These include, amongst many others, visual and written sources, such as maps and DVDs; objects and artefacts to aid enquiry skills and give children first-hand experiences; costumes to aid historical or geographical understanding and drama; and physical and fitness provision through a range of well-maintained equipment. We also employ the use of Camden sports coaches on a half-termly basis for individual classes in order to ensure specialist training opportunities run throughout the school. ICT is embedded in all lessons and every classroom has an interactive whiteboard. Children have access to the ICT suite and iPads at least once a week.

Subject leaders ensure classrooms are stocked with all necessary resources. Teachers ensure children know how to access and use them and thus are given practical experiences to learn new concepts.

At Christ Church, we ensure that all classes benefit from new experiences through frequent educational visits and visitors, which enhance understanding and enjoyment of many curriculum areas.

### **Target Setting**

Every child from Nursery to Year 6 has a personalised Maths and Writing target. Children know their targets and are encouraged to track their own progress in the back of their books by colouring in stars on a proforma that runs through the school. This encourages consistency and understanding of systems. Concepts are taught at least fortnightly to give children an opportunity to meet their targets.

## 2. Teaching

At Christ Church we aim for outstanding teaching and learning across all lessons. In particular, we work hard to ensure that...

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards

expected. Parents are given guidance about how to support their child to improve.

### **Behaviour Management**

- Outstanding teaching and learning occurs in a calm and purposeful environment. We promote positive behaviour management strategies through whole school initiatives such as merits and the Christ Church learning star award, which is presented to one child from each class during a weekly celebration assembly.
- At Christ Church we encourage a positive attitude to learning linked with our Christian ethos, fostering an environment of mutual respect between peers and adults.
- Please see the Behaviour Policy for further information.

### **The physical environment**

- We provide a safe and engaging environment for all children to learn. This is implemented in line with the health and safety policy, the equality policy and the SEND policy. Termly classroom organisation checks and high expectations held by all members of staff ensure that we maintain these imperatives throughout each academic year.
- The expectation for all children and all staff is that they show respect and take responsibility for their learning environment.
- All staff are responsible for creating interactive and stimulating displays.
- All children should have a piece of work on display to promote values of self-esteem and to further understanding of publishing their work.
- Maths and English working walls provide further scaffolding support for children and ensure that they are surrounded by current and new learning with a focus on effort and technique, rather than the finished product.
- Class rules are formed at the beginning of the school year through discussion by the children. This encourages them to take ownership of, and accountability for, their own behaviour and the behaviour of others. These class rules are clearly displayed, in an age appropriate way, alongside the school's behaviour management system.
- The physical environment is adapted to ensure all learners are able to access the curriculum and promote independent learning.

### **Learning styles**

- Within a lesson, a teacher will draw on a range of teaching strategies. For example, visual stimuli presented on the interactive whiteboard, speaking and listening, writing and recording and multi-sensory activities. This ensures active participation and that all learning styles are catered for.

- Questioning is differentiated and used to extend learning: both open and closed questions ensure a sense of pace and provide assessment opportunities.

### **Growth mindset**

Growth mindset has been adopted as a whole school approach to help our children become better learners. This approach fosters resilience in our children and builds self-esteem. The principles of growth mindset extend through lessons and assemblies and are presented as learning muscles that need to be exercised in order to function at their best. This will develop positive attitudes and skills in order to prepare our children for a lifetime of learning.

### **Inclusion**

At Christ Church we recognise that all pupils are individual learners. We ensure that all learners are provided with activities to ensure they make the best of their abilities. Please see the Inclusion Policy for further details.

### **Differentiation of planning**

All teachers plan for the needs of each child. This means that work is differentiated and pitched at a level that ensures all pupils are stretched (especially those working at greater depth) and are making progress at their level. Planning is on-going and is a cyclical process drawing on information from marking, feedback and assessment.

### **Grouping**

All staff are aware of the needs of each child. As a one-form entry school, children are sometimes grouped by ability. These groups are regularly monitored to ensure grouping is accurate and in line with current assessment. Children will also have opportunity to work in mixed ability pairs and groups. Groups are transient and based on a range of assessments.

### **Special Educational Needs and Disability**

SEN pupils are supported in class through IEP targets, adult support, extra resources and consideration of the physical environment. See SEND policy for further details.

### **Adult support**

Christ Church employ carefully considered techniques to ensure all pupils make progress: one of these is the use of additional adults. Current educational research underpins the deployment of the following adults to support a range of groups across the school - Deputy

head, Teaching assistants, Close the Gap teacher, High Level Teaching Assistant and volunteer readers.

### **Gifted and Talented pupils**

Gifted and talented pupils are extended in many ways through careful planning and grouping as well as higher level questioning and extra boosters with the Close the Gap teacher. Higher level homework may also be set upon discussion with the parents/carers. See GT policy for further details.

### **Extra support**

Christ Church offer pupils the following extra support in terms of teaching:

- \*Boosters
- \*IEP targets
- \*1:1 tuition
- \*1:3 tuition
- \*Phonics support
- \*Volunteer readers
- \*Specialist EAL support
- \*Carefully chosen evidenced-based interventions

### **3. Marking and Feedback**

At Christ Church, we recognise the value of effective marking and feedback and believe in its importance in progressing children's learning. We use the same marking system from Year 1- Year 6 which enables the children to continue through the school within a familiar system. All staff mark using red pen and pose questions that consolidate or extend the learning. Children then answer in green pen. This acts as a dialogue between the adults and pupil. Often, teachers will invite the children to self-assess or evaluate in order to help them increase their self-awareness and become more independent, taking responsibility for their own learning. There are times when peer evaluation can provide excellent assessment opportunities also. Literacy and mathematics targets and effective questioning build to provide teachers with information on which to base their assessment for learning and thus the next steps.

See Marking policy for further details.

### **4. Assessment**

Rigorous record keeping enables teachers and SLT to access current assessment levels and targets. This includes information on homework, spelling and times tables tests scores. All teachers should keep the following up to date:

Record/mark book

Assessment file, including termly pupil progress review

Foundation Stage Record (EYFS)

Foundation Stage Portfolios (EYFS)

See assessment policy for further details.

## **5. Standard of presentation**

All staff are responsible for upholding a high standard of presentation in all areas of the curriculum. The date and Learning Intention should be underlined at the beginning of each page and children's books should be clearly labelled. An award for handwriting - the Pen Licence - is awarded to pupils to encourage consistent standards.

## **6. Review**

This policy will be reviewed annually by the Head, SLT and members of the teaching staff.