



Christ Church C.E. Primary School

Teaching and Learning Policy

1. INTRODUCTION

This document is a statement of the aims, principles and strategies for Teaching and Learning throughout the school.

At Christ Church CE Primary School we want lessons to provide all learners with the knowledge, skills and opportunities they need to succeed in life. We endeavour to provide a safe, supportive environment which is ambitious for all children and enables them to attain academically well and flourish as people. School staff have high expectations of every child across all areas of the curriculum and expect children to take ownership of and responsibility for their own achievements. In this way, learning becomes a rewarding and enjoyable experience which ultimately develops and increases children's confidence, self-esteem and resilience.

Positive partnerships between staff, children, parents and governors ensure that teaching and learning at Christ Church CE Primary School is consistent and produces independent children who have high expectations of themselves and others. Our aim is that all children achieve their true potential.

2. AIMS

Through our teaching we aim to:

- Continuously drive improvement in the quality of teaching and learning
- Learn from each other, through the adoption of a collaborative, evidence-based approach to teaching and learning, where good practice is shared
- Teach effectively setting high expectations to enable children to learn efficiently and make sustained progress
- Raise attainment for all pupils
- Provide quality learning consistently across our school
- Create a positive learning environment that fosters children's self-esteem and confidence which encourages children to persevere when faced with challenges
- To develop lively and enquiring minds through encouraging children to question and discuss issues

3. EXPECTATIONS

We expect:

- all pupils to follow our Golden Rules so that everyone is able to learn without interruption or distraction
- pupils to make rapid and sustained progress in all areas of the curriculum, recognising that progress will look different in each subject area and at each stage
- teachers to nurture self-esteem so children are motivated to learn and to develop an ability to work on their own and with others
- teachers to systematically check pupils' understanding, intervening when needed
- teachers to plan effectively for all children whatever their previous attainment
- clear links to be made to previous and future learning, putting learning into meaningful contexts for the children
- teachers to make timely interventions to clarify misconceptions, secure knowledge and deepen learning further
- staff to have high expectations of themselves and all pupils
- teachers to provide high quality marking and constructive feedback to pupils that supports them in making their next steps of learning, recognising that verbal feedback is the most effective tool for this

- staff to cater for a range of differing learning styles
- staff have high expectations of presentation, quality and quantity of work

4. AT CHRIST CHURCH CE PRIMARY SCHOOL, A GOOD LESSON:

1. actively involves the children in their learning, they are engaged and on task.

In practice, this will mean the children are doing activities related to the learning objective: listening, talking, drawing, writing, making, carrying out a Science investigation, typing purposefully to learn.

2. has a planned shape to it and is appropriately paced.

In practice, this will mean whole class learning will be of an appropriate length for the majority of children.

3. is one where the children are enjoying their learning and are enthusiastic about what they are learning.

In practice, this will mean the children are responsive, that they are smiling and positive and that they are concentrating and interested in what they are learning.

4. is one where the children understand what they are learning in a meaningful context.

In practice, this will mean the teacher makes what is being learnt explicit and the children can talk about what they are learning.

5. has high quality positive interactions between pupils and pupils, and between teachers and pupils, since learning is a two way process.

In practice, this will mean the children have opportunities to talk, question and learn from each other as well as from the adults in the room and that questioning is encouraged.

6. gives the children the opportunity to think about their learning and to reflect on it.

In practice, this will mean the children are aware of their progress and also that they will have some space and time to self assess, to think 'I get it' or 'I need more practice. They may use a written self-assessment system, like traffic lights or faces or they might be asked to indicate understanding by the teacher.

7. uses IT where appropriate

In practice, this will mean that IT in any form; laptops, interactive whiteboard, iPads, digital cameras, visualiser etc. is used to enhance learning opportunities.

8. is one which gives different opportunities for learning.

In practice some children are introvert and learn best on their own, some children are extrovert and may learn better with a partner or in a group. A teacher will know their pupils and subject and so may plan for a variety of direct instruction, paired work, independent learning or group work, there is no 'one way' to teach.

9. is one where the learning is differentiated so that the learning is in the zone of proximal development for each child and builds on previous learning.

In practice, this will mean the children are learning something which is their 'next step' so that learning is progressing and is challenging but is also realistic. It also recognises that learning is a change in long term memory and so consolidation and spaced learning of previous material is also appropriate.

10. is one where the teacher makes on-going assessment of current attainment, pupil progress and plans to ensure progression throughout children's learning.

In practice, this will mean that the lesson may deviate from the written plans or be adapted to ensure good learning, for example, explanations will develop until the teacher is confident that the children understand. Timetables may be altered to enable children to learn further, for example, a double maths session when the learning is going well and would benefit from being given more time (naturally this has implications for the learning for the rest of the week).

11. is one where the teacher and other adults in the room feel confident in their own subject knowledge.

In practice, this will mean the adults feel confident with what they are helping the children to learn and will also admit when they don't know something, though making clear the strategies they would use to find out.

12. has opportunities to work independently to transfer and apply skills (especially English & Maths skills) they have learnt in new situations.

In practice, this will mean the children use group and individual learning time to apply skills and understanding which have been taught. It will also mean opportunities for activities where children have freedom to apply their learning themselves. This may be in the form of some Child Initiated Learning or Play or through a learning project. It may be cross-curricular learning.

5. EFFECTIVE TEACHING AND LEARNING

We think teaching is most effective when.....	and children learn most when.....
they are ready to learn	they want to learn
they feel safe	they try things out and make mistakes without fear
they have secure positive respectful relationships with others: adults and peers	they are encouraged and praised
they are in a calm learning environment	they are in an environment which is enabling and encourages independence
they are engaged & enjoying their learning	they learn in rich, meaningful and relevant contexts for learning
they can practise skills and apply skills in new situations	they are learning appropriate next steps for them & at the right level of challenge
they understand the task or what they are being asked to do	they have some element of informed choice
they are playing & 'doing'	they are encouraged to think for themselves
they are recognised as individuals with their own strengths, skills and talents	the whole class are focused on learning
they learn and work together and on their own	they positively encourage each other to learn
they have time to talk about their learning	they read & use the marking or feedback given by the teacher to improve – whether it is written or more likely verbal feedback

To improve learning sessions in our school, we as a whole staff want to

- get to know our children really well and to help them work together well
- train our children to be independent and confident
- have classrooms & a whole school environment (inside & outside) which enable the children to learn
- know our subjects really well and plan in a way which enables us to teach better lessons
- share our good & outstanding practice with each other and the wider learning community
- use evidence - study research on what makes for good teaching and learning in staff meetings.

We recognise the impact we can make on children's learning through the experiences we plan for them and the way we organise the classrooms.

It is important for us to continue to be reflective practitioners and be prepared to learn new skills in the interests of effective teaching, learning and assessment. This policy sits alongside our planning and will be used to help focus lesson observations. It can be monitored by all staff as we work together as professionals.

Adopted by Governors at Standards and Curriculum Committee Meeting on 31st January 2019, reviewed January 2022.
Next review is January 2025