



CHRIST THE SAVIOUR C.E. PRIMARY SCHOOL



Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms

1 Peter 4:10

Teaching and Learning Policy

Policy to be approved by	Full Governing Body
Policy last reviewed	October 2019
Policy ratified and adopted by the Full Governing Body	October 2014

Teaching and Learning Policy

Our whole school curriculum intent:

Our curriculum is delivered through high quality sequential, subject specific learning. The themes of global learning and Christian Values weave throughout our curriculum. The curriculum is creative, coherent and inclusive and enables pupils to become self-motivated, independent learners. A focus on learner contribution and critical thinking enables the development of knowledge and skills that are meaningful and relevant in a global context. Each child's unique gifts are recognised and nurtured in order to prepare our children to be educated citizens in a global world.

1. Key Principles of this Policy

1. The **Curriculum Policy** outlines our approach to the content of the taught and hidden curriculum. Our **Assessment Policy** captures the diverse ways in which we assess learning and at the heart of all we do.
2. Our teaching policy enshrines the distinctive approaches adopted by the school to ensure the highest possible achievement and development of each individual child.
3. The large majority of our inclusive approach to teaching is learning-centred. We provide our curriculum, assessment and teaching on a solid understanding of how pupils learn best.
4. We believe pupils learn best when six key areas are well established and upheld. These key areas are planning, leadership, assessment, learning environments and home-school links.

We believe pupils learn best when:

- a. learning activities are well planned from nursery to Year 6 so as to ensure solid progress in the short, medium and long term (**Planning**)
- b. teaching and learning activities engage pupils and motivate them learn, ask questions, reflect and build on their own learning (**Leadership**)
- c. assessment informs teaching during lessons and on a daily basis in high quality **Marking and Feedback** so that there is provision for support, repetition and extension of learning for each pupil, at each level of attainment (**Assessment**)
- d. the learning environments (classrooms, shared areas, equipment, play spaces, halls, resource areas) are ordered, the atmosphere is purposeful and pupils feel safe (**Learning Environments**)
- e. there are strong links between home and school, and the importance of parental involvement in their pupils' learning is recognised, valued and built upon (**Home School Links**)

2. Planning

Policy Principle

- a. learning activities are well planned from nursery to Year 6 so as to ensure solid progress in the short, medium and long term

Evidence in practice:

- a. effective exposition and focussed learning activities with clear objectives, process success criteria and measurable outcomes

- b. a clear understanding by the pupils of the method and purpose of activities in which they are engaged
- c. notable progress in the pupils' learning (in their exercise books, feedback to marking, displayed work on displays, in their targets, in their assessments both formative and summative, in conversation, in their attitudes to learning)

Staff will ensure that:

- a. work is planned:
 - a. by subject from Nursery to Year 6
 - b. by academic level
 - c. by year group
 - d. by half term
 - e. by week
 - f. by session
 - g. and weekly
- b. All plans are shared on the school's portal and leaders will give feedback to the quality of these in monitoring activities and less formally by year leaders as they review and improve planning each week
- c. planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the pupils' spiritual, moral, social and cultural development
- d. planning builds on what pupils can already do and what they will learn next, it is annotated daily and clearly differentiated.
- e. planning includes the key learning skills from Bloom's Taxonomy and creates open learning activities which build independence and learning for life skills as often as possible. Learning should rarely be a closed activity with a capped limit.

3. Subject and Year Group Leadership

- a. where there are agreed schemes of work in place, these are known to all and are detailed in subject specific curriculum policies e.g. in phonics, mathematics and R.E. particularly.
- b. subject specific curriculum policies are in place
- c. a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, book-looks

Policy Principle

- a. teaching and learning activities engage pupils and motivate them learn, ask questions, reflect and build on their own learning

Evidence in Practice:

- a. effective exposition and focussed learning activities with clear objectives
- b. creative teaching and creative learning
- c. teaching that avails the acquisition of knowledge and the construction of skill making learning accessible and motivating for pupils
- d. tasks which engage pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- e. a pace of learning that is optimised for progress and high quality outcomes
- f. pupils home-learning being valued
- g. pupils learning independently
- h. pupils collaborating on projects
- i. pupils enjoying their learning

Staff will ensure that:

- well judged and effective teaching strategies successfully engage pupils in their learning
- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- well-framed key questions, knowledgeable answers and the use of discussion, promote deep learning
- they ensure an appropriate ratio of exposition to learning-activity in their teaching
- appropriate home-learning is set to nurture pupils' enthusiasm and curiosity, and develop their understanding in areas under study
- learning and learning outcomes, both within school and at home, are celebrated regularly in assemblies, the website and photo galleries
- whole school themes provide points of shared discussion and motivate learners

4. Assessment

Policy Principle

- a. assessment informs teaching during lessons, and on a daily basis in high quality **Marking and Feedback** so that there is provision for support, repetition and extension of learning for each pupil, at each level of attainment

Evidence in Practice

- a. pupils using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning
- b. consistent use of SIR: scaffold, improvement, reminder prompts which pupils respond to each day
- c. pupils who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
- d. pupils with specific learning needs receiving support at the time and level it is required to optimise their learning
- e. pupils supporting one another where appropriate and where a culture of collaboration is valued
- f. independent learning, where pupils use assessment information to direct their own tasks

Staff will ensure:

- a. the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback
- b. marking takes place after every lesson and books are consistently presented to pupils complete with feedback
- c. time is given in each lesson to review and respond to feedback
- d. pupils are given ample opportunities to use the best practice in Assessment for Learning and peer mark work
- e. providing pupils with very clear guidance on how learning-outcomes can be improved
- f. they have high expectations for all pupils, and plan, resource and direct differentiated learning activities that give support and issue challenge for all
- g. they keep agreed assessment records (reading records, guided reading sheets, mark books, spelling, mental arithmetic improvement, number bond cards, multiplication tables cards, assessment book for each pupil) and submit data when required onto Target Tracker

5. Stimulating Conditions for Learning (Learning Environments)

Policy Principle

- a. the learning environments (classrooms, shared areas, equipment, play spaces, halls, resource areas) are ordered, the atmosphere is purposeful and pupils feel safe

Evidence in Practice

- a. an atmosphere of mutual respect between adults and pupils

- b. pupils who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- c. pupils high self esteem, with all pupils feeling valued and secure
- d. pupils taking risks in their learning, and learning from their mistakes
- e. pupils learning outcomes displayed around the classroom and the school for others to appreciate and admire
- f. organisation of classroom routines and resources to optimise learning and develop pupil organisational skills
- g. working walls are in line with school policy and are updated regularly
- h. The classroom environment inspires children to engage in learning and have high standards of themselves which is reflected in their: books, attitudes to learning and relationships

Staff will ensure:

- a. they teach pupils how to behave well
- b. they uphold and refer to the school's rules at all times
- c. they apply the behaviour and discipline policy consistently
- d. they employ positive strategies for managing pupil behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour policy, and these are applied fairly and consistently
- e. good behaviour is modelled by them at all times in their interaction with pupils and other adults with conflict dealt with in a calm and fair manner – they will never shout or lose their temper
- f. pupils will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
- g. any criticism will be constructive and pupil's self esteem will always be maintained – we adopt the approach of 'public praise and private criticism' this means that criticisms are given to an individual with at least one friend around – never alone.

6. Home-School Links

Policy Principle

- a. there are strong links between home and school, and the importance of parental involvement in pupil learning is recognised, valued and built upon

Evidence in Practice

- a. pupil's home-learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school

Staff will ensure:

- b. useful feedback about their pupil learning is given regularly to parents, both informally, when appropriate, and formally, through termly parent, teacher meetings and an annual written report
- c. parents know how they can support their child's learning at home or in school
- d. homework information is shared clearly on the website and may be downloaded (e.g. spelling or Big Talk homework)
- e. they are approachable and available to parents (by appointment if necessary)
- f. information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via text, letter or email
- g. parents are welcomed to help in their classrooms and /or around school and undergo safeguarding training
- h. ensure parents are informed about school events and relevant topics through regular information sharing via letters, text messaging, notice boards and the school website
- i. facilitate parental involvement through the provision of dedicated space for formal and informal meetings

7. Monitoring of Teaching

Teaching over time is monitored through regular scrutiny of plans, pupil work in books, displays, behaviour analyses and lesson observations. Feedback will always be given promptly and will summarise the key strengths of the work as well as areas for improvement. A rigorous and content-rich CPD programme will ensure that all staff take part in deep and engaging pedagogical reflection and apply this consistently to their practice.