



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	FGB via Standards
Policy last reviewed	December 2023
Policy ratified and adopted by the Full Governing Body	Autumn 2026
Policy due for review	Autumn 2026

This policy should be read in conjunction with the school's:

- Assessment Policy
- Behaviour Policy
- Curriculum Policy
- EYFS Policy
- Feedback Guidelines
- Home Learning Guidance (on our school website)
- Presentation of Work Guidance

1. Introduction

Christ the Saviour Primary School aims to provide all children with the opportunity to develop academically, emotionally and socially. The aim of this policy is to outline the approaches adopted by school staff as to **how** we provide the highest educational standards to enable children to: acquire key skills and knowledge; become self motivated and independent learners and develop critical thinking skills in a learning environment that is calm, safe and organised.

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.

2. School Vision

Rooted in our Christian foundation, we are an aspirational community loving and serving God. We seek to recognise and develop our unique gifts in accordance with the biblical principles of inclusiveness, tolerance and love, preparing children to be educated citizens in a global world.

3. Organisation and Planning

We are committed to following programmes of study as required by the National Curriculum 2014. The content of what we teach is outlined in our Curriculum Policy. Teachers plan high quality and engaging lessons; they have access to and use the following support documents (which can be found in the [curriculum folder](#) on the teacher portal) to do this successfully:

Subject Curriculum Overviews: Curriculum overviews for each subject map the teaching content across the school from reception to year 6. These are prepared by the Subject Leads with the support of the Curriculum Lead. Subject curriculum overviews are also available on our school website on the [subject curriculum pages](#). These will be agreed at the start of the academic year.

Year Group Curriculum Overviews: The content taught in a year group is mapped in the year group curriculum overview which is prepared by the Curriculum Lead in conjunction with the Subject Leads and Year Leads. Year group curriculum overviews are also available on our school website on the [year group pages](#). These will be agreed at the start of each academic year.

Medium Term Planning: Medium term planning grids are used to map the key learning objectives, vocabulary and knowledge for each unit of work. These are prepared by the Subject Leads in conjunction with the Curriculum Lead and Year Leads. In science, computing, PSHE, RE, geography and history, units are planned around a key critical question. These will be agreed at least three weeks before they are due to be taught.

Progression Maps: These documents are used to map key learning objectives from Early Years through to Year 6. These are prepared by the Subject Leads in conjunction with Curriculum Lead and Year Leads. This is to support teachers with their understanding of key concepts and themes in units of work and new learning and how knowledge and skills are built up and sequenced over time.

Weekly and Daily Lesson Plans: Weekly and daily lesson plans are prepared by year group teams. When planning is written by one member of the year group, this must be shared with the team at least one week in advance of the lesson and should be uploaded to the relevant year group planning folder on the teacher portal. This gives time for other members of the team to gain full understanding of what is being taught and adapt the planning to meet the needs of the learners in each individual classroom. Learning should be planned in units to ensure clear sequence and progression of skills and knowledge.

We are guided by the following research and evidence informed practices which underpins our principles of Teaching and Learning with the aim to transfer new learning successfully from the working memory to the long term memory and to prevent cognitive overload:

- Rosenshine's Principles of Instruction
- The Science of Learning (Deans For Impact)
- Guidance documents from Education Endowment Fund
- The Great Teaching Toolkit (Evidence Based Education)

When planning lessons, teachers consider the following:

Why?	Why are pupils learning this today?
What?	What prior knowledge do you want to reactivate? What is the key knowledge you want the pupils to learn? What is the key vocabulary you expect them to be using? What are the key concepts being developed? What are the key skills pupils are learning?
Why Now?	How does today's lesson build on what the pupils learnt yesterday/ last week/ last term/last year?
Where Next?	How is what the pupils learn today going to help them with what they will learn next?

Lessons should begin with

- a recap to activate prior learning
- the addressing of any misconceptions from previous lessons
- time for pupils to respond to any marking comments

New content delivered in each lesson should involve the following sequence.

- A clear learning objective with an explanation of how it fits into the wider sequence of lessons
- Questioning of pupils to ascertain prior knowledge of new LO and identify any misconceptions

- Teacher modelling of new ideas, content or concepts with the presentation/generation of clear success criteria
- The use of scaffolding and worked examples to support learning with the view to take these away as children become more independent in their learning
- Use of AFL strategies such as questioning to check for understanding, low stake quizzes, short assessment games and mini tests throughout the lesson to assess pupils' understanding
- Opportunities for guided and independent practice
- A plenary at the end of the lesson to consolidate the learning process.

After a lesson has been taught teachers should evaluate their planning, either individually or in a team meeting discussion, making notes about which teaching strategies were impactful, what misconceptions had to be addressed and what could be improved for next time. This is to ensure that ineffective strategies and poor planning are not repeated and that successful practice is recognised and built upon week by week, term by term and year by year. Planning should never be cut and pasted and used from the previous year without it having been thoroughly reviewed and evaluated.

4. **Learning Environments including Learning Walls**

Learning environments should be calm, safe, organised and uncluttered. There should be no more than 16 tables in KS1 and KS2 classrooms and classroom furniture should be organised in a way that facilitates high levels of collaborative learning and engagement.

Each class should have learning walls for the following subject areas: English, Maths, RE and one other subject. Learning walls should have displayed subject specific vocabulary; critical questions linked to the current unit or book; examples of good models and evidence of prior knowledge (where appropriate). Teachers are expected to update their learning walls regularly throughout the week. Please see Appendix A for models of best practice.

The CtS School Rules and Zones of Regulation should also be displayed within the classroom as well as a teacher notice board that must include seating plans, class timetable, lining up order and class monitors. This information should be displayed in a neat and tidy manner by the teacher's desk so that it is accessible for specialist teachers and supply teachers.

5. **Active Teaching Strategies & Differentiation**

We believe that children learn best when they are **actively involved and engaged** in their learning at an appropriate level to match their learning needs. Active teaching strategies enable pupils to become self-motivated, independent learners. Active teaching strategies are used throughout lessons to ensure high levels of engagement, collaborative learning, pupil discussion and debate, practical experiences and the development of critical thinking skills.

Google Classroom as a tool for effectively engaging pupils in their learning is used throughout KS2, for example through Google Forms to log and analyse science experiment data or facilitate exit tickets; Google Classroom for submitting work and feedback online, Jamboard to facilitate collaborative working

To promote the use of active learning, the use of presentation slides should be kept to no more than **4-6 slides per lesson**. Google Classroom is our platform for interactive learning and Google Slides is the main format for presenting to pupils. The Comic Sans or Comic Neue font should be used for handouts, flipcharts/ slides and all learning materials.

Active teaching strategies most commonly used at CtS include, but are not limited to:

- Range of open and closed questioning to prompt, extend and challenge children's thinking;
- Opportunities for explanation and reasoning, problem solving and investigation;
- Open ended activities such as diamond 9, Checked in Line Up, True/ False/ Maybe, double bubble Venn diagrams to prompt pupil discussion
- Drama activities including role play, freeze frame/tableau, improvisation and conscience alley.
- Activities that require explanation should be meaningfully organised. This develops meaning and understanding.
- Rehearsing stories and using mnemonics and actions to help children remember difficult content
- Daily practise of key language and vocabulary
- Practising oral rehearsal of facts and knowledge - at first scaffolded by knowledge organisers and then eventually withdrawn

6. Assessment

We undertake two different but complementary types of assessment:

- [assessment for learning](#) (AfL) - *formative assessment*
- [assessment of learning](#) (AoL) - *summative assessment (both statutory and non statutory)*

AfL involves the daily use of informal, low stakes assessment in the classroom to raise pupil achievement.

It should be used to inform planning and be embedded into every lesson. We aim to assess where pupils are in their understanding, share instant feedback for the pupil and provide opportunities for pupils and teachers to identify next steps in learning. This can take place during lessons, after lessons (through teacher evaluations and marking) and more formal assessments.

Strategies most commonly used at CtS include:

- Targeted questioning, use of whiteboards, thumbs up, learning reflections, quizzes, peer marking, self assessment, opportunities for fluency and arithmetic in maths, verbal feedback, written feedback

AfL should be evidenced in teachers' planning, annotations and in feedback in pupils' books. Evidence may also be kept in online markbooks.

Assessment of learning involves making summative judgements about pupils' attainment at the end of a unit of work, the end of a term, the end of a year or the end of a key stage. For more details, please refer to the

Assessment Policy

7. Resources

Resources are used everyday to support children's learning. These may include but are not limited to the following:

peer on peer support; access to word banks, chromebooks, knowledge organisers, practical resources and manipulatives. Each classroom has a basic set of age appropriate resources and children are taught to access these resources independently and in a safe way. By doing so, children independently organise their own learning and are able to begin their learning quickly- no learning time is lost.

Everyday resources such as pencils, pens, rulers and rubbers should be on pupil desks in organised storage.

Other resources (such as those listed below) should be stored neatly in clearly labelled drawers and in an easily accessible location to promote pupil independence:

- Whiteboards; whiteboard markers; spare pencils; spare pens; glue sticks and scissors

The use of practical resources such as manipulatives, vocabulary mats and other topic specific objects is commonplace in our classrooms and should be readily accessible at all times

We believe that the role of the teaching assistant is an invaluable resource within the classroom.

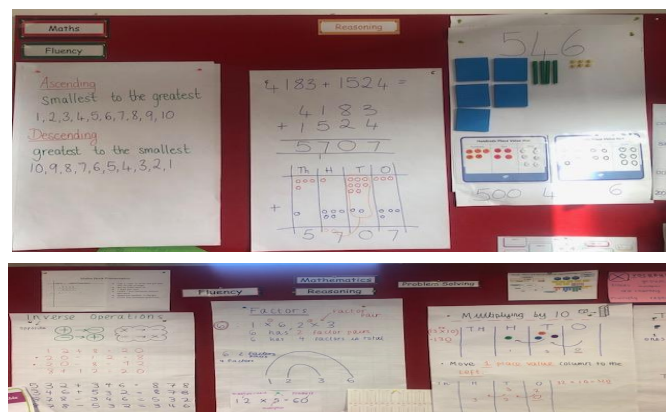
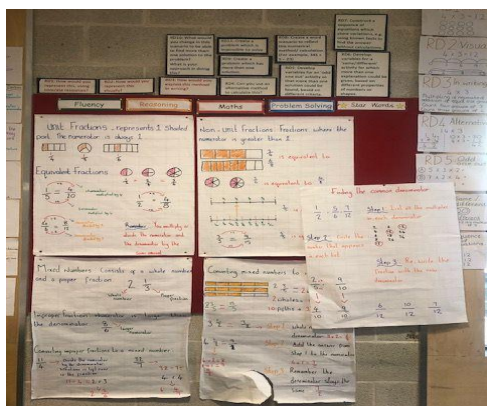
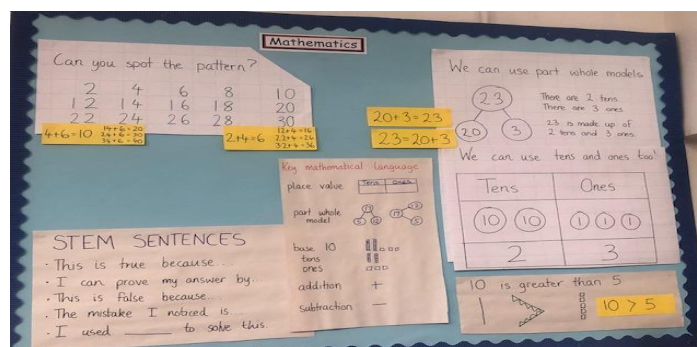
At CtS teaching assistants are well deployed; working alongside the class teacher, they optimise learning opportunities with small groups or individual children both within the classroom and during intervention activities.

8. Monitoring and review

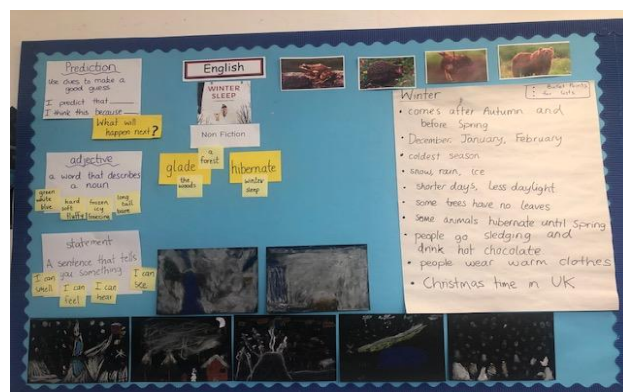
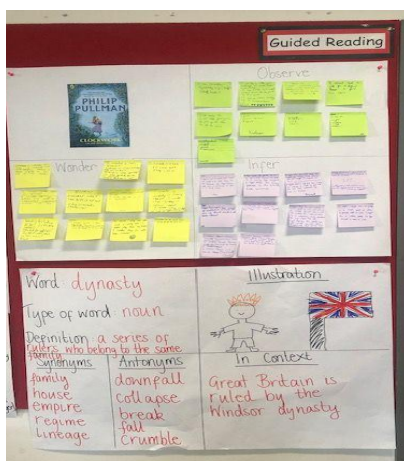
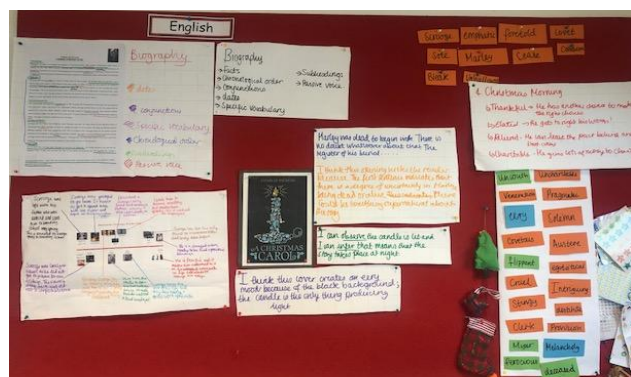
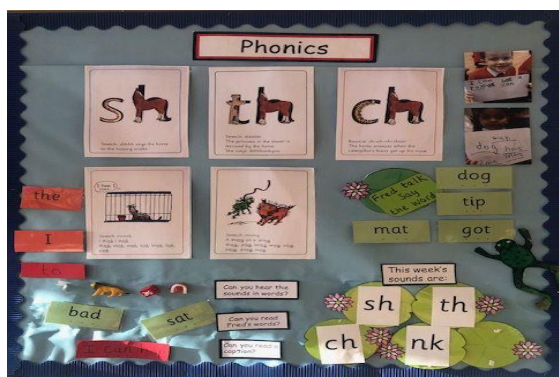
Our Teaching and Learning Lead, Geraldine Valentin is responsible for monitoring the implementation of this policy. This policy will be revised as required.

Appendix A: Examples of Learning Walls

Maths Learning Walls



Phonics , Reading and English Learning Walls



All Other Subjects

