

Christ Church C of E Teaching and Learning Policy

Aims

At Christ Church our aim is to develop confident, enthusiastic and effective teachers and learners and to ensure that, as pupils leave the school, they have a desire to continue to learn. We strive to *'provide opportunities for all children to fulfil their potential through a commitment of high standards and excellence within an engaging and rich curriculum.'* We aim to positively influence their lives within a strong Christian ethos so that when pupils look back on their time at our school, they do so with positive regard of the experience they received.

Teaching

At Christ Church we believe children learn best when:

- direct experience is placed at the centre of the curriculum
- a wide range of first hand experiences are offered both within the school and beyond
- assessment for learning is regular, consistent, familiar and makes a good contribution to children's progress
- pupils are given opportunities to make their own choices and use their own ideas, assess themselves and to understand how to improve
- staff ensure children feel secure, gain confidence and can communicate effectively with others
- learning is purposeful and pupils are challenged, stimulated and are active participants in their own learning
- there is evidence of visual, auditory, kinesthetic and tactile learning in lessons to match the needs of learners
- children are encouraged to make links between their learning
- teaching methods are imaginative and lead to a high level of interest from pupils
- adults relate well to pupils and expect them to work hard and develop resilience
- teaching assistants and teachers work together to make a significant contribution.
- questioning is effective and purposeful

Culture for Learning

At Christ Church we believe children learn best when:

- learning processes are made 'visible' to children (i.e. not necessarily always best 'work' displayed)
- praise/ positive reinforcement is a high priority and is effective in improving performance

- children demonstrate their knowledge and understanding through a wide range of media e.g. art, drama, dance, music
- enquiry, problem solving, reasoning, creative thinking are strong features of classroom activity; risk-taking and resilience is observed in children
- children often work collaboratively (peer-peer learning is highly valued)
- interests of children used to inform teaching
- children contribute actively to learning; they show autonomy and independence in open ended activities
- enjoy learning and take pride in their achievements
- reflect on the quality of their work and develop an understanding of how to be an effective learner
- be actively involved in all aspects of school life
- children, adults and parents work with each other, drawing resources from the school, locality and wider community to create a challenging, distinctive and exciting curriculum

The Learning Environment

At Christ Church we believe children learn best when:

- there is a welcoming and supportive atmosphere
- there is a *buzz* when entering the classroom
- all children have an entitlement to a well-resourced and rich learning environment that promotes their sense of responsibility and autonomy
- there is a well-resourced and well-planned environment
- space is used carefully to support the creative curriculum; the topic and learning journey is clearly evident
- local area and community links are used widely as a learning resource

Implementation

It is the responsibility of all teaching staff to implement this policy. It is the responsibility of subject leaders to ensure that each subject is led by the same ethos. It is the responsibility of the Key Stage coordinators to ensure that the teaching and learning policy is implemented through their key stage. It is the responsibility of the SLT to ensure that the teaching and learning policy is followed throughout the school.

Coaching and Mentoring for all teaching staff

All staff are offered ongoing training and support to develop themselves professionally and improve the standard of their teaching to support all learners. Staff consult with DHT (Kay Taylor) termly and an individual teaching and learning plan is written and implemented for all teaching staff (post NQTs) in order to support their personal interests in further training and development from monitoring feedback. Plans include coaching and mentoring by more experienced/outstanding teachers, support by subject leads, shared planning/consultation time and team teaching and observing good practice in other classes and schools. Support staff may receive training in how to deliver interventions which narrow the gap for specific groups and individuals - this will be in consultation with the SENcO. Teaching and pupil interventions are reviewed during pupil progress meetings each term. The impact of teachers individualised plans are reviewed half termly and at performance management reviews termly.

Monitoring

The monitoring of teaching will take place through planning and books looks, pupil and teacher discussion and formal observations for both English and maths every term. Monitoring will be more frequent and additional support will be given where concerns are raised and teaching is not yet consistently good. Science and topic lessons will also feed into the monitoring cycle and be informally observed through planning and book looks across the school. There will be learning walks to monitor that the teaching and learning policy is being implemented with governors invited and informed through outcomes and provisions committees.

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