

Christ Church Charnock Richard C.E Primary School

*Inspired to learn, grow and flourish within our
Christian family*



Teaching and Learning Policy

Updated September 2021



'Inspired to learn, grow and flourish within our Christian family'

'I can do all things because Christ gives me strength' Phil 4:13

Ethos

In accordance with our Mission Statement, the school team prepares children for their future by helping them achieve their full potential as part of the Christian family and as members of the wider community

Beliefs

With Christ as our guide together we:

Promote an ethos that values and celebrates that all children are special and unique with many talents

Develop happy, resilient and confident children who thrive in body, mind and spirit

Provide high quality learning and a wide range of experiences that are challenging but fun

Create an environment that is stimulating, welcoming and purposeful for all members of the school community

Encourage children to be tolerant, caring and respectful towards others, and the world around them

Values

Underpinning our ethos are our core Christian values which were chosen by pupils, parents, staff and governors. Our Christian values are:

Trust
Koinonia
Compassion
Love
Thankfulness
Forgiveness
Service

These values are central to all we do at Christ Church Charnock Richard Church of England Primary School: through our curriculum, behaviour policy, celebrating each other's achievements and uniqueness and discussions of the wider world

We believe that our Christian ethos and aims support and prepare our children on their journey to becoming respectful, responsible citizens of the future.

Christ Church Charnock Richard CE Primary School

Teaching and Learning Policy

At Christ Church CE Primary School, we believe learning is a lifelong process that should be a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners and to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

Purpose & Aims

This policy outlines the approach to Teaching and Learning in our school, and aims to develop a consistent approach to ensure the highest possible standards.

Through our teaching, we aim to:

- enable children to become independent, resilient and confident learners reaching their full potential;
- promote characteristics of learning: confidence, getting along, organisation, resilience and persistence;
- help children to develop positive relationships with others and work collaboratively in a variety of situations;
- show respect for all races & cultures and, in so doing, to promote positive attitudes towards other people

We believe that people learn in different ways. We provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. Through our teaching, we aim to:

- enable children to become confident, resourceful, enquiring and independent learners
- foster children's self-esteem and help them build positive relationships with their peers and other adults
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- show respect for all races & cultures and, in so doing, promote positive attitudes towards other people
- enable children to understand their community and help them feel valued as part of this community
- help children grow into reliable, independent and positive citizens
- encourage children to take pride in their work and the work of others
- help children achieve their full potential in terms of academic progress, aesthetic appreciation, physical development and spiritual awareness

Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. When planning, we consider these learning styles to ensure that we offer opportunities for children to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- whole-class work
- group work (in groups selected for different reasons)
- paired work
- individual work
- independent work, which is child directed
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT resources
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- responding to musical or pre-recorded material
- debates, discussions, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity
- preparation for competitive activities
- setting challenges for themselves
- outdoor learning opportunities

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and how to overcome challenges in their learning.

Effective Teaching

When teaching, we focus on motivating children and in developing and applying their skills, knowledge and understanding across the curriculum so they can reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

Policy documents and schemes of work are developed by curriculum leaders in collaboration with the whole staff and governors and are reviewed regularly. Curriculum staff meetings are used to discuss aspects of teaching & learning and to ensure standards are maintained & there is consistency in approach. There is an expectation that all staff who have a teaching role/input will attend these meetings unless told otherwise.

We plan our lessons with clear, focussed learning objectives. Our lesson plans contain success criteria, information about the activities/tasks set and the resources needed. We evaluate lessons, identifying pupil's next steps, so that we can modify and improve our teaching in subsequent lessons.

Learning should be structured to ensure that pupils make progress during lessons and to enable them to become increasingly independent, with the ability to work with increasing and sustained concentration. To ensure lessons are well paced and progress is evident, lessons will include the following elements of Assessment For Learning (AfL):

- **Focussed Learning Objectives**

Teachers will display and discuss the Learning Objective with children for each lesson, and will refer to it regularly. The Learning Objective may be skill or knowledge focused, and will be concise and in child friendly vocabulary.

- **Success Criteria**

The Success Criteria for a piece of work (outcome) will be shared with children. More importantly, the process of 'how' to achieve the LO or outcome will be shared with children. When possible, the children will be involved in generating the success criteria, which will also be displayed during the lesson.

- **Questioning**

Different types of questions will be asked during lessons including closed/open questions and lower & higher order questioning to develop thinking skills (e.g. Bloom's Taxonomy). These will be differentiated for children and will enable teachers to assess prior understanding, and progress during the lesson. Opportunities will also be planned for children to ask their own questions.

- **Feedback & Marking**

Regular feedback will be given to children, verbally or written. Comments will refer to the Learning Objective and the Success Criteria discussed with the children. Where appropriate class teachers will provide time at the beginning of lessons for pupils to read, understand and respond to CT written comments. Children are expected to respond to highlighted CT comments, and, in turn, CT have a responsibility to check back & acknowledge pupil responses. Children can also be in charge of marking their own work within the lesson as live marking to quickly identify any problems/misconceptions.

- **Self & Peer Assessment**

When appropriate, opportunities will be given during lessons for children to review their learning and understanding against the Learning Objective and Success Criteria. Older children may be asked to support each other in doing this. Class teachers will establish appropriate ground rules for effective self and peer assessment. Includes live marking.

- **Plenary and reviewing learning**

Time will be planned throughout (mini plenaries) and at the end of the lesson for children to review their learning and progress against the Learning Objective. Children's success may be celebrated, common misconceptions and errors addressed, and the children's learning may be applied to a different form of problem or applied in a different situation. As pupils progress through school, they will also be expected to verbalise and talk about their learning at greater lengths.

- **Pupil Involvement**

During lessons, opportunities will be given for children to be involved in their learning. Children will be encouraged to discuss questions in pairs and groups (learning partners); edit and improve examples and give answers to questions. Pupils will also be encouraged and expected to review their own learning, and discuss what they have done well, and what they need extra help with. They will also work with partners

and as a class to peer mark others' work and mark own work.

We base our teaching on our knowledge of the children's level of attainment and their prior knowledge and understanding. Our primary focus is to develop further the knowledge and skills of the children. When planning work for children with Special Educational Needs we give due regard to information and targets contained in the children's Individual Education Plans (I.E.P.s). We strive to meet the needs of all our children, to ensure that we meet all statutory requirements related to matters of education. We have high expectations of all children, and we encourage all pupils to produce work of the highest possible standard.

We ensure that all tasks and activities children do are safe. When we plan to take children out of school, we inform parents and obtain their permission, following LA guidelines/policy regarding educational/off-site visits, and ensuring the transportation and venue are visited prior to the visit and risk assessments are completed.

Relationships

Our staff make every effort to establish good working relationships with all children in the class, modelling learning and expected behaviour for the children. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities, valuing every child's contribution. All our teachers follow the school policy with regard to behaviour and classroom management. In addition, class rules are agreed with children. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for consequences as outlined in our school Behaviour Management Policy.

Learning Environment

We firmly believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources. Classrooms should always be tidy & bright, and should be word and number rich. Displays might be used to:

- Celebrate success - achievement, writer of the week, reading superstar, vocabulary ninja, early bird guru
- Support class organisation – visual timetables, clearly labelled resources
- Promote Independence by providing prompts – questions, support for when children are stuck
- Support learning – working walls, presentation examples, interactive & challenging
- Promote the Christian ethos – worship area, prayer space

We change displays regularly, to ensure that the classroom reflects the topics studied by the children. Each classroom is equipped with a collection of basic resources for most areas of the curriculum. These resources are the responsibility of the class teacher. Children are made aware of where resources are kept and the rules for their access and use. Children are encouraged to act independently when choosing, collecting and returning resources. Central resources are generally the responsibility of the curriculum leaders each of whom has a budget for the year. Stationery items and general resources are stored centrally.

Teaching Assistants

We deploy Teaching Assistants and other adult helpers throughout school to support learning as effectively as possible. Some staff support individual children or small groups, either inside or outside the classroom depending upon the nature of the support. They may be involved in:

- direct teaching (under the direction of the CT)
- supporting assessments of children's understanding
- enhancing teaching & learning
- developing children's independence
- observing children's responses and informing the teacher
- preparing resources, displays
- marking & feedback

Volunteer helpers are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on visits and in providing other help, such as ICT expertise.

The Role of Curriculum Leaders

Curriculum leaders fulfil a variety of roles. They take the lead in policy development and the production of schemes of work. They offer support to colleagues, informing them of curriculum developments, monitor standards & progress in curriculum areas, take responsibility for the purchase and organisation of specific resources and are expected to keep up to date through reading and attending relevant courses. See Monitoring & Evaluating Schedule and Subject Leader Yearly plan of Action for further details.

Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding regular consultation evenings in which we explain the progress made by each child and indicate how the child can improve further;
- sending an annual report to parents explaining the progress made by their child and indicating areas for improvement;
- holding class information nights to explain the work covered and the strategies and methods taught to the children, support their children with homework;
- One to one meeting
- School Reading Records
- Class newsletters/ curriculum overview
- School website/ school app/ twitter

We believe that parents have a responsibility to support their children and the school in implementing school policies. We would like parents to support their child's learning through the following:

- arriving for school punctually
- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and P.E. kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- encourage their child to complete homework on time;
- fulfil the requirements set out in the home/school agreement.

Role of Governors

Our governors support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring & Evaluation

This Policy will be used to monitor teaching and learning throughout school. It will be regularly reviewed with staff.

Review

This policy was reviewed and updated in September 2021 and will be reviewed during the Summer term July 2023.