




“I have come in order that you might have life – life in all its fullness.”
John 10:10

Teaching and Learning Policy

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| Statutory policy: Yes/No On school website: Yes/No | |

TEACHING AND LEARNING POLICY

1. Aims

At Christ Church First School, we are guided by our school maxim, which underpins everything we do: “Children don’t care how much you know, until they know how much you care.” We aim to provide children with opportunities to develop towards their full potential: academically, socially and emotionally. We are committed to providing a secure and nurturing environment in order for all children to achieve their very best.

2. Principles

Learning is the key purpose of our school. It is a shared commitment, and we recognise that it involves children, staff, parents, governors, the church and partnerships within the wider community. The design of our curriculum ensures that children:

- aim to achieve Age-Related Expectations (ARE);
- develop a life-long love of learning;
- develop skills for life in order for them to take an active social role as future citizens;
- develop resilience and positive learning behaviours.

3. Ethos

At Christ Church First School, we are committed to our core Christian values: Respect, Thankfulness, Perseverance, Forgiveness and Responsibility. We endeavour to feed these into our daily life at school, encouraging children to abide by them and celebrating success related to them with weekly certificates. Our school maxim “*Children don’t care how much you know, until they know how much you care*” is of utmost importance to us, and is reflected in our nurturing, caring and inclusive approach.

4. Curriculum

For children in Key Stages 1 and 2 (Years 1 to 4), we follow the National Curriculum 2014, covering the compulsory subjects of: English, Maths, Science, Design and Technology, History, Geography, Art and Design, Music, Physical Education, Computing, Religious Education (and Modern Foreign Languages for children in Key Stage 2). As a Church of England school, we are guided by our Christian ethos and we take into account links to spiritual, moral, social and cultural development (SMSC) and British Values.

For children in the Early Years (Nursery and Reception) the curriculum follows the statutory prime and specific areas of the Early Years Foundation Stage (EYFS). This sets a standard to ensure an inclusive curriculum where each unique child in our care learns, develops well and is kept healthy and safe. We strive to offer all our

children a playful and challenging EYFS curriculum, with careful consideration to the three characteristics of effective teaching and learning: playful and exploring; active learning; creating and thinking critically. Our Nursery plans an age-appropriate curriculum for two-year-olds who access their funded places and three/four-year-olds who play and learn with us until their entry to school.

English is taught throughout the school using the Talk for Writing Story Making approach, along with Letters and Sounds for phonics and the Penpals handwriting scheme. Reading books come from a range of schemes but are all levelled according to coloured book bands. Maths is taught through a mastery approach, using the White Rose Maths Hub, alongside assessments and resources from NCETM and others. Children are also taught daily maths skills using Fundamentals Maths and maths ladders to reward learning. Other strategies used throughout the curriculum include REAL PE, Somerset AMV in RE and SEAL/circle time in personal, social, health and economic (PSHE) education.

To enhance and build on the statutory requirements, our staff have worked collaboratively to create a theme-based, mastery curriculum that is creative, fun and interesting. Our curriculum aims to enable all children to become confident, successful individuals who make progress, achieve, and enjoy learning.

5. Roles and Responsibilities

At Christ Church First School, we have high expectations for all children and strive to help them achieve their full potential. A personalised approach to learning is key to enable us to reach this goal. In order to support all children, we:

- provide quality first teaching;
- use ongoing data analysis to feed into focused termly pupil progress meetings with class teachers;
- ensure differentiation within lessons and teaching activities;
- use a system of “non-negotiables” to ensure consistency in provision throughout the school;
- have dedicated teaching assistants within classrooms and to run interventions;
- employ lunchtime supervisors/play leaders to lead and encourage positive social behaviours;
- consistently apply our whole-school behaviour management policy.

In addition, to support and to “close the gap” for those from disadvantaged backgrounds, those who enter school significantly below nationally expected levels and/or those with SEND, we:

- use a range of highly skilled additional adults from both within our school staff and from outside agencies;
- offer two-year-old funded places to those children who meet the criteria;

- use the Key Stage Two Learning Hub to provide daily learning, social and emotional interventions;
- use our Nurture Group, Little Gems, to provide children with an alternative curriculum, addressing attachment, social and emotional difficulties;
- ensure all staff have up-to-date Child Protection and Team Teach training;
- work closely with PAT workers, PFSAs and social workers from children services.

We believe that all members of our school community should work together towards achieving our aims. This is evident in our interaction with the children: modelling and promoting positive behaviours; encouraging positive relationships; being mutually respectful, respecting their rights, values and beliefs, and recognising the importance of different cultures.

We encourage parents/carers to support their child's learning by ensuring regular attendance; adhering to the school's uniform code; participating in discussions about their child's progress and attainment; supporting the implementation of any additional support programmes; actively supporting the school's Home Learning Policy and Home–School Agreement. We do this through a weekly school newsletter; regular communication with parents about forthcoming events; twice-yearly parent consultation meetings; written reports and an optional parent consultation meeting; statutory two-year-old checks; encouraging attendance at key whole-school events throughout the year; and an “open door” policy which welcomes parents/carers to engage with us. We believe that our caring attitude must extend to the families of our children, and building trusting, professional relationships with parents/carers will be beneficial to learning.

6. Planning and Organisation

We are committed to following the programmes of study, as set out in the National Curriculum 2014. Our long-term planning consists of a two-year rolling programme; created collaboratively by teaching staff and carefully balanced to ensure full coverage. Class teachers within teams (Nursery; Rec/Y1; Y1/Y2; Y3/Y4) then create medium-term planning each half-term. Weekly lesson planning is developed by teachers, based on their own class, taking into account the learning needs, learning styles and previous knowledge and understanding of the children. Teachers have paper copies of plans for each week available in the classroom, and copies of all planning documents are stored electronically on the school's secure P Drive.

At our school, we believe that the learning environment is particularly important. Therefore, we ensure classrooms throughout the school are well equipped with age-appropriate, relevant resources, enabling all children to access the learning.

Members of the SLT, as a part of termly learning walks, regularly check learning environments.

We aim to encourage all children to develop positive learning behaviours, enabling them to become life-long learners, and this is achieved in a number of ways:

- All adults in the school model appropriate language, social and learning behaviours.
- We actively take part in sporting events, competitions and festivals, creating links with other local schools and Somerset Activity and Sports Partnership (SASP). This promotes and encourages a healthy lifestyle for the children, and provides extra development opportunities for those achieving above age-related expectations.
- Children are able to access a range of after school extracurricular clubs, including sports, arts, cooking, French and homework club.
- Children take part in out of school trips and visits related to the curriculum, and there are visitors to school and the Year 4 Residential Visit.
- All children are able to have a free daily “Magic Breakfast” and can choose to have either packed lunches or hot school meals each day. We encourage children to bring healthy snacks and packed lunches. Milk is provided daily for children in Nursery and Reception, as is a daily fruit/vegetable snack for all in Early Years and KS1. Water is also available to children in all classes.
- We focus on children taking responsibility for their learning and being active learners. There is much emphasis throughout the school on children talking, explaining and reasoning. Children are encouraged to talk in full sentences and to expand their vocabulary.
- We reward children’s learning and good behaviour choices through the whole-school behaviour management system. Each class has weekly Golden Time on a Friday afternoon. The Headteacher awards weekly certificates based on the school’s values and each term two children per class are nominated to receive a Headteacher’s Commendation.
- Children’s learning in the EYFS is maximised by providing structured play and planned teaching opportunities within a secure, caring and enabling environment. A qualified Early Years class teacher, who works closely with the Reception class teachers and SENCO within the school, leads our team of dedicated Nursery staff. Children’s development and progress is closely monitored and continuously assessed using the “2 Build A Profile” interactive programme.

7. Monitoring and Evaluation

The Subject Leaders for English and Maths monitor and evaluate through learning walks, lessons observations, book/work scrutiny and discussions with staff and pupils. “Book Looks” and moderation of work are also done as a part of CPD in staff

meetings. Subject Leaders attend annual moderation events led within the county/local schools. Planning is saved to the secure P Drive so it can be accessed and monitored by the SLT.

All other subject areas are monitored by the relevant Subject Leaders and this is discussed as a part of the Performance Management process. Detailed audits are carried out for each subject on a four-year cycle, during which time lesson observations, book and planning scrutiny take place.

All class teachers have the right to receive professional development and feedback from the Headteacher, which will include lesson observations throughout the school year. In addition to this, the SLT undertake regular Learning Walks with an agreed focus, usually linked to the School Development Plan.

A termly review of children's progress is made with all members of teaching staff in Pupil Progress meetings, which include analysis of data, discussions about the impact of interventions and future planning to meet children's needs.

The performance management cycle informs teaching and learning: reviewing and setting curriculum targets; reviewing the impact of Subject Leader roles; and identifying areas for development.

8. Related Policy Documents

- Assessment, Recording and Reporting Policy
- English Policy
- Handwriting Policy
- Mathematics Policy
- Calculation Policy
- Early Years Foundation Stage (EYFS) Policy
- Nursery Admissions Policy
- Responding to Learning (Marking and Feedback) Policy
- Teacher Appraisal (Performance Management) Policy
- Staff Development and Training Policy
- SEND Policy
- Homework Policy
- Home–School Agreement