



“Let your light shine brightly.”

Matthew 5:16

Teaching and Learning Policy

Policy accepted by SLT on:	20/9/2021
Next review:	Autumn 2024
Signed (Headteacher):	R. Kaye
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 vision, which underpins everything we do:

We want Christ Church to be a shining example of Jesus' love and kindness. We are an inclusive Christian learning community where everyone is welcome and valued, and all are inspired to be the best they can be. We want all children to thrive and flourish in every way, developing a love of learning, discovering their unique strengths and talents, and growing in character and confidence so that their light shines brightly for all to see.

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 six core Christian values: Kindness, Courage, Respect, Responsibility, Perseverance and Forgiveness. 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, Relationships and Health Education (from September 2020), 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 Values.

For children in the Early Years (Nursery and Reception) the curriculum follows the statutory prime and specific areas of the *Statutory Framework for the Early Years Foundation Stage: Setting the standards for learning, development and care for children from birth to five* (DfE, effective from September 2021). 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, with Letters and Sounds for Phonics and the Penpals handwriting scheme. Early reading books are predominantly from Collins Big Cat Phonics (although some books from other schemes are included); they are fully phonically decodable and closely matched to the Letters and Sounds phonic phases. All reading books are 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. Throughout the school, additional maths skills are taught daily through Number Sense Maths, which builds fluency in addition and subtraction facts, and develops a deep understanding of number and number relationships. Other strategies used throughout the curriculum include *REAL PE* for Physical Education, *Awareness, Mystery and Value (AMV: Somerset's Agreed Syllabus for Religious Education)* and *Jigsaw* in Personal, Social, Health and Citizenship Education (PSHCE).

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.

For children entitled to Pupil Premium funding, additional support is available. For more information, please see the Pupil Premium Policy.

For children with Special Educational Needs and Disabilities (SEND), additional support is available. For details of full provision for SEND, please see the school's policy.

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; and actively supporting the school's Home Learning Policy and Home-School Agreement. We do this through regular communication with parents, for example:

- verbally – at the start and end of the school day;
- in writing – in regular school newsletters and occasional texts;
- at twice-yearly parent consultation meetings;
- in written end-of-year reports and optional follow-up parent consultation meetings;
- when carrying out statutory two-year-old checks;
- by encouraging attendance at key whole-school events throughout the year; and
- as part of our ongoing "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 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, there are visitors to school and there is 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. Based on the model by Paul Dix (*When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour* (ITP, 2017)), each class has a Rainbow of Recognition to recognise and reward children who have gone "above and beyond". Staff follow an agreed Behaviour Blueprint to manage behaviour in a consistent and calm manner. Each class has weekly Golden Time on a Friday afternoon. Weekly certificates are awarded based on the school's values and at the end of each half-term two children per class are nominated to receive a Headteacher's Commendation.
- Children's learning in the EYFS is maximised by providing continuous provision in learning environments that are well-resourced, attractive, secure, caring and enabling. Structured play and planned teaching opportunities are led by Early Years class teachers and our team of dedicated Nursery and Reception support staff. Children's development is observed, monitored and tracked. Each child's

individual Learning Journey provides an ongoing record of progress and attainment.

7. Monitoring and Evaluation

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.

Subject Leaders for English and Maths monitor and evaluate the quality of education through learning walks, lesson observations, book/work scrutiny, and discussions with staff and pupils about their experience of learning. SLT organise “book looks” and moderation of work in staff meetings. Subject Leaders attend annual moderation events led within the county/local schools. Planning is saved to the secure P Drive and is accessed and monitored by the SLT each week.

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.

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/Other 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
- SEN Policy
- Pupil Premium Policy
- Homework Policy
- Home–School Agreement
- Covid-19 Opening of School September 2020 Risk Assessment
- CCFS Planning for Remote Learning 2020–21

9. Post Covid-19 arrangements

Following the nationwide lockdowns, school closures and range of measures put in place during the pandemic, we made some significant changes to the ways in which we communicate and interact with parents/carers in school.

From September 2021, there may still need be some safety measures. However, we continue to strive to maintain our caring and communicative attitude, albeit socially distanced. We recognise that these measures are essential to protect the health and well-being of our staff, children, their families and the wider community. The changes may also continue to affect the day-to-day running and structure of classes/staffing of the school. Some of our usual activities and procedures will be put “on hold” during the pandemic but risks are continuously reassessed as restrictions are lifted. There is a clear programme and plan for remote learning should it be needed in the event of self-isolation at home.

Full details of these changes and procedures can be found in the school’s “Covid-19 Opening of School September 2020” Risk Assessment and “CCFS Planning for Remote Learning 2020–21” documents.