

Christ Church C.E. School
Teaching and Learning Policy
September 2024



Christ Church
C of E Primary School
Regents Park
NW1 4BD



Vision and Values



The Christian faith is at the heart of our school community.

At Christ Church we all care, learn and work together for God and others.

'For we are all God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do'. Ephesians 2:10

Our Christian Values are

Creation, Community, Endurance, Thankfulness, Reconciliation, Wisdom

The distinctive nature of our approach to education can be found in our explicit Christian values, our collective worship, our grounded Christian ethos, our carefully crafted curriculum and in our Religious Education.

We aim to provide ambitious learning opportunities, promoting achievement in every area and nurturing social, emotional and spiritual well-being.

We actively promote the children's cultural capital (defined as the acquisition of skills and knowledge, which an individual can draw on to give them an advantage in life). We will introduce them to strong role models who will impart their knowledge and wisdom to help the children engender an appreciation of human creativity and achievement and to become responsible local and global citizens.

Character and resilience are the qualities we promote within our children, developing the inner resources that we call on to help us in life. We instil these qualities in our children to make sure that they are ready to make their way in the world as robust, confident and inquisitive individuals.

We know that confidence, knowledge and skills will help them to become compassionate and well-balanced young people. We want them to take their place in society as active citizens, economically independent, exemplifying the British values of equality, mutual respect, democracy, individual liberty and rule of law.

We use our six Christian values, Creation, Wisdom, Thankfulness, Community Endurance and Reconciliation, to reinforce and enrich our teaching wherever applicable.

- **Creation**

For every house is built by someone, but God is the builder of everything. Hebrews 3:4

- **Wisdom**

For the LORD gives wisdom; from his mouth come knowledge and understanding. Proverbs 2:6

- **Thankfulness**

Give thanks to the LORD, for he is good; his love endures forever. 1 Chronicles 16:34

- **Community**

My command is this: Love each other as I have loved you. John 15:12

- **Endurance**

Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up. Galatians 6:9

- **Reconciliation**

Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. Colossians 3:13

Our vision is inclusive and seeks to promote the whole child thrive within our Christ Church family.

Each member of our Christ church family; children, parents and staff are valued as God's creation. We believe in full inclusion and acceptance of all and that this allows every individual to flourish.

Christ Church C of E Primary School

Teaching and Learning Policy

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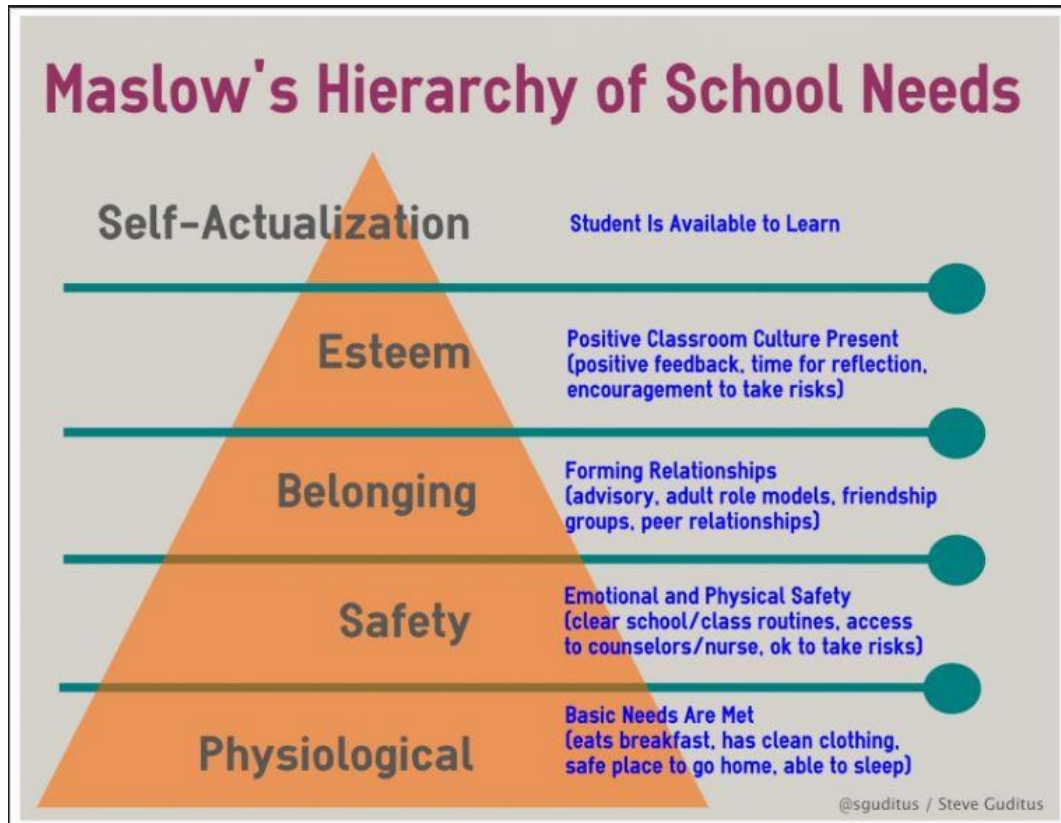
1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raise standards of achievement for all pupils in our school
- Involve pupils, parents/carers and the wider school community in pupils' learning and development

2. Our guiding principles

Our Christian vision and values, as outlined above, form the basis for all practice at Christ Church Primary School. The school has also adopted Maslow's Hierarchy of Needs for Learners.



Due to our school demographic, the stakeholders at Christ Church Primary have decided that this is the correct, initial approach for our children. It is not by any means the sole approach but it does permeate through all aspects of our learning and teaching and it melds well with the strong school ethos of inclusion for all and also our Christian values.

The Hierarchy of Needs

The physiological needs of the students are of utmost importance and hold the first level in Maslow's hierarchy of needs. These needs are the most basic and are related to a student's survival and success. This may include food, water, and shelter. If the physiological needs have not been met, the teacher should understand that students may not be able to focus fully on learning. Therefore, at Christ Church Primary, we make sure to provide adequate counselling, free breakfast club where necessary, support with housing needs, monitoring of safeguarding and taking appropriate action i.e., working in a positive way with external agencies such as Early Help and Social Services.

Understanding, and implementing, Maslow's Hierarchy is in the best interest of both the teacher and the students. A teacher should use his/her knowledge of the hierarchy to structure the class lesson and the environment. The classroom (or learning environment) should, preferably, meet as many of the needs of the students as possible, particularly, valuing contributions, differentiation, kinaesthetic and personalised learning styles, soft starts, grouping.

The second level consists of safety needs, which plays a critical role in achieving student success. A safe environment is not limited to physical parameters. Students must not only feel physically safe in the classroom but emotionally and psychologically safe as well. An environment must be provided where students feel free to ask questions and share ideas without any fear. The student must feel safe in the classroom and the learning environment before progressing to the next step in Maslow's hierarchy – the need for belonging.

In the third level of Maslow's Hierarchy, students need to feel a sense of belonging and love. At this level, students need to identify with other students and need to feel that they fit in. Our children often say 'we are brothers and sisters under this roof'. The student must feel that that they are important as an individual and as part of the group. This can be promoted in our classrooms by having strong and fair rules about respect for everyone linking to British Values e.g., jobs in the classroom and around the school, monitor roles which foster a sense of shared responsibility. The school creates a sense of community with strong links to our Christian Values.

Once these needs are met, the student may then move to the next level: the need for self-esteem/self-confidence. It is at this level that students are most receptive to learning and want to achieve a good level of self-esteem through recognition and achievement. Once this has been achieved, students may feel confident in their ability to learn and take responsibility for their own learning. To promote this notion of self-esteem, we involve the children in learner-centred activities such as peer-teaching (in the older classes) and peer assessment.

At the fifth level, self-actualisation becomes the motivating factor. At this point, students will strive for higher learning goals and seek to achieve them, such as aiming to get good feedback for their assignments, help one another, and contribute and engage with the learning.

"One can choose to go back toward safety or forward toward growth. Growth must be chosen again and again; fear must be overcome again and again."

– Abraham Maslow

When all levels of Maslow's Hierarchy of Needs are met, students will show their full ability and eagerness for learning.

Once these needs are met, we implement the curriculum using direct instruction as our secondary pedagogical approach. Direct Instruction following Rosenshine's principles has a clear, strong evidence base for effective teaching.

The Principles of Direct Instruction

Direct teaching/ instruction is based on view that taking a structured, sequenced approach to teaching content and processes enables all young learners to learn new skills:

1. Daily review.
2. Present new material using small steps.
3. Ask questions.
4. Provide models.
5. Guide Student practice.
6. Check for student understanding.
7. Obtain a high success rate.
8. Provide scaffolds for difficult tasks.
9. Independent practice.
10. Weekly and monthly review.

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning through setting and marking homework, regular meetings, Open Mornings and subject-specific workshops.
- Update parents/carers on pupils' progress and produce two written reports on their child's progress
- Meet the expectations set out in the following policies- behaviour, curriculum, marking and feedback.

At Christ Church we aim for outstanding teaching and learning across all lessons. In particular, we work hard to ensure that:

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively, using class behaviour charts (in all classes), with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Across the curriculum, teachers embed reading, writing and communication and, where appropriate mathematics, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Teachers encourage children to love the challenge of learning and become resilient to challenges. In addition, they strive to develop curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They aim to help pupils thrive in lessons and regularly provide opportunities to learn through extra-curricular and cross-curricular activities.
- Teachers aim to help children know how to improve their learning and become reflective learners. They provide opportunities to use written or oral feedback to improve understanding.
- Teachers provide parents with clear and timely information on their child's progress and how well their child is doing in relation to the expected standards. Parents are given guidance about how to support their child to improve.

- Teachers' CPD will be planned to support specific areas for development and will reflect the school development plan.
- Consistently use the behaviour policy and reward positive behaviour for learning.

3.2 Support staff

Support staff will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness, playing an active role at all stages of the lesson and at times assisting, with planning.
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in the following policies- behaviour, curriculum, marking and feedback.

3.3 Subject leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills which are continually reviewed.
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the following policies- behaviour, curriculum, marking and feedback

3.4 Senior leaders

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school

- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the following policies- behaviour, curriculum, marking and feedback.

3.5 Pupils

Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the behaviour policy.

Standard of presentation

- All staff are responsible for upholding a high standard of presentation in all areas of the curriculum. The date and Learning Intention should be underlined at the beginning of each page and children's books should be clearly labelled. Handwriting is taught consistently and discretely and children are encouraged to take pride in their presentation in order to encourage consistent standards.

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

To ensure a high level of teaching that is engaging for all children. Teachers will strive to plan an enriching curriculum reflective of the Christ Church cohort. Planning is purposeful and promotes progression and is informed by prior learning and assessment.

Stages of Planning	Purpose	Content
Long-term/Medium-term (curriculum map)	Shows coverage Provides breadth, balance and key experiences	Summary of subject content for each term/half-term per year group Cross-curricula links will be identified Links to equity and diversity goals will be identified Reviewed and revised annually
Short term planning	Provides a clear structure of success criteria to be achieved. Enables formative and summative assessment to take place, which then feeds into the planning cycle.	Clear learning intentions Success criteria A range of activities A range of resources Independent learning opportunities/developing children's interests Organisation and differentiation Use of other adults Assessment notes Evaluation

Teachers are encouraged to plan in a way which they feel most benefits their class and their current learning journey. This may be paper-based, or using tools such as SMART/Powerpoint.

Plans are monitored every term to check for quality and consistency, particularly in the application of school policies and procedures.

Learning Intention and Success Criteria

Every planned lesson has a clear learning intention that is made explicit from the start of the lesson and is referred to throughout.

The success criteria are differentiated and highlighted steps to success or what children must, should and could learn in the lesson. In KS2, children are also encouraged to write their own success criteria. This is a cyclical process and the success criteria are used as a tool for assessment and evaluation of the teaching and learning.

Resources

Staff draw from a wide range of resources to support teaching, all of which facilitate meaningful learning experiences. These include, amongst many others, visual and written sources, such as maps; objects and artefacts to aid enquiry skills and give children first-hand experiences; costumes to aid historical or geographical understanding and drama; and physical and fitness provision through a range of well-maintained equipment. We also employ the use of *Key Sports Education* sports coaches for individual classes in order to ensure specialist training opportunities run throughout the school.

ICT is embedded in all lessons and every classroom has an interactive whiteboard. Children have access to iPads and Chrome Books for Computing and for cross-curricular work.

Subject leaders ensure classrooms are stocked with all necessary resources. Teachers ensure children know how to access and use them and thus are given practical experiences to learn new concepts.

At Christ Church, we ensure that all classes benefit from new experiences through frequent educational visits and visitors, which enhance understanding and enjoyment of many curriculum areas.

Teachers are encouraged to speak to Subject Leaders about absent learning resources that the children need.

At Christ Church, we see the Early Years to the Year 6 curriculum as a body of subject-specific knowledge defined by us and the National Curriculum and so we take a knowledge-led approach. Once the children are 'fluent' in knowledge, they can apply it in a variety of ways.

Our Curriculum Maps, in each subject, contain the progression of knowledge and skills that we have identified as essential in our school, taking in to account cultural capital and, to some extent, are led by the children's interests elicited from school surveys. Wherever possible, we make cross-curricular links and utilise the rich resource that is London, to support learning.

Retrieval of knowledge is key forms a part of each lesson.

Our plans in each subject have been carefully crafted by the class teachers and shared across school working groups for further input and ideas. They identify composite knowledge and skills and break them down into stimulating lessons to ensure progressive, layered knowledge acquisition across each Key Stage. The school teaching has a strong focus on the effective retention and use of subject specific vocabulary.

We are very mindful that good teaching is underpinned by the 'teach, recall, recall', philosophy so the children are given every opportunity to reinforce their leaning. One definition of learning, as cited in the Ofsted framework is, 'An alteration in long-term memory,' and this statement informs our practice.

See our Early Years Foundation Stage (EYFS) policy for more details on our school's teaching and learning in the early years.

See our school website for links to Curriculum Subjects and long-term curriculum maps:

<https://www.cchurchnw1.camden.sch.uk/page/?title=Curriculum&pid=8>

5. Learning environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, the hall and intervention rooms.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- We provide a safe and engaging environment for all children to learn. This is implemented in line with the health and safety policy, the equality policy and the SEND policy.
- Termly classroom organisation checks and high expectations ensure that we maintain these imperatives throughout each academic year.
- The expectation for all children, teachers and support staff is that they show respect and take responsibility for their learning environment.
- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning
- Prompts for supporting independent work, including working walls with font that is large enough for children to see and access during lessons.
- All staff (teachers and support staff) are responsible for creating interactive and stimulating displays.
- All children should have a piece of work on display to promote values of self-esteem and to further understanding of publishing their work.
- Maths and English working walls provide further scaffolding support for children and ensure that they are surrounded by current and new learning with a focus on effort and technique, rather than the finished product.
- Class rules are formed at the beginning of the school year through discussion by the children. This encourages them to take ownership of, and accountability for, their own behaviour and the behaviour of others. These class rules are clearly displayed, in an age appropriate way, alongside the school's behaviour management system.
- The physical environment is adapted to ensure all learners are able to access the curriculum and promote independent learning.

6. Differentiation or adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all of our pupils, including:

Pupils with special educational needs and/or disabilities (SEND)

Pupils with English as an additional language (EAL)

Disadvantaged pupils

Pupils that are gifted and talented/most able

Strategies used include:

Using support staff effectively to provide extra support

Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress

Working with SEN children on specific IEP targets and using a range of practical resources

Using ability groupings for certain subjects where appropriate

Providing writing frames and word banks

Extra support

Christ Church offer pupils the following extra support in terms of teaching:

*Boosters

*IEP targets

*1:1 tuition

*1:3 tuition

*Phonics support

*Volunteer readers

*Volunteer maths tutors

*Specialist EAL support

*Carefully chosen evidenced-based interventions

7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available through the IXL website and through the children's physical homework folders.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible.

8. Marking and feedback

The feedback code will be refreshed with the children at the beginning of each week and it will be displayed on the wall of each classroom.

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given in the following ways:

In the moment, verbally during the lesson

Through written marking, using the Learning Intention stamp

Through providing children with additional challenge/points for improvement at least weekly in writing and maths and half-termly in other subjects.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of ongoing formative and termly summative assessment.

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report twice a year.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council and pupil voice
- Planning scrutinies
- Book scrutinies
- Teaching and learning observations

11. Review

This policy will be reviewed every two years. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy
- Equality information and objectives

Marking and Feedback Guidelines

1. IEP work is highlighted in green.
2. Symbols from the “Smiley Face” marking stamp will be ticked in red to demonstrate whether the achievement of the subject learning intention has been achieved, partly achieved, not achieved.
3. In-depth marking takes the form of improvement prompts. This is used at least once a week for Maths and extended writing. Older children should leave a line between writing so that they can edit their work. Children respond using a green pen. Children respond to writing improvement prompts in green pen. They carry out self-editing in purple pen in Years 5 and 6.
4. An asterisk will show where an improvement is needed and a prompt is given at the end of the work.
5. Common words that the children should know, which have been misspelled, will be underlined and opportunities for correct rehearsal provided e.g. spelling word _____, _____, _____
6. TS – teacher support, TAS – teaching assistant support, CTC – child/teacher conference, GW – group work, PW – pair work, I – independent, will be indicated next to the stamp.
7. Other codes to indicate missing punctuation or organisational elements of writing (see below) will be used consistently by the class teacher, but may vary according to age group.

Please remember to give the children time to read and respond to marking using their green pens.

Writing codes for editing

KS1

P Punctuation

Sp Spelling

T Tense

∧ Insert word/words

KS2

P Punctuation

Sp Spelling

T Tense

Gr Grammar

∧ Insert word/words

// New paragraphs



Cloud around a word to ask children to make a more powerful word choice