



## **Christ Church CE (A) Infant School Teaching and Learning Policy**

**Policy reviewed: Spring 2018**

**Date of next review: Spring 2020**

### **1. INTRODUCTION**

At Christ Church school we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to become confident, independent and enthusiastic learners. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### **2. AIMS AND OBJECTIVES**

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.

Through our teaching we aim to:

- enable children to become confident, resourceful, resilient, reflective, enthusiastic and independent learners
- develop each child's full potential through high expectations of achievement and behaviour
- foster children's self-esteem and help them build positive relationships with other people
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- show respect for all cultures and in doing so promote positive attitudes towards other people
- enable children to understand their community and help them feel valued as part of this community

### **3. KEY CHARACTERISTICS OF LEARNING AND TEACHING**

The following statements describe what Christ Church Infant school considers to be excellent learning and teaching. These statements are used as criteria for monitoring the quality of teaching and learning by the head teacher and staff in the classroom. They have been agreed by all staff.

## Outstanding Teaching and Learning at Christ Church CE Infant School

FOUNDATION	<p><u>Prior learning and understanding planned for-</u> Assessed and provided for by:</p> <ul style="list-style-type: none"> <li>• understanding starting points, what is known and where the gaps are</li> <li>• have new elements as well as revisiting elements</li> <li>• use data from last recorded steps e.g. planning annotations</li> <li>• transition notes and assessment records, recapping/clarifying start points at input times</li> <li>• planning what the children want to learn</li> <li>• excellent questioning skills</li> <li>• assessment led learning</li> </ul> <p><u>Planning includes-</u></p> <ul style="list-style-type: none"> <li>• previous learning</li> <li>• clear objectives</li> <li>• opportunities for assessment identified</li> <li>• key questions</li> <li>• timing / pace</li> <li>• groups clearly identified and explained</li> <li>• cross curricular links</li> </ul> <p><u>Excellent subject knowledge-</u> Teachers</p> <ul style="list-style-type: none"> <li>• have in depth subject knowledge</li> <li>• are able to extend the knowledge and ask relevant next step questions</li> <li>• can fill in the gaps</li> <li>• build on children's subject knowledge</li> <li>• are confident</li> </ul>	<p><u>Inspiring children to learn well-</u> Through a range of teaching strategies children are:</p> <ul style="list-style-type: none"> <li>• engaged and listening</li> <li>• contributing</li> <li>• concentrating</li> <li>• enjoying</li> <li>• wanting to find out more</li> <li>• engrossed</li> <li>• asking questions</li> <li>• feel a part of the learning</li> <li>• feel a connection</li> <li>• empathic</li> <li>• inspired and in awe</li> <li>• show independence and initiative</li> <li>• all feel valued</li> </ul> <p>Teachers ensure</p> <ul style="list-style-type: none"> <li>• lessons are accessible through differentiation</li> <li>• tasks are well matched to ability</li> <li>• high expectations are made clear</li> <li>• children are encouraged and praised for good effort, achievement and behaviour</li> </ul> <p><u>Behaviour-</u></p> <ul style="list-style-type: none"> <li>• clear expectations</li> <li>• positive reinforcement</li> <li>• engaging activities</li> <li>• use of strategies and school systems</li> <li>• clear management</li> <li>• rewards and sanctions used consistently</li> <li>• pupils know classroom rules and routines</li> <li>• pupils feel safe and secure</li> </ul>	LEARNING BEHAVIOURS
INPUTS	<p><u>Pace of lessons/learning-</u></p> <ul style="list-style-type: none"> <li>• lessons keep moving</li> <li>• everyone is ready to get straight to tasks</li> <li>• children on task</li> <li>• resources such as pencils, glue sticks and support prompts are readily available</li> </ul> <p><u>Intervention-</u></p> <ul style="list-style-type: none"> <li>• intervene with a purpose</li> <li>• do not interrupt the flow of interaction</li> <li>• are able to prompt learning</li> <li>• are confident to change the teaching from their plan to allow child led learning</li> <li>• use effective questioning</li> <li>• listen and respond appropriately</li> </ul> <p><u>Precisely targeted support-</u></p> <ul style="list-style-type: none"> <li>• appropriate use of TA and other adults</li> <li>• clarity of expectations</li> <li>• planning to identify support given</li> <li>• expected impact known</li> <li>• good communication</li> <li>• good records</li> <li>• knowledge of the children/groups</li> </ul> <p><u>Use of resources and technology</u></p> <ul style="list-style-type: none"> <li>• used appropriately to extend /support learning</li> <li>• link to the learning objective</li> <li>• accessible to teachers and children</li> <li>• good quality and taken care of</li> <li>• sufficient in quantity</li> <li>• used confidently</li> <li>• a wide range</li> </ul>	<p><u>Checks pupils' understanding-</u></p> <ul style="list-style-type: none"> <li>• stop periodically to show examples of work</li> <li>• check children know the learning objective and how to achieve it</li> <li>• use plenary to show how objectives have been met.</li> </ul> <p><u>Use plenary three points to</u></p> <ul style="list-style-type: none"> <li>• gain feedback</li> <li>• pull out key learning</li> <li>• talk about what the next steps are.</li> <li>• Children are able to say they have learnt</li> </ul> <p><u>Marking and dialogue-</u> Dialogue</p> <ul style="list-style-type: none"> <li>• a two way process at the time of learning.</li> </ul> <p>Marking</p> <ul style="list-style-type: none"> <li>• follows the school marking policy</li> <li>• clear and made full use of at the end and at the start of next related piece.</li> </ul> <p>Requires</p> <ul style="list-style-type: none"> <li>• use of assessment techniques</li> <li>• next steps to further learning</li> <li>• effective use of target setting</li> <li>• effective use of success criteria</li> <li>• peer then self-assessment</li> <li>• using examples of excellence</li> <li>• modelling of quality work</li> <li>• response by the child</li> </ul>	REVIEW
	<p><b>PROGRESS</b> <u>Exceptional progress-</u></p> <ul style="list-style-type: none"> <li>• within their own potential children progress beyond normal expectations</li> <li>• given tools and opportunities to extend their learning</li> <li>• children know their next steps in learning</li> <li>• pupils feel proud of their achievement</li> </ul>		

## **4. LEARNING ENVIRONMENT**

**To promote confident, independent and enthusiastic learners we provide:**

### **4.1 Teaching Environment**

- An uncluttered space with well-placed furniture
- Organised and accessible resources
- Clear, attractive displays
- Layout of classroom supports inclusive, interactive teaching approaches
- Areas of learning are well defined

### **4.2 Planning, monitoring of learning and pupil progress**

- WALT shared and displayed throughout the lesson
- Children reflect and evaluate their learning against the WALT
- Effective marking and verbal feedback is given during the lesson and children have the opportunity to respond
- Next steps are given to extend learning for all pupils during the lesson
- Opportunities for reflection and self/peer assessment are given during the lesson
- Children's progress is monitored to identify the need for intervention and provision mapping is updated regularly
- Teaching assistants make use of provision mapping when working with identified groups
- Work is differentiated to provide accessibility and suitable challenge for all learners
- Planning for the week displayed or on Sharepoint
- Teachers use knowledge of prior learning to plan lessons to meet curriculum requirements
- Planning should include clear learning objectives (WALTs) and groups are clearly identified
- Planning is provided to teaching assistants prior to the lesson
- Teaching assists are deployed effectively and appropriately to support children's learning.

### **4.3 Healthy environment**

- Clear Health and Safety notices displayed
- Fire evacuation procedures displayed
- Good ventilation
- Red cross visible for emergency call out
- Medical kit labelled and available
- Water bottles stored tidily, labelled and available for pupils to use whenever they choose

### **4.3 Personal Space**

- Pupils have named peg for their coats and bags
- Pupils have a designated place to store their belongings
- Cloakrooms are tidy and safe

### **4.4 Outside space**

- Outdoor learning areas are well organised, tidy and purposeful
- Pupils have access to outdoor learning experiences appropriate to their age

### **4.5 Christian Distinctiveness**

- School Mission and Vision is displayed
- R.E. displays are visible
- School prayers displayed
- Class reflection area is defined

- Children are involved in Collective Worship, primarily in their classes but by Year 2 may also become involved in Whole School Collective Worship. Some Year 1 will also become involved in Whole School Collective Worship – they will not be limited.

#### **4.6 Positive affirmation**

- Star of the week displayed
- Golden rules displayed
- Class name and staff names displayed on the entrance door
- Rainbow behaviour system to be displayed and used

#### **4.7 Display**

- Celebrates pupil achievement
- Informs and supports learning
- Reflects cultural diversity
- Shows a range of subject areas

#### **4.8 Book areas**

- Shelves are tidy and attractive
- Reading for enjoyment is positively promoted
- Books are labelled and stored so that pupils can access them

### **5. THE ROLE OF GOVERNORS**

Our governors determine, support, monitor and review all the school policies including 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 self-review processes. These include:
  - reports from subject leaders and the relevant headteacher's report to governors
  - review of the in-service training sessions attended by our staff
  - governors working alongside a subject leader

### **6. THE ROLE OF PARENTS**

We believe that parents/guardians 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:

- having an active Home School Agreement
- holding parents' sessions to explain our school strategies for teaching areas (e.g. ICT safety, phonics)
- sending information to parents in which we outline the policies, latest developments in school and the topics the children will be studying at school (e.g. topic grids, monthly school newsletters, Parent Questionnaires)
- keeping parents regularly updated on the progress of their child and indicate how the child can improve further
- hold regular individual parent/teacher consultations
- meet with parents either informally or preferably through appointment (due to time constraints for teachers with meetings, clubs)
- explain to parents how they can support their children with their homework

We believe that parents have the responsibility to support their children and the school in implementing school policies. We ask parents/carers to:

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school with the correct uniform, PE kit and school equipment
- 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
- fulfil the requirements set out in the Home School Agreement

Signed Headteacher

date

Signed Chair of Governors

date