



The Governing Body of Christ Church Primary School, Hampstead adopted this policy for Teaching and Learning in March 2019.

Introduction

This policy was written with contributions from all teachers and governors on the Governors' Teaching, Learning and Standards Committee. The Teaching, Learning and Standards committee of the Governing Body is responsible for monitoring and evaluating the implementation of the Teaching and Learning policy. This policy should be read in conjunction with the individual subject area statements and all of the school's policies in particular the Positive Behaviour and Anti-bullying policy, Communications policy, Special Educational Needs and Disabilities policy, policy on Marking and Feedback, Equal Opportunities policy and policy for the More Able and Gifted and Talented. Other relevant school documents are referenced at the end of each section.

Statement of intent

The Governing Body of Christ Church Primary School intends, through its Teaching and Learning policy, to promote the stated aims in its vision statement:



Christ Church School, Hampstead

A village school in London inspiring *life in all its fullness*

Jesus, The Good Shepherd, promises 'life in all its fullness'. (JOHN 10:10)

At Christ Church we believe every child and adult in our school should be able both to experience life in all its fullness now and to aspire to life in all its fullness in the future.

We all seek to inspire life in all its fullness for all in the school through:

- ensuring a **safe, welcoming and inclusive environment** for children and adults, where everyone is valued and has the opportunity to contribute and flourish;
- the pursuit of **academic excellence** in all areas, with a determined desire for each child to make the best possible progress as a result of high aspirations, hard work and the development of a personal love for learning alongside the highest-quality teaching and support;
- offering the widest possible **breadth of curriculum** both within school and through extra-curricular activities, enriched by the vast range of opportunities locally and across London;
- **creativity and positivity** in all we do, mixing innovation with tradition;
- planned and spontaneous opportunities for **spiritual development** through reflection, discussion and harnessing curiosity, as well as the provision, at the heart of our school life, of daily opportunities for prayer and worship;
- the development and modelling of **strong, positive and loving relationships**, with peers, amongst the school community and in the wider community;
- the promotion of **respect and compassion for ourselves and for all others**, by cultivating positive emotional and physical well-being, by celebrating the diversity within and outside our school and by encouraging all of us to be empowered global citizens, guided at all times by the example of Christ's compassion alongside the UN Convention on the Rights of the Child;
- engendering a **sense of community and responsibility** for others and for our local and global environment and enjoying working together towards our common goals and expecting and valuing contributions from all.

All our work in school is also founded on the school's five shared Christian values of **compassion, creativity, courage, simplicity and community**.

Aims and intended audience of the policy

The aim of our Teaching and Learning policy is to set out the agreed principles and approaches that underpin the teaching and learning in our school and that we consider to be essential for effective learning. At Christ Church School we aim for the children to be happy, confident and well-motivated, be organised, independent, well-mannered and caring, and we aim to do support this by having high expectations of all children and by providing equal opportunities so that the pupils will achieve their full potential both socially and academically.

Our vision at Christ Church is to enable all children (and adults) to be able to experience *life in all its fullness* and for this we believe we need to deliver the widest possible curriculum and extra-curricular provision and enable all children to achieve as highly as possible academically and personally.

This policy is written to provide useful information for parents/prospective parents, for staff members/prospective staff members and for others interested in our school about how teaching and learning works at Christ Church. Staff members should also refer to our staff handbook for more details.

Ways of working

Our Christian ethos and values:

Our Christian ethos, vision and values underpin all that we do in school. The school enjoys an active partnership with the parish church of Christ Church. We hold an assembly in school with Church of England worship every day and, as a Christian school, we have Christian teaching and values built into our curriculum. Our vision statement of inspiring *life in all its fullness* for all, underpins all our ways of working and how we plan, teach and monitor our curriculum.

A broad, enriched curriculum:

At Christ Church School we are very proud of our broad, balanced and enriched curriculum. Teaching and learning follows the Early Years Foundation Stage document for our Reception class and the National Curriculum for Years 1 to 6. Our curriculum is enriched wherever possible by trips and visitors and by providing real-life and concrete experiences for children.

Our Rights Respecting work:

Christ Church School is a Rights Respecting School where our behaviour policy is based on rights and how to respect those rights and where teaching and learning about children's rights around the world, with a focus on the UN Convention on the Rights of the Child, is an integral part of our curriculum and policies.

UNCRC Article 28: Every child has the right to an education and Article 29: Education must develop every child's personality, talents and abilities to the full.

Differentiation and different learning styles:

We use a variety of teaching strategies to deliver the National Curriculum, addressing all learning styles. We always aim to match the abilities, preferred learning styles, interests and experiences of the children to the curriculum in order to develop knowledge, concepts, skills and positive attitudes to learning.

The Christ Church Arts Project:

We also believe that the Arts play a key part in enriching and stimulating children's learning and life experiences. As an accredited Artsmark school, we provide well above the national curriculum expectations for the arts. An important addition to the curriculum at Christ Church is made by the Christ Church Arts Project (CAP). Funding raised by the Friends Association provides the school with the opportunity to run two arts-based, whole-school projects each year including workshops for children, visits to relevant galleries or concerts, training for staff and visits to school by arts professionals. Through the CAP project, there is always an opportunity for the school to share its work with parents and the wider community through exhibitions, productions, premieres and concerts.

Entitlement, equal opportunities and inclusion:

At Christ Church School we aim to provide a broad, balanced and enriched curriculum to all pupils, regardless of their gender, ethnic, social or religious background.

All pupils will be given equal access to the curriculum, through effective differentiation and resourcing.

Every child is entitled to

- a curriculum that reflects and values the life, history, cultures and interests of all the children at the school
- not feel excluded from taking part in any lessons because of gender, culture, class or ability
- be able to take part in all aspects of lessons and in as wide a range of activities as possible
- have equal access to the curriculum

Teachers should

- be aware that children come to Christ Church School with many different experiences which stem from their home backgrounds and cultures
- always value the child's experiences which stem from their home background and culture
- consider cultural and religious issues when planning topics
- always provide positive images of different cultures in the resources that are used

Effective and inspiring teaching

At Christ Church we believe that effective and inspiring teaching includes the following elements:

- well-structured and organised planning
 - long term planning which ensures coverage of the National Curriculum and progression between year groups
 - medium term planning which reflects teachers' knowledge of the abilities and interests of the cohort and incorporates relevant links to current school and other projects and opportunities for enrichment and cross-curricular links
 - short term planning which reflects teachers' assessment of children's prior knowledge and the next steps needed for progression and which includes planning for differentiation and deployment of additional adults
- explanations or modelling which are clear, well-paced and age- and ability-appropriate
- clear learning intentions and/or success criteria for all learning which are shared with the pupils
- identification of assessment opportunities and opportunities for feedback to children
- opportunities to rehearse, practise and consolidate the new skills learnt and to apply them in different contexts
- engaging activities and topics which capture children's interest, motivate them and inspire them to find out more and develop their skills
- promotion of active engagement from the pupils; there should be opportunities for pupils to find things out for themselves
- links to real life, concrete and purposeful activities wherever possible
- opportunities to work outside the classroom, including visits and learning in the local area, around the school site and further afield, and opportunities to work with visitors and experts in the classroom
- well-planned differentiation that uses a range of strategies and meets the needs of all pupils, including those with SEND, those who are most able and those who are learning English as an additional language
- opportunities to develop reading, writing, maths and digital literacy skills across the curriculum, including the promotion and extension of vocabulary in all areas
- deployment of additional adults who are well-prepared and briefed and who have the relevant skills and training to support children's learning in the classroom or in specific planned and structured intervention programmes
- homework activities in line with our homework guidance (Appendix 1) and provision of support and guidance to parents on how to support at home through, for example, our class leaflets and parent workshops

Other relevant documents:

- SEND policy and personal plans
- Expectations for deployment of TAs
- Whole school curriculum overview
- Class planning folders
- Literacy across the curriculum document
- Curriculum statements for all curriculum areas
- Homework information for parents (Appendix 1)
- Class leaflets

Effective and inspiring learning environment and atmosphere

Teachers are responsible for providing a caring, supportive and stimulating learning environment, which reflects our school values, in which children are encouraged to achieve to the highest of their ability.

At Christ Church we believe that an effective and inspiring learning environment and atmosphere includes the following elements:

- opportunities for success and challenge for all children of all abilities, encouraging the development of resilience, problem-solving skills, independence and the idea that we all learn from our mistakes
- provision of engaging, appropriate and accessible resources, including the use of technology
- promotion of an atmosphere for learning where children are encouraged to ask questions, offer their views, respect and value others' contributions and provide constructive criticism on others' work
- opportunities for children to work productively together (in their classes and with others in the school) as well as opportunities for children to work independently
- clear boundaries and expectations which set out the behaviours we expect and challenge all inappropriate behaviours, in line with the school's Positive Behaviour and Anti-Bullying policy and our Rights Respecting Schools work
- a safe, clean, well-organised and well-resourced classroom and school environment
- displays which celebrate achievement and effort, which support current learning in a range of curriculum areas and which inspire children to find out more
- classroom and school routines which are well-established and consistently applied and which ensure an organised, orderly, calm and purposeful school, where time for learning is maximised
- praise, celebration and valuing of all children's efforts, including in clear and neat presentation of work, through comments and reward systems
- encouragement of all pupils to take responsibility for caring for the learning environment and for their own belongings

Other relevant documents:

- Positive Behaviour and Anti-bullying policy
- Health and Safety policy
- Policy on marking and feedback to children

Effective assessment

At Christ Church we believe that effective assessment includes the following elements:

- frequent assessment for learning opportunities, including targeted questioning, self-and peer-assessment and next steps feedback (written and oral), which help teachers to understand children's current abilities and when to move on in their teaching and which help children to understand their own next steps
- regular summative assessment opportunities (termly) which summarise children's attainment and progress against the National Curriculum expectations or Early Years Foundation Stage profile
- baseline assessments when children move into different year groups or when they join the school to ensure teaching and learning builds on children's prior knowledge and starting point
- regular discussion and analysis of attainment and progress (including of different groups) between the head teacher and class teachers in termly pupil progress meetings
- opportunities for moderation between teachers in school and with teachers in other schools to ensure assessment judgements are robust and comparable
- regular discussion of attainment and progress with parents in parents evenings (Autumn and Spring) and annual reports (Summer)
- regular discussion and analysis of attainment and progress (including of different groups) with governors in termly Teaching, Learning and Standards committee meetings
- a range of different assessment methods, including the opportunity for children to develop test/exam skills and the skills of working at pace and within time limits
- setting of ambitious and aspirational targets making use of data on prior attainment and national expectations for attainment and progress (including for different groups) and tracking towards these targets
- accurate record keeping of assessment data using the school's recording and tracking systems and comprehensive hand over of assessment information from class teacher to class teacher

Other relevant documents:

- Policy on marking and feedback to children
- Attainment and progress results summaries
- Annual reports and parent conferencing forms

Monitoring the implementation of this policy

The Senior Leadership Team will monitor the implementation of the teaching and learning policy as part of lesson observations, work scrutiny, monitoring of planning and learning walks. Subject leaders will also monitor teaching and learning in their subject area with the support of the Senior Leadership Team.

The overall policy will be monitored by the Teaching, Learning and Standards committee of the Governing Body.

Review of this policy

This policy will be reviewed at least every three years, by the Senior Leadership Team and Teaching, Learning and Standards committee to ensure it is a reflection of current best practice.

March 2019

Appendix 1 – Homework at Christ Church School –



Aims of Homework at Christ Church School

- To practise and reinforce skills learnt at school and to extend and revise this learning at home.
- To involve parents in the education of their children by encouraging links between home and school.
- To encourage independent learning and responsibility in children, as a way of introducing pupils to continual learning throughout their life.
- To introduce children to different ways of learning, including research skills.

Reception and Key Stage One.

In Reception children take home books from school on a regular basis and it is hoped that parents will listen to their children read each day and help them to practise and learn their sounds and high frequency words and practise letter formation on a weekly basis. A weekly creative activity is also sent home to be completed with parents.

We follow Government guidelines in expecting children in Years 1 and 2 to spend about 1 hour a week on homework activities.

<u>Year 1.</u>	<u>Year 2</u>
Daily reading (Aim for 5 minutes a day)	Daily reading (Aim for 5/10 minutes a day)
1 task of either Literacy, Numeracy, Science or topic.	1 task of either Literacy, Numeracy, Science or topic
Spellings for a weekly spelling test	Spellings for a weekly spelling test
	Key mental maths skills for a weekly test from later in the year

Key Stage Two.

We follow Government guidelines in expecting children in Years 3 and 4 to spend about 1½ hours a week on homework activities.

<u>Year 3.</u>	<u>Year 4.</u>
Daily reading (Aim for 10 minutes per day)	Daily reading (Aim for 15 minutes per day)
1 task of either Literacy, Numeracy, Science or topic.	1 task of either Literacy, Numeracy, Science or topic.
Spellings for a weekly spelling test.	Spelling for a weekly spelling test.
Times tables/mental maths skills for a weekly test.	Times tables/mental maths skills for a weekly test.

We follow Government guidelines in expecting children in Years 5 and 6 to spend about 2½ hours a week on homework activities.

<u>Year 5.</u>	<u>Year 6.</u>
Daily reading (Aim for 20 minutes per day)	Regular reading.
2 tasks of either Literacy, Numeracy, Science or topic.	2 tasks of either Literacy, Numeracy, Science or topic.
1 longer task of topic work.	1 longer task e.g. research project.
Spellings for a weekly spelling test.	Spellings for a weekly spelling test.
Times tables/mental maths skills for a weekly test	Times tables/mental maths skills for a weekly test
	Revision for end of Key Stage Assessments

Children may also be expected to work on independent projects to be completed over a period of time e.g. a term, a half term.

Guidelines and general reminders for Homework at Christ Church School

- The amount of homework set should be limited so that children still have plenty of time for playing and other out of school activities
- Homework for all classes is sent home on a Thursday and is expected to be handed in on the following Tuesday. Information about homework tasks is sent home on a weekly homework sheet.
- There may be occasions when additional tasks may be given; equally there may be times when the class teacher is unable to give homework. However every effort will be made to set homework in the event of long term staff illness.
- Homework is not set over any school holidays.
- Homework sheets should be kept in a homework folder to keep work neat on its journey to and from school.
- Homework should be named and dated, marked with H to show it is homework and completed in pencil.
- Parents should write a short note in the child's school diary or speak to class teachers directly if there are circumstances that resulted in children not being able to complete homework.
- Homework must never cause unhappiness, stress or anxiety to the child or the family, because this will discourage learning. If homework is taking too long or children are becoming upset or anxious, parents should not insist that children complete work, but speak to the class teacher.
- All homework which is completed in the time set will be marked or responded to in some way e.g. discussed, displayed. As set out in our marking and feedback policy, children will get the opportunity to see marking comments/receive feedback on their homework.
- Wherever possible, children should complete their homework in an environment which is conducive to concentration so that it will enable the child to produce work to the best of their ability i.e. sitting at a table in a relatively quiet room.
- There is an expectation from the school that all children will attempt their homework each week. Failure to do homework on a regular basis will result in children and parents/carers being invited into school to discuss this with the class teacher or Head teacher. Support from parents/carers is greatly appreciated in ensuring that homework is successfully completed and that it is a positive and rewarding experience.

Home/ school partnership:

Parents/ carers are asked to support homework by:

- Ensuring homework is completed
- Checking homework folders to see what homework has been set.
- Notifying the class teacher of any concerns (e.g. through the home school book)
- Being jointly responsible, with their child, for the safe keeping of the homework.
- Wherever possible giving the child enough time to complete the homework so it is done to the best of their ability.
- Offering support and encouragement to their children when they are completing homework and being interested in what they have been learning at school. However, homework should be the child's own effort, please!