



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, Learning and Assessment Policy.

This policy should be read in conjunction with

- the individual subject area curriculum statements
- our school 'curriculum packs' for each curriculum area which set out in detail the school's agreed curriculum, including our skills and content progression documents
- all other school 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.

School vision and values

The Governing Body of Christ Church Primary School intends, through its Teaching, Learning and Assessment policy, to promote the stated aims in its agreed 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.

Our vision is brought to life through the school's five shared Christian values of **compassion, creativity, courage, simplicity and community**.

Vision for our curriculum

The design, content, implementation and evaluation of our curriculum plays a key role in how we make our school vision come to life and enable all in our school to experience *life in all its fullness*. The ambitious breadth of our curriculum provision and the links we make across the curriculum, to transferable skills and to personal development, including the development of emotional well-being, spirituality and a sense of community and responsibility, are very important parts of our curriculum design. Our curriculum reflects and supports our pursuit of academic excellence for all and our vision for creativity in all we do.

Whole school curriculum intent

Our curriculum is carefully considered and planned in relation to the specific context at Christ Church School and of our children. Our curriculum takes account of the cultural capital already present within our children, families, school and local community and builds cultural capital in all children from their different starting points. Our curriculum is ambitious for all and our intention is to provide an equitable experience for all, with equally high expectations for the more disadvantaged pupils and those who have SEND.

Our curriculum intent is to provide full entitlement for all children to the learning as set out in the National Curriculum and Early Years Foundation Stage documents. This entitlement is complemented with significant additional, non-statutory activities and projects that enrich learning across all subjects of the curriculum and which support the development of wider life skills and emotional and physical well-being.

Our curriculum builds both skills and knowledge sequentially, with planning at each stage giving consideration both to building on the skills and knowledge which have previously been taught and to working forwards towards the end point of readiness for secondary education. Reading is given the highest priority within our curriculum to ensure reading skills are built quickly and that children can access the full breadth of learning through using their fluent reading skills. Our curriculum aims to give children the opportunity to embed learning deeply in their long-term memory and to be able to recall the learned skills and knowledge with automaticity and fluency and apply them to other contexts with confidence.

Aim and intended audience of the policy

The aim of our Teaching, Learning and Assessment Policy is to set out the agreed principles and approaches that underpin the teaching, learning and assessment in our school and that we consider to be essential for effective learning.

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, learning and assessment works at Christ Church. Further information can also be found in our curriculum statements, curriculum packs, other school policies and, for staff, in our staff handbook.

Ways of working

Our Christian ethos, vision 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. It is also enriched by planning 'themed' weeks where the whole school works together on a particular area of learning and by a wide range of extra-curricular opportunities which are open to all children.

Our Rights Respecting work and making a difference to others

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

UNCRC Article 29: Education must develop every child's personality, talents and abilities to the full.

Our teaching, learning and curriculum is enriched with opportunities for children (and adults) in our school community to take responsibility to make a difference to others. These 'courageous advocacy' opportunities take a variety of forms and support a range of local, national and international causes.

Differentiation and varying starting points

We use a variety of teaching strategies to deliver the National Curriculum. We always aim to match the abilities, different ways of learning, interests and experiences of the children to the curriculum in order to develop knowledge, concepts, skills and positive attitudes to learning. We take account of and build from children's various starting points with the intention that all children make progress from these starting points towards and beyond the age-related expectations set out in the EYFS and National Curriculum.

Information about support for children with individual needs can be found in our SEN Policy and Information Report.

Mental health and well-being

Over several years our school has maintained a high emphasis on mental health and well-being for all in our school community, building on the belief that children who are happy learn more. This focus on promotion of positive mental health influences the way we have organised our curriculum, the way we teach, assess and support pupils and the way we involve parents.

Initial teacher training

Christ Church School invests significant time and resource into initial teacher training through training our own teachers via the school direct training programme in school, hosting and leading training days for the whole cohort of trainees at the LDBS Teaching London course and wider involvement with the course administration and development. Our involvement in initial teacher training supports teaching and learning across the school by providing additional adults to support in the classroom, releasing more experienced teachers to support others in their classrooms or through their subject leadership roles, providing professional development for all those involved in leading training for trainees or being observed by them.

The Christ Church Arts Project

We believe that the Arts play a key part in enriching and stimulating children's learning and life experiences and 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.

More information about recent Arts Projects can be found on our website: <https://christchurchschool.co.uk/cap-project-page-1/>

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 and we plan specific opportunities to celebrate and value the diversity within our school community.

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 and background in the resources that are used

Effective and inspiring teaching

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

- well-structured and organised planning
 - long term planning which ensures coverage of the Early Years Foundation Stage and National Curriculum and progression in skills and knowledge between and within 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, including planned opportunities for spaced retrieval to aid long term memory of new knowledge and skills
- frequent planned opportunities to recall and use recently- and previously-learnt knowledge and opportunities to learn new facts or skills in different ways (e.g. through pictures as well as writing, through songs, through doing as well as watching) in order to help children embed new learning in their long-term memory
- 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, information report and personal plans
- Expectations for deployment of TAs
- Whole school curriculum overview, 'curriculum packs' including skills and content progression documents, curriculum statements
- Class planning folders
- Homework information for parents (Appendix 1)
- Class leaflets and parent workshop resources

Effective and inspiring learning environment and atmosphere

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

At Christ Church School 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 and others' 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 School we believe that effective assessment includes the following elements:

- assessment, discussion and reporting on children's skills as well as knowledge across the curriculum and wider transferable and personal and inter-personal skills **and** assessment, discussion and reporting on children's progress as well as absolute attainment against school or national benchmarks
- 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 what they have embedded in their long-term memory 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 points
- 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 (or to new schools)

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, Learning and Assessment Policy as part of lesson visits, work scrutiny, monitoring of planning, learning walks and through taking into account feedback from staff members, parents and through wide-ranging opportunities for pupil voice feedback. Subject leaders will take the lead for monitoring 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.

Appendix 1



Christ Church School, Hampstead

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

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, supporting children to embed learning in their long term memory
- 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 reading books from school which are matched to their phonics abilities each week and it is hoped that parents will listen to their children read each day as well as help them to practise and learn their sounds and high frequency words and practise letter formation on a weekly basis. A weekly creative homework 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.

Year 1.	Year 2
Daily reading (Aim for 5 minutes a day)	Daily reading (Aim for 5/10 minutes a day)
1 task of either English, Maths, Science or topic.	1 task of either English, Maths, Science or topic
Spellings for a weekly spelling test	Spellings for a weekly spelling test
	Mental maths skills/times tables 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.

Year 3.	Year 4.
Daily reading (Aim for 10 minutes per day)	Daily reading (Aim for 15 minutes per day)
1 task of either English, Maths, Science or topic.	1 task of either English, Maths, Science or topic.
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.

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

Year 5.	Year 6.
Daily reading (Aim for 20 minutes per day)	Regular reading.
2 tasks of either English, Maths, Science or topic.	2 tasks of either English, Maths, 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 tasks may cover any area of the curriculum
- Homework tasks may reinforce or build on learning which has taken place very recently in school **or** may revisit learning from two, three or more weeks ago in a deliberate attempt to support children's recall and use of this learning in order to help them to embed it in their long term memory
- 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 home-school book 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 in to 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!