



Introduction

This policy was written with contributions from all teachers and governors on the Governors' Curriculum and Inclusion Committee. The Curriculum and Inclusion 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, Feedback Policy and Equalities documents
- 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, justice 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 act of collective worship (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 also 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.

More information about our Rights Respecting work can be found on our website:

<https://christchurchschool.co.uk/rights-respecting-school/>

Inclusion and varying starting points

We use a variety of teaching strategies to deliver the National Curriculum. We always aim to match the abilities, 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 our adaptive teaching and wider support for children with individual special educational needs can be found in our SEND Policy and Information Report.

We challenge our most able pupils through tasks in the classroom which extend, deepen or transfer knowledge to other areas of learning, as well as through access to enrichment activities. This applies to those who are more able both in academic areas and talented in the wider curriculum and teachers are aware of the importance of identifying and nurturing these skills and talents, including in those pupils where they are not as immediately or obviously identifiable.

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 groups 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 adaptive teaching 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, socio-economic background 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 backgrounds in the resources which 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, adaptive teaching and deployment of additional adults
- clear learning intentions and/or success criteria for all learning which are shared with the pupils
- explanations or modelling which are clear, well-paced and age- and ability-appropriate
- 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 and adaptive teaching 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

Summary of the key elements of our pedagogical approach



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Pedagogical Approach

Reviewed and Updated July 2025

As a staff team, we agree that these are the key principles of our pedagogy across the school and our curriculum. However, we also recognise that best practice does not (and should not) limit us to just these key principles.

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|---|---|---------------------------|---|
| <p>Message sent Message received?</p> | <p><u>Questioning:</u> Using a range of questioning techniques to check for understanding, address misconceptions, inform next steps and assist adaptive teaching.</p> | | <p><u>Retrieval Practice/Spaced Retrieval:</u> Provide varied opportunities for practice at different intervals. Utilise all links to prior learning as additional opportunities for spaced retrieval.</p> |
| | <p><u>Clear Modelling:</u> Careful selection of the clear modelling (along with plenty of examples) required to best prepare children for independent practice and to achieve a high success rate.</p> | <p>Cognitive Overload</p> | <p><u>Avoiding Cognitive Overload:</u> Present new material using small (and well scaffolded, if necessary) steps in order to avoid cognitive overload. Learning intentions should be clear, concise and focused with teachers having clarity about the key learning for each lesson.</p> |
| | <p><u>Check for Understanding:</u> Guide children's practice during teaching input (if needed) and assess understanding (and then take action, if needed) to help secure high success rate.</p> | | <p><u>Independent Practice:</u> Following clear modelling, guided practice and checking for understanding, children should have the opportunity for independent practice. It is important that all children experience success through appropriate scaffolding and resources. We acknowledge that: (i) some children will need less modelling and guided practice. (ii) there are occasions where we want children to be able to discover things for themselves.</p> |

We are aware that, incidentally, some of our key principles align with Rosenshine's theories on effective instruction in lessons. However, these Christ Church key pedagogical principles were designed and agreed by our staff. We recognise that not all of them will be present in every lesson but they will be evident across a sequence of lessons. This keeps in mind the fact that we are driven by our desire to ensure learning is purposeful, engaging, creative and enriched so therefore our pedagogy can change to reflect this ambition.

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 feedback 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
- Feedback Policy

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
- 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 Curriculum and Inclusion 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:

- Feedback Policy
- 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 considering feedback from staff members, parents and through wide-ranging opportunities for pupil voice feedback. Curriculum leaders will take the lead for monitoring teaching and learning in their curriculum area with the support of the Senior Leadership Team. The overall policy will be monitored by the Curriculum and Inclusion 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 Curriculum and Inclusion committee to ensure it is a reflection of current best practice.



At Christ Church School, we want homework to:

- be useful for children
- be useful for teachers
- be valued in school by staff and/or shared with classmates
- include tasks from across our curriculum
- help children to talk about and share their learning at home

At Christ Church School, we **don't** want homework to:

- be a source of anxiety or stress for children or families
- stop children from taking part in a range of other activities outside school or prevent children from having time to rest and play. Children work hard in school all day, already!
- add, unnecessarily, to the workload of teachers or other staff members

Why do we ask children to complete homework tasks?

- To encourage children to share and talk about some of their learning in school with families at home. This also means parents and families get a better idea of what their children have been learning in school.
- To support and consolidate learning at school, including going back over learning covered in lessons in previous weeks – this supports the transfer of learning into children’s long term memory
- To prepare children for new learning that’s coming up in school
- To build in all children a positive attitude towards continuing their learning at home – there will be plenty of homework at secondary schools and we want all children to have a positive attitude towards learning and working at home.

What homework tasks do we set?

We set a number of **regular weekly tasks**:

| Reading | Supporting reading and writing (phonics and spellings) | Supporting maths skills |
|--|--|--|
| Reading every day for all classes, including use of reading diaries for children in Reception to Y2 or 3 | Phonics sounds and high frequency words to learn (Rec, Y1) | Times tables to learn for a weekly test (Y2 upwards) |
| | Spellings to learn for a weekly test (Y1 upwards) | Arithmetic test papers sent home to review and practise skills at home (Y4-Y6) |

In addition, in most weeks, teachers will set an **additional task**:

If there is no additional task set for a particular week, teachers will make this clear on the homework sheet.

a creative task

for example, a two/three week project to build a model mosque using everything children have learnt in RE about the features of the Muslim place of worship (Y3) or create the front cover for your writing competition entry (Y2)

a research task

for example, go on a 2D shape hunt around your house to see whether you can find the shapes you have learnt about in school this week (Rec), or talk with a family member about the toys they played with when they were younger (Y1) or research what historians think Anglo-Saxon houses looked like using the internet or books and be ready to share this research with a classmate (Y5)

a task to consolidate learning in school

for example, maths questions to practise column addition, a skill which was taught two weeks ago in school (Y4), handwriting practice for specific joins (Y2) or revision of key grammar concepts taught in class (Y6) (We know that practising this skill again a short time after it was taught for the first time, helps to embed this learning in the long term memory)

an online task

for example, following up a coding lesson in school with a specific coding activity to consolidate these new skills (Y2)

a learning task

for example, choose a short poem that you like and learn it off by heart to repeat aloud to your class with expression (Y1-6) or learn your lines for the class assembly

a longer term or practical task that’s better completed at home

for example, set up and monitor over the next two weeks, a simple science experiment to find out the effect of different liquids on a boiled egg (to represent your tooth enamel) (Y4) or practise the safe cutting skills you learnt in school this week by helping your adults to chop the vegetables or fruit at home safely (Y2)

Practicalities of our homework:

- 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 extra tasks, in addition to the regular tasks and additional task described above, may be set; equally there may be times when the class teacher is unable to set homework. However, every effort will be made to set homework in the event of long-term staff absence.
- Homework is not set over any school holidays. Holidays should be for rest and time with friends and family!
- 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 or neat black pen for older children.
- There is an expectation from the school that all children will attempt their homework each week. If children do not complete homework regularly children and their parents will be invited into school to discuss this with the class teacher. Support from parents and carers is greatly appreciated in ensuring that homework is successfully completed and that it is a positive and rewarding experience.
- Homework should always reflect children's own work and thinking – children should use the internet, books and other research materials appropriately to support their work when needed. Children should not use AI to complete homework tasks and we ask parents and carers to support us with this.

Frequently-asked questions about homework

What if homework causes anxiety or stress?

Homework shouldn't be a cause of anxiety or stress. We do ask that parents encourage children to complete the homework tasks and we try very hard to make sure that children are set tasks appropriate for their abilities. If homework is causing anxiety at home or you think the homework set is too difficult for your child, please speak to your child's class teacher. If a particular task is causing difficulties, it's fine for your child to stop. If they can try again at another time please support this or, if not, let the class teacher know why the task is not completed.

How independent should homework be? How can parents support with homework?

This varies through the school. The homework we set in Reception is designed to be completed with a parent or carer but the homework set in Years 5 and 6 should mostly be able to be completed independently. Of course, even in these older year groups, we'd like to encourage parents to take an interest in the work their children are set for homework and to encourage them to complete it to the best of their ability.

The best way to support children with completing homework tasks is to give them a space and time and encouragement and interest from parents at home. If you have provided a lot of help with something, please let us know.

Why is all homework set on a Thursday and due back on a Tuesday?

We know that all children and families have very different routines at home. We want to make sure that homework is set consistently and on the same day each week so that completing homework can be fitted into families' busy schedules. This particularly helps families with several children in the school or children who live between two homes during the week. We set homework on the days that we do so that children could leave their main homework task to complete at the weekend or they could do it all on week days and leave the weekend free. We also want to make sure there are a couple of nights in the week (Tuesday and Wednesday) when there is no pressure at all to complete a homework task. We do encourage children to read every day, though.

Why do we set all sorts of different homework tasks?

Homework tasks vary from week to week and class to class. Children may be set tasks in English, Maths or any other subject. We try to set a range of different subjects over the term. Sometimes tasks are creative ones or research ones and these may take several weeks to complete. Some tasks may involve written work and others may not. Children have different skills, interests and talents and we want to give children the opportunity to consolidate and share their learning at home in all areas of the curriculum.

Homework sheets will always include:

- Information about the learning that has taken place in school that week, including the current class book(s) – we want parents to know about what their child has been learning that week so they can discuss and ask questions about it.
- Instructions for the main homework task for that week (or information that there isn't a homework task that week)
- Information about regular tasks, including the spellings/tricky words/times tables/phonics sounds to practise that week (our KS2 spelling lists are all on our website, too)
- Feedback on children's spellings, times tables and/or arithmetic tests (this may be in the form of a weekly certificate or the test sent home, rather than on the homework sheet itself). This is to help children (and their adults at home) to identify where they have made errors and to practise these particular skills/words again
- Class reminders and information about any events or trips taking place for the class in the following week
- Suggestions for places to visit outside school linked to learning in class – e.g. museums, galleries, online activities