

**CHRIST CHURCH (CHURCH OF ENGLAND)  
INFANT SCHOOL & NURSERY**

**CHRIST CHURCH (CHURCH OF ENGLAND)  
JUNIOR SCHOOL**

**“Working together to build a strong foundation through  
faith and learning.”**



## Teaching and Learning Policy

Proverbs 22:6 Start children off on the way they should go: and even when they are old, they will not turn from it.

Policy Adopted: June 2022

Policy Review: June 2025

## Introduction

At Christ Church (Church of England) Infant School and Nursery and Christ Church (Church of England) Junior 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 be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

This document is a statement of the aims, principles and strategies for teaching and learning at Christ Church (Church of England) Infant School and Nursery and Christ Church (Church of England) Junior School. It lays the foundations for the whole curriculum, both formal and informal, and forms the context in which all other policy statements should be read. It is written for the benefit of all members of the Christ Church community to ensure that we are all aware of the fundamental principles underpinning the work of our schools.

## Vision Statement

Our distinctively Christian ethos contributes to Christ Church as a centre of learning excellence inclusive to all. Through living out our core Christian values – **respect, kindness, honesty, love, friendship and perseverance** – we are a community in which all our members are respected and valued, and can flourish as human beings equally created in the image of God. As a school we provide an engaging, well balanced and inspirational curriculum through which every child’s potential may be fulfilled. Through positive encouragement and nurturing, each child has the opportunity to develop to the full – socially, emotionally, spiritually and academically – so as to be equipped with the life skills needed to live as a valued and valuable member of society.

## Mission Statement

‘Working together to build a strong foundation through Faith and learning.’

‘Start children off on the way they should go and even when they are old they will not turn from it.’

Proverbs 22:6

Christ Church (Church of England) Infant School and Nursery and Christ Church (Church of England) Junior School aim to provide, within a Christian Foundation, the highest standards of education and care.

We recognise and celebrate the limitless potential of all our young children and seek to maximise their natural enjoyment of and enthusiasm for learning.

## Values

We believe that there are 6 key values which characterise our schools:

- Respect
- Kindness
- Honesty
- Love
- Friendship
- Perseverance

### **Aims for all settings**

- We will provide an environment in which every child will have the opportunity to flourish, achieve, and sometimes exceed their expected potential.
- We will provide a stimulating learning environment and aim for the highest standards of teaching and learning.
- We will have high expectations of every child and ensure that every child reaches their full potential.
- We will provide and promote an inclusive environment in which all pupils feel physically and emotionally safe and secure.
- We will work with partners in the community to enhance teaching and learning experiences and skills.
- We will foster independence, cooperation, collaboration, leadership and teamwork as necessary skills for learning and life.
- We will encourage aspiration and self-esteem and support and celebrate achievement and endeavour.
- We will work with parents to enable them to support their child at home.

### **Principles of Teaching and Learning**

We see teaching and learning as a process of cooperative team work and welcome and encourage the involvement of parents and others in the community.

### **Effective Learning**

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them best. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer a variety of opportunities. These include:

- Investigation and problem solving
- Research and finding out
- Group work
- Paired work
- Independent work
- Whole-class work
- Asking and answering questions
- Use of ICT
- Reasoning activities
- Fieldwork and visits to places of educational interest
- Creative activities
- Watching media, responding to musical and recorded material
- Participation in physical activity
- After school clubs
- Guest visitors and performers

### **Effective Teaching**

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest level of personal achievement. We also encourage and support the children into becoming independent learners. We use long-term subject plans that identify what is to be taught in each year group, to guide our teaching.

Teachers make ongoing assessments of each child's progress against given assessment tools and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children

with **special educational needs**, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). Teachers modify learning and teaching as appropriate for children with additional needs. We value each child as a unique individual, and teachers are familiar with the Equality Act. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

We plan our lessons with clear learning objectives that are shared with the children. We take these objectives from the National Curriculum and specify what the children will learn.

Each of our teachers makes a special effort to establish good working relationships with all children in the class and school. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to positive behaviour management and classroom management. We expect all children to comply with these rules to promote the best learning opportunities for all. We praise children for their efforts and by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school positive behaviour policy.

We deploy Teaching Assistants as effectively as possible. Sometimes they work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. They are involved in the planning and assessing of children's work.

We strive to make sure our classrooms are attractive learning environments. We change displays regularly to ensure that the classroom reflects the learning undertaken by the children and use working walls to support the children in their current learning and enable them to become more independent. We endeavour to ensure that all children have the opportunity to display their best work at some time during the year.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

### **English as an Additional Language**

Pupils who are admitted to our school with EAL are assessed within two weeks of admission using an Initial Language Assessment. Work is planned and adapted to meet their needs so that they are able to access the curriculum. Dual language texts are sourced from the School Library Service and the children are supported with their language development.

Every 6-8 weeks the child is reassessed and their progress carefully monitored. Once they are able to fully access the curriculum and the Language assessment is no longer required the child will be assessed toward using age related expectations and the language assessment reviews will cease.

### **Responsibilities**

All members of the school community, teaching and non-teaching staff, parents, pupils and governors work towards the school aims by:

- Holding each other in high esteem as individuals and respecting each other's rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.

- Providing a stimulating, well ordered environment in which all are fully aware of behavioural expectations.
- Encouraging, praising and positively reinforcing good relationships, behaviour and work.
- Working as a team, supporting and encouraging one another.

#### **Teachers work towards the school aims by:**

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
- Recognising the needs of each individual child based upon ability, aptitude and attainment.
- Ensuring learning is progressive and continuous.
- Being a good role model – punctual, well-prepared and organised.
- Maintaining an up to date knowledge of the National Curriculum, and statutory guidance of the Government of the day.
- Having a positive attitude to change and the development of their own expertise.
- Helping to establish links with the local community to enable us all to prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Working collaboratively with a shared philosophy and commonality of practice.
- Keeping parents informed on a formal and informal basis.
- Implementing the appropriate schools agreed practice and expectation documents. (Appendix A & B)
- Keeping pupils informed of the next steps for their learning.

#### **Pupils work towards the school aims by:**

- Attending school regularly and punctually.
- Being organised – wearing the appropriate kit, taking letters home promptly, returning reading books regularly, completing homework on time and completing it to the best of their ability.
- Conducting themselves in an orderly manner in line with the expected code of discipline.
- Taking growing responsibility for their own learning, responding to teachers' expectations, comments and marking guidance.
- Reading and agreeing to the Home/School Agreement.
- Respecting school property.
- Being good role models- demonstrating good manners and behaviour, being well prepared for lessons and organised.

#### **The Role of the Parents/Guardians**

We believe that parents 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:

- Holding parents' evenings to discuss children's current attainment and progress.
- Sending an annual report to parents in which we explain the progress made by each child and indicate how the child can improve further.
- Explaining to parents how they can support their children at home and with their homework.
- Holding meetings/workshops to explain relevant developments in their child's education.
- Keeping the school website up to date.
- Operating an open door policy so that parents can discuss any concerns or questions, regarding their child's learning, with teachers and senior leaders at any time.

We believe that parents have the responsibility to support their children and our schools in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school for partaking in activities.

- Inform school if there are matters outside of the school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.
- Provide support for the discipline within the school and for the role of the class teacher.
- Give true importance to homework, reading and assisting in the learning of tables and spellings.
- Read the Home/School Agreement and uphold their principles.

**The Role of the SLT and Governors is to:**

- 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 and achievement.
- Ensure that staff development and appraisal policies promote good quality teaching.

**Monitoring and evaluation**

Staff development needs will be identified in line with this policy, Appraisal and Continued Professional Development Policies. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

**Equal Opportunities**

All children have equal access to the curriculum regardless of their gender, disability or ability as demonstrated in the 2010 Equality Act. At Christ Church (Church of England) Infant School and Nursery and Christ Church (Church of England) Junior School we aim to provide all of our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. (See Equality Statement).