

**Effective teaching and learning policy**

Created May 2016

Review May 2017

**Introduction**

At Christ Church Academy 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 aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

**Aims**

The aim of this policy is to focus on key areas to ensure our pupils are provided with rich and varied learning experiences which are assessed effectively. Teachers can then ensure the children are given opportunities to develop their skills and fulfil their potential.

**Curriculum planning**

Curriculum overviews are created by the class teacher through working with subject leaders. The structure of the curriculum is organised so the children get a breadth of learning in terms of knowledge and skills. As Christ Church Academy is focused on children acquiring basic, essential skills, teachers are expected to plan their curriculum in a way that gives them chance to practise and then apply these skills in a range of contexts.

Before starting any unit of work, teachers should do a detailed ‘knowledge harvest’ of what the child can and can’t do. A unit should not start without knowing the children’s starting points as this may affect groupings, starting points and pitch of work.

Teachers then complete their medium term plans and short term plans. These are saved on the school network on a Monday to ensure monitoring can take place and sequential learning can continue in all circumstances. All lessons should aim to meet the needs of all children and therefore, teachers must differentiate accordingly.

**Quality of 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 best suit them.

* Questioning: to use an appropriate range of closed and open questions
* Different ways of recording: verbal, written, use of computing, group recording
* Group sizes: independent, paired, small group, whole class
* Guided / shared work: all abilities should have opportunities for this
* Assessment: using a range of ways to make children reflect on their learning

**Talk 4 Learning**

Successful classrooms need high levels of engagement so T4L should be used every day in class to ensure children are rehearsing high quality language, whilst also learning vital social skills. Within every classroom there should be talk rules on display with language scaffolds aimed at helping the children follow these rules.

A range of games or activities are to be used within lessons to provide opportunities for all children to think, share and collect other ideas. As a consequence, competitive bidding should be less of a feature as all children should be expected to be ready with a response. High quality, dialogic talk should be modelled at all times by staff so that children learn correct grammatical structures and are exposed to new vocabulary in meaningful situations.

**Use of assessment**

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child’s needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies.

See assessment policy

**Structure of lessons**

It is important that teachers feel confident to pace work appropriately for their children to allow greater exploration whilst maintaining pace in the lessons. Therefore we encourage flexibility in terms of structure: it is important lessons fit purpose. However, most lessons should contain a significant number of the following elements:

* Lessons will start promptly – a timer is used to establish expectations
* A warm up task should be used to engage the children quickly
* Resources are prepared before the lesson
* Learning intentions and success criteria
* Lessons are linked to prior learning
* Pupils should be working harder than the teacher
* Targeted guided group work should be taking place
* Adults and children should be using questions to make others think deeply about their learning
* Plenaries are used to review successes and children’s personal targets
* Adults should be constantly engaged with the children, discussing their learning and setting next steps.
* Marking and feedback should be constant and done in a range of ways (peer, adult-led, self-assessed etc)

**Classroom environment**

Our classrooms should always be attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. Children’s work should be placed on displays to celebrate successes and increase interest in displays. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as working walls relating to English and maths. We believe that a stimulating, tidy environment sets the climate for learning, and an exciting classroom promotes the independent use of resources and high quality work from the children.

We ensure that all tasks and activities that the children do are safe. When we plan to take the children out of school we obtain permission from parents and complete a risk assessment.

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

**The role of parents**

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 explain our school strategies for teaching English, maths and attitudes to learning.
* Publishing the current term’s curriculum on each year group’s webpage
* Explaining to parents how they can support children with their homework
* Giving manageable quantities of homework which are meaningful and allow children to make choices
* Providing information on the importance of good school attendance and challenging the parents whose children fall below our standards
* Providing advice on how to support children with reading, phonics, learning maths facts and other key skills
* Promote a positive attitude towards school and learning in general

**The role of governors**

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

* Support the use of appropriate teaching strategies by allocating resources effectively
* Ensure that the school buildings and premises are best used to support successful teaching and learning
* Monitor teaching strategies in the light of health and safety regulations
* Monitor how effective teaching and learning strategies are i terms of raising pupil attainment
* Ensure staff development and performance management policies promote good quality teaching
* Monitor the effectiveness of the school’s teaching and learning policy through the school self-review processes. These include reports from the subject leaders and the annual headteacher’s report to governors as well as a review of the in-service training sessions attended by our staff.

**Monitoring and review**

Subject leaders are responsible for the monitoring and evaluation of their subject. This involves various activities such as discussions with teachers or pupils, shared teaching, monitoring books and/or planning, and informal observations. They will also check that long and medium term plans are providing the coherence, progression, continuity and depth necessary. They also carry out termly ‘subject on a page’ reviews to identify the strengths and areas for development within their subject area. This then helps identify necessary CPD for individual staff or the full staff team.

More formal observations are carried out by the Headteacher and SLT team on a regular basis.

The Governing Body have agreed the Pay Policy and the Performance Management Policy.

Annual reviews for teachers take place when targets will be reviewed and new ones set.

**Policy last reviewed on:**

**Agreed by governors on:**