



Effective teaching and learning policy

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

Our Vision

We know the extraordinary worth of all our children. Our vision is to grow children believing in their own value, their academic successes and their place in the wider family of school and community. We are all created in the image of God.

This policy seeks to ensure that we implement our vision through excellent teaching and learning.

Intent

Our curriculum reflects both the needs and interests of our children. It intends to give them a broader understanding of themselves, their community and the wider world. Our curriculum will teach children to be able to transfer the strategies, skills and knowledge that they have learnt; they will take ownership of the learning process from one year to the next in order to build a successful life.

We incorporate explicit teaching of learning behaviours and Christian and British values into our curriculum to ensure that our pupils are prepared for life in modern Britain whatever their starting points.

Our intention is that in line with the Church of England's vision for education, we help our children to experience 'life in all its fullness'.

Curriculum planning

Our whole school curriculum planning is sequential and starts with a clear endpoint in mind. By the time the children leave year 6, we intend that they will have knowledge and awareness of who they are, their place in time, space and culture. They will know how people across time, place and culture, through courageous advocacy, have shaped the world. They will understand how they too, can shape the world around them.

In this statement we recognise the importance of knowledge and cultural capital defined as: 'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

In order to achieve our end point, we have developed a sequence of 'Big Questions' that the children seek to answer across the year. Each unit they study is headed by a question that feeds into the big question. The questions provide the lens through which the children at Christ Church Academy experience the national curriculum. The big questions are sequential and build on children's sense of self in the EYFS to their understanding of how we operate as communities, how we are influenced by the physical world and how individuals can exert influence on the world around them.

For some pupils we may need to adjust their curriculum journey when they experience social, emotional or mental health difficulties. To ensure that these pupils are ready for the next phase of education we provide a curriculum that is based on assessment of need through the Boxall Profile and an emphasis on activities that allow children to develop the social emotional skills and knowledge that they need to 'live life in all its fullness'.

The sequence of questions is:

Nursery	Why is it good to be me?
Reception	How can I be a positive member of my class?
Year 1	Who am I, who can I be and how do I belong?
Year 2	How do we change the world around us? Why should we care for our world?
Year 3	How has the world around us shaped us as communities?
Year 4	Are we stronger if we are together?
Year 5	How can people come together to shape the world around them?
Year 6	How can individual people shape the world around them?

The curriculum is planned so that schemas are built both from one year to the next and between different units of study within each year. Please refer to the long-term plans available in the curriculum area of our website for details of the units our pupils study.

Teachers use our long term plan and the national curriculum to plan units of work that are pitched to allow their pupils to reach age related expectations as set out in the national curriculum.

Good teaching at Christ Church Academy

We recognise the definition of learning given in the Ofsted school inspection handbook November 2019:

‘Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned... In order to develop understanding, pupils connect new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills. This must not be reduced to, or confused with, simply memorising facts. Inspectors will be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts.’

Great teaching creates the conditions needed for learning to take place. At Christ Church Academy we have carefully considered what we want great teaching to look like. We have considered research and evidence and what teachers perceive the needs of our pupils to be. In order to achieve our vision for our pupils, for them to understand their own academic success and how to sustain this, we have chosen to follow the EEF guidance ‘Metacognition and self-regulated learning’ as the basis of our approach.

Zimmerman gives a helpful description of what a successful self-regulated learner looks like:

‘These learners are proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and task-related strategies, such as using an arithmetic addition strategy to check the accuracy of solutions to subtraction problems. These learners monitor their behaviour in terms of their goals and self-reflect on their increasing

effectiveness. This enhances their self-satisfaction and motivation to continue to improve their methods of learning.'

The following seven-step model for explicitly teaching metacognitive strategies can be applied to learning different subject content at different phases and ages. It involves:

1. Activating prior knowledge;
2. Explicit strategy instruction;
3. Modelling of learned strategy;
4. Memorisation of strategy;
5. Guided practice;
6. Independent practice;
7. Structured reflection.

This approach involves a move away from differentiation towards providing scaffolds (temporary structures) to allow all children to achieve the appropriate age related expectations. Scaffolding will most typically be used at the guided practice and independent practice steps. Teachers and teaching assistants will use their knowledge of the pupils and formative assessment judgements to decide on the level of scaffolding a child needs as well as the point at which the scaffolding can be removed altogether.

Teachers and teaching assistants should also take into account the cognitive load of tasks and activities they plan. They should ensure that if new knowledge is being introduced, then they use strategies that are familiar to the children or have been previously taught. For example, using a table is a strategy to record results of an investigation in science. If a teacher wants a child to be able to use this strategy it should be explicitly taught. The teacher should not expect the child to be able to devise a table at the same time as expecting the child to analyse the results of an investigation if this is not already a secure strategy. Cognitive overload prevents children from effectively processing new knowledge. If children are not able to process knowledge it will not alter long term memory and if nothing has altered in long-term memory, nothing has been learned.

We have adopted the principles of Adaptive teaching. **Adaptive teaching** is described by Dr Katy Bloom, Senior Lecturer in Science Education at York St John University and Learning and Teaching Lead for the School of Education, Languages and Psychology.:

Adaptive teaching is a twofold approach in which prior to teaching, teachers identify potential barriers to learning through effective planning, and then during teaching, continually modify their instruction based on ongoing assessment and feedback, responding to pupils' learning needs in real time. Unlike traditional differentiation, which often involves pre-planning different tasks for different ability groups, adaptive teaching is more dynamic and responsive.

At its core, adaptive teaching:

Maintains high expectations for all pupils at both planning and teaching stages.

Uses formative assessment **continuously** in **responding** to evidence of pupil learning as it emerges.

Adjusts teaching strategies in the moment based on pupil progress and need.

Focuses on developing pupil autonomy, agency and metacognition.

Treats the learning environment as **flexible and evolving**.

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

Classroom environment

Our classrooms are attractive learning environments. Displays and working walls reflect the units studied each half term and share the journey of the children's learning. They are an additional resource available for the children to use to support memory and knowledge retention.

Resources are made available in classrooms to promote independence and are available to help children produce high quality work.

Learning spaces around school are stimulating, tidy environments to set a climate for concentration and focus.

The environments and activities the children take part in are safe and well planned. When planning visits outside school we carry out appropriate risk assessments and seek parental consent.

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

In each classroom there should be:

- The class big question prominently displayed
- A prayer tree
- A reflection area
- A reading area
- An RE display
- An English working wall
- A maths working wall
- A display showing the unit the children are studying that includes their unit question.

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 in 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.

Remote Learning

Please see our remote learning policy