



Christ the Sower Ecumenical School Teaching and Learning Policy

At Christ the Sower Ecumenical Primary School we provide the 'good earth' for all our children to flourish; where every child can learn and explore who they are created to be, with the high expectation that we, individually and collectively, will enable every child to be and do the best they can.

A loving place where we all care, learn and grow together.

Description of policy formation and consultation process:

We believe that policies should reflect the ethos and beliefs held by the whole school community, therefore a wide range of representatives were actively involved in the compilation of this policy. The people involved in this process are:

- SLT
- Teaching staff
- Governors

Intent

At Christ the Sower Ecumenical 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. We promote children's spiritual awareness; nurturing young citizens of the world in an environment which encourages everyone to understand themselves and others, where children feel safe, valued and appreciated.

Through our Cultural Curriculum and teaching with CARE we equip children with the skills, knowledge and understanding necessary to be able to make informed Choices, Appreciate others and the world around them, Reflect on their learning and life and Engage fully in their learning and society. Through a holistic and inclusive approach we deliver a balanced curriculum which celebrates everyone's gifts, talents and achievements in an atmosphere of safety, fairness and rich cultural experiences. We believe that appropriate teaching and learning experiences help children to care, learn and grow together.

Implementation

Through our teaching and learning opportunities we aim to:

- enable children to make choices as confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them appreciate others so that they build positive relationships with other people;
- develop children's ability to reflect on their own self-respect and encourage them to respect the ideas, attitudes, values and feelings of others;
- enable children to understand and engage with their community and help them feel valued as part of this community;
- help pupils develop an understanding of the basic teachings of the Christian faith and to be aware of and respect other peoples' beliefs and faiths.
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- help children grow into the CtS children of the future – caring, independent and positive citizens.

Effective learning

We believe that people learn best in a variety of different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer;
- fieldwork and visits to places of educational interest;
- creative activities; watching television and responding to musical or recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Effective teaching

When teaching we focus on engaging the children through CARE and building on their skills and knowledge. Our Cultural Curriculum guides our planning and teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the 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 Provision Maps. We have high expectations of all children, and we believe that their work here at CtS is of the highest possible standard.

We set targets for the children at the start of each academic year. We review the progress of each child at the end of the academic year and set revised targets. We plan our lessons with clear learning intentions. We take these learning intentions from our CtS Cultural Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate and monitor lessons so that we can modify and improve our teaching over time.

Each of our teachers is expected to establish good working relationships, promoting CARE with all children in the class. 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 behaviour and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise 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 behaviour policy.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.

We deploy Teaching Assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

Our classrooms are attractive learning environments. We prepare Working Walls for Maths and English that are changed regularly and up to date to support learning. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year.

All classrooms have a range of fiction and non-fiction books. We believe that a stimulating environment sets the climate for learning and an exciting classroom promotes independent use of resources and high-quality work by the children.

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 believe teachers should combine a mixture of proven strategies from their own experience and immediate practice with recommended strategies from advisory networks. We conduct all our teaching in an atmosphere of trust and respect for all.

Equal Opportunities

Care is given at all stages of planning to ensure the inclusion of all our children. When necessary additional support is planned to assist individuals or groups of children to enable equal access to the curriculum.

The role of governors

Our governors (IAC) 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 that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly Head Teacher's report to governors.

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 individual curriculum subjects.
- sending Curriculum News to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- holding regular meeting with parents and publishing an annual school report 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 with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school 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 with the correct uniform and PE kit;

- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

Impact

We assess the children using formative assessment on a daily basis and summative assessment in October, February and May. We use Target Tracker to track progress and attainment and Power Maths half termly tests to assess progress in Maths. We also use a variety of appropriate other assessment tools to monitor progress of our children with additional educational needs.

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.