



Our **Vision** is to be a...

**Caring Community,
Courageously Learning,
Inspired to Live Life to the Full.**

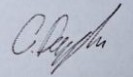

Jesus said, "I have come that you may have life and have it to the full."

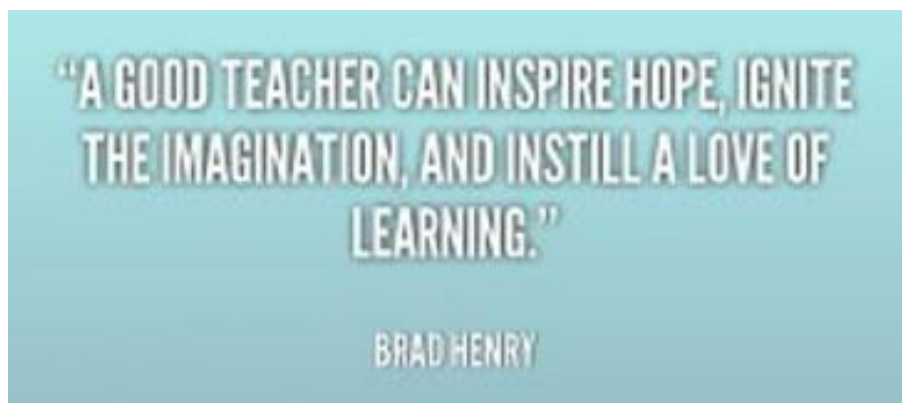
(John 10:10)

Teaching and Learning Policy

Christ Church Infant School (CCI) is a vibrant, inclusive and aspirational school that strives to keep the wellbeing, education and safeguarding of children at the centre of all we do. Our staff, families, Church and Governors work harmoniously to encourage children to flourish as people as well as learners. We create an environment where every child is empowered, their background celebrated, and their mental health protected. Our Church school vision is reflected in our values-led curriculum, holistic approach to each individual and community-focused experiences. This approach then enables every child in our care to learn to live life in all its fullness, during their educational journey with us.

The value we place on every individual extends to our staff team too, who are our greatest resource within school. We aim to uphold high levels of wellbeing through continued professional development, high aspirations and an ongoing collaborative approach. In all we do at CCI, we keep children at the heart of our work. The following policy aligns with our school vision and ethos, and should be read with this context in mind.

Signed CoG: 	Name: Chris Douglas	Ratified Date: T5 2024-25
Signed Head: 	Name: Anna Martin	Review: T5 2027-28



This policy outlines the fundamental aims, which underpin all teaching and learning at Christ Church CE VC Infant School.

Curriculum Intent

At CCI our curriculum has been designed to ensure that every child can 'Live life to the full' by offering engaging learning experiences built upon our vision and Christian values.

Through the information gathered from all stakeholders across our school community we have identified the main drivers for our curriculum as: caring and respecting ourselves and the environment. Equipping every child with the skills they need to be successful lifelong learners. Providing the opportunity to ignite their passions and broaden their strengths through a rich, varied and engaging curriculum drawing on local, national and global inspiration.

These identified curriculum drivers fit under the three parts of our vision.

Aim of this policy

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning.
- To promote, facilitate and enable the inclusion of all children.
- To provide a broad and balanced curriculum which provides opportunity for; all children to acquire content through variation and scaffolding.
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning.
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions.
- To promote positive attitudes, good behaviour and moral understanding.
- To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others.
- To promote the need for children to demonstrate that they are ready, respectful and safe in all areas of the curriculum.

Quality of teaching, learning & assessment

- Learning environments will be relevant and accessible for all children, with careful consideration being given to colours and cognitive load.
- Staff will demonstrate warmth, care and respect to all pupils.
- Teaching is consistently of a very high quality, inspirational and is highly responsive to children's needs.
- Provision across all areas of learning is planned meticulously and is based on sharply focused assessments of children's achievement so that all children undertake challenging activities.
- Staff demonstrate a deep knowledge and understanding of the subjects they teach.
- They use questioning effectively and develop oracy in children.
- Staff identify children's common misconceptions and act to ensure these are corrected quickly.
- Staff ensure lessons have effective pace and maximise use of lesson time.
- Children's behaviour is managed consistently effectively so that learning opportunities are not missed.
- Teachers will check what pupils know and remember across all subjects and use this to inform or adapt future learning.
- Staff to use adaptive teaching strategies to continually assess the strengths and needs of learners and adapt their teaching to continually to ensure all learners can meet expectations.
- Subject knowledge is introduced progressively and all staff have high expectations of children.
- Children who are working below the expected standard are identified quickly and are supported to make rapid progress.
- Teaching sequences are carefully planned to ensure basic skills are taught and revisited.
- Staff check children's understanding systematically and give clearly directed and timely support.

- Children are given clear feedback, in line with the school's marking and feedback policy and children use this feedback effectively.
- Staff embed reading, writing, communication and maths across the curriculum enabling all children to make progress.
- All staff are determined that all children will achieve well. They encourage children to show resilience and try their best and help them to understand that mistakes are important in the learning process. Children are encouraged to take pride in their work.
- Staff have consistently high expectations of all children's attitudes to learning.
- Staff should ensure that all children thrive in lessons and take up regular opportunities for extra-curricular events and clubs.
- Parents are provided with clear and timely information on how well their child is progressing and doing in relation to the standards expected and what they can do to support them to improve.
- Staff are quick to challenge stereotypes and the use of derogatory language in lessons and around school, championing differences and equality. Resources and teaching strategies reflect and value the diversity of children's experiences and provide children a good understanding of people and communities beyond their immediate experience.
- Staff teach an exciting and relevant curriculum with enthusiasm which generates high levels of commitment from children.
- We expect children to be challenged and where appropriate individual needs to be met.
- Staff provide high quality marking and constructive feedback to children that assists in next steps.
- Teachers plan appropriately for all children and ensure they have access to scaffolded learning approaches and high-quality resources.
- Feedback should be linked to the objective being taught.
- Lessons and activities are varied and scaffolded to ensure that children explore, develop and practice new skills/concepts.
- Staff cater for a range of differing learning styles thus ensuring pupil participation and understanding.
- Positive relationships with children are a priority and are central to the well-being of children and staff and underpin an effective learning environment.
- Cognitive load is carefully considered so that all learners can access teaching and learning – this will help children to access language, visuals and task requirements.

Outcomes for children

- Children provide high levels of engagement, commitment and co-operation within learning time.
- Children are highly motivated and eager to join in. They consistently demonstrate curiosity, imagination and concentration.
- Children respond well to staff and lessons proceed without undue interruption.
- Children respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress.
- Learning is sustained with a sense of commitment and enjoyment.
- Children are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available.
- Children communicate effectively and their communication and language skills support their ability to learn, think about and understand the world and to interact with others.
- They are provided with the skills to evaluate their own work and encouraged to do this every lesson.
- Children will demonstrate that they are ready, respectful and safe in all areas of learning.
- Children understand feedback and show they can respond to this to improve their learning.
- Children will feel confident to challenge themselves in their learning and make effective choices about levels of challenge.
- Throughout each year group and across the curriculum, children make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- Children will be well-prepared for their next stage of their education and will have high aspirations for themselves.

- Good progress is made by all children.
- Children will feel safe to make mistakes and take risks in their learning.