

St Christophers Academy Teaching and Learning Policy

At St Christophers Academy, we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the curriculum intent, implementation and impact and how we use a range of teaching and learning strategies to engage and motivate pupils.

This policy should be read in conjunction with our subject policies.

Curriculum Intent

We have developed an approach to our curriculum at St Christopher's Academy which has evolved over time. We can describe this as having three distinct components that interconnect and intertwine with each other to form a broad and rich learning experience for children during their time here. Layer one lays the foundation for learning. We believe that happy children who feel emotionally settled and want to come to school learn best. To this end we have a robust nurture and family support programme that enables us to support children and their families to ensure we achieve this aim. Layer two is the taught curriculum. This is subject based, meets the requirements and ambitions of the national curriculum and is dovetailed with key attainment indicators that ensure children meet their milestones across the breadth of the curriculum. Layer three compliments the taught curriculum with a rich range of experiences that have been designed to provide contexts for and embed learning in the classroom. In addition to this, layer three provides bespoke opportunities for children who may not have access to normal every day experiences and by doing this we promote equality of opportunity and raise aspirations.

We intend that our children should experience a curriculum that allows them to:

- Read early so we can quickly move from learning to read into reading to learn
- Acquire a wide vocabulary that will unlock understanding over a broad range of subjects
- Develop number fluency that will scaffold and support their problem solving and reasoning skills
- Develop resilience and be prepared to persevere and extend their own thinking
- Have a good understanding of the faiths and cultures of others in our school and in the wider world and some of the broader issues around this
- Develop tolerance and respect for others regardless of race, faith or culture
- Practice our school Values and develop healthy social and emotional attitudes
- Have well developed local and wider historical and geographical knowledge and understanding expected for their age
- Gain the scientific knowledge, understanding and skills expected for their age
- Take an interest and become involved in a broad range of environmental issues
- Experience a range of musical and sporting opportunities both in and out of school
- Be well prepared at each transition phase for the next stage in their journey of learning by building on the intellectual capital the children have already gained
- Have a voice and see the impact of their opinions.

Curriculum Implementation

Layer One

Conditions for Learning

We believe strongly that children learn best when they feel happy and safe. We believe that children have to be keen to come to school and eager to learn before deep learning can occur. To this end we instil our Values in all we do and work hard to promote pupil. We support our most vulnerable children through our nurture programme. We expect and promote high levels of behaviour and attitudes and hold a strong moral purpose.

Layer Two

The Taught Curriculum - The Core.

At the heart of our school is the taught curriculum. We believe this should be rich in knowledge, challenging, progressive and balanced in terms of skills and content. We aim to enable children to gain the skills they need to access the curriculum and gain a full understanding of the content therein.

We ensure that lessons include our core non-negotiables, a number of which are based on Rosenshein's Principles of Instruction.

- ❖ Teachers share learning objective and success criteria
- ❖ Teachers have high expectations of pupils' presentation
- ❖ Teachers ensure classrooms are welcoming and resources are readily available
- ❖ Teachers embed recall activities to review prior knowledge
- ❖ Teachers chunk learning into manageable steps
- ❖ Teachers highlight and explore key vocabulary
- ❖ Teachers effectively model processes to pupils
- ❖ Teachers provide effective feedback and address misconceptions
- ❖ Teachers use visual aids to support understanding
- ❖ Working walls enhance learning
- ❖ Teachers use targeted questioning
- ❖ Challenge activities are embeded into activities.

Layer Three

This component of our curriculum is both supplementary and complimentary and provides children with a range of experiences in and out of school that equally contextualise and add depth to their learning. This part of the curriculum is in many ways unique to our children and community and is designed to meet their particular needs as well as embedding and extending the learning that takes place in the classroom.

Impact of the Curriculum

Academic Attainment and Progress

The core purpose of our school is to provide children with an education that will prepare them well for the next stage in their journey. In an academic context, we strive to ensure that whatever their starting point and whatever the barriers to learning, we enable the children to achieve the best outcomes by considering Age Related Expectations and the children's individual potential.

Our curriculum is mainly subject based and each subject is broken down into steps that indicate the expectations of knowledge and skills to be attained for each stage of the primary phase. It is our intention that the children meet these expectations at each stage and that each stage provides the building blocks for the next stage.

Transition

In preparing children for the next stage in their journey we ensure that:

Our Nursery children are school ready and have acquired the developmental stages they need to proceed to start school and our children in Reception classes build on this development to enable them to access the KS1 curriculum.

Our children in Year 1 are provided with the phonic skills and knowledge they need to learn to read efficiently so they can quickly transition into reading to learn. We build the resilience needed in our KS1 children so they are prepared for the demands of the KS2 curriculum and our children in year 6 are prepared for the academic and social and emotional demands of life at secondary school.

Social, Moral and Cultural Understanding,

The impact of the time and focus in this area is seen in the children's attitudes to each other, to adults in school, to their conduct on school visits and trips and to the way in which they approach their learning. The children at St Christopher's Academy are often complimented on their behaviour in the wider community and we pride ourselves on this.

Our school is a diverse community composed of families from around the globe and through our Values programme and the ethos and culture of our school, we see Tolerance and Respect demonstrated on a daily basis.

Many children and their families encounter difficulties that stretch far beyond the control of the school, however through our family support system and our nurture programme we provide advice, support and practical help that impacts positively on the wellbeing of the family and therefore the child.

Equality

Our school has due regard to the principles and ethos of the Equality Act 2010 in respect of the delivery of our curriculum and strives to:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the school's inclusivity and diversity strategy.
- Maintain the highest expectations of success for all pupils
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- Keep up-to-date with equalities legislation.