

Teaching and Learning Policy

Chisenhale Primary School



Learning Together for a Better Future

March 2022

Approved by Governing Body: March 2022

Date to be reviewed: March 2024

What is the aim of this policy?

As a school we have a strong ethos of inspiring children to enjoy learning. We celebrate the rich diversity within our community and nurture children’s individuality. Staff’s particular talents are valued and we also recognise the need for consistency and shared standards for school life. This policy aims to promote a unified, rights respecting approach, to enable high quality learning. We are a UNICEF Rights Respecting School with Gold status.

What is our school vision?





Chisenhale is proud to be a community school. Our community is a rich social and ethnic mix and families are welcomed to become an important part of school life. We have a really committed and hard-working staff team, who want children to enjoy learning through a range of interesting experiences.

Our vision is Learning Together for a Better Future and in order to achieve this vision we aim for all children to be respectful citizens in a world of possibilities.

Our vision and values support Articles 3, 28, 29, 31 the United Nations Convention on the Rights of a Child.

Article 3: The best interests of a child must be a top priority in all things that affect children.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

What are the key principles of high quality learning?

Motivated and inspired learners

We have high expectations of all children and give lots of positive reinforcement. We approach the curriculum through a thematic approach, as we believe this is best for both children and staff. We believe our job is to inspire and motivate through the learning experiences we offer children.

Examples of what this policy looks like in practice are:

- Each topic has a “big bang” to start (such as a trip, Now Press Play experience or a day in role) and a “grand finale” to finish (such as an opportunity for children to share their work with other classes, or an event where families are invited in to enjoy the work).
- We try to offer as many real experiences as possible, including visiting experts, trips and links with the local community.
- We share a range of well-matched books in class to support the children’s wider knowledge of topics, helping the children to deepen their understanding and follow their questions and interests.
- We encourage learning in role, which allows children to deepen understanding and empathy.
- Successes are celebrated in a variety of ways, including displays, Chisenhale Chatters, postcards home and on our school website.
- The children have the opportunity to use technologies for independent research.

Planning which takes thought, creativity and time

We plan topics that will encourage children to think locally, nationally and internationally: topics that will offer children the opportunity to develop a wider knowledge and understanding of the world in which we live. We believe in staff sharing ideas and bringing a variety of experiences, knowledge and strengths to planning, while taking into consideration the needs of individual children.

Examples of what this policy looks like in practice are:

- Planning is done in year group teams, during PPA times. Staff plan in teams and adapt teaching by reflecting on lesson outcomes together.
- We consult curriculum leads in school and outside experts, including THEP advisors and other professionals.
- Our assessment for learning, through feedback and marking, helps drive the planning, so that we can build on what the children already know and can do.
- We plan many of our topics from high quality children's books, using the CLPE model, which involves us planning a range of activities around key texts.
- We build in some flexibility to reflect children's interests, talents and experiences.
- The main activities within lessons should encourage children to think critically, make discoveries, find many possible answers, express their opinions confidently and share their personal experiences and knowledge of the wider world to make connections and deepen their understanding of concepts.
- We approach learning with a knowledge of cognitive load theory and consider how to make sure learning is 'sticky', through rehearsal and revisiting.
- Knowledge organisers are shared to teach key vocabulary linked to each topic. These are broken down into categories/grouped together so that the children are not overwhelmed and can make connections.

Learning in depth, through being immersed in a cross curricular topic

We believe in creating purposeful and relevant contexts for children to become active in their own learning, while covering all areas of the curriculum. We believe that learning is at its most powerful when children are immersed in a cross-curricular topic that moves beyond the four walls of the classroom and into their everyday lives. We hope to motivate our children in such a way that they almost forget that they are learning. We want curiosity, self-motivation and independence to become second nature in order to make learning a meaningful, active process.

Examples of what this policy looks like in practice are:

- We work through termly or half termly topics, making clear, meaningful links to prior learning and across the curriculum.

- We have maths and english sessions in the mornings in KS1 and KS2. We plan to teach as much maths and english as possible through links with other subject areas through the topics, providing real contexts and purposes for writing and for maths.
- We don't expect each foundation subject to be taught each week, but time for these is blocked across the year to ensure overall coverage and progression.
- During foundation subject lessons, the aim is to develop the children's understanding of concepts as, for example, scientists or historians.
- Classrooms are learning environments which develop with the topic and show children their learning journey over time.
- In Early Years we use children's learning journeys to track their progress, based on their interests.
- In KS1 and KS2, each class has a shared Learning Journey for Humanities which reflects the high quality learning taking place for that topic and the links to the rights.

Where links are not made, some aspects of some curriculum areas are taught in isolation where appropriate in order that there is breadth and expertise developed.

A positive, collaborative and supportive environment

We are a Rights Respecting School, working with UNICEF to develop this aspect, and each class has a class charter, written by the children. This is the basis of our behaviour management and includes the way staff treat each other too.

Examples of what this policy looks in practice are:

- Right Respecting Counsellors work on their ideas for improving the school with the Lead Teacher.
- Staff build positive relationships with children, where children feel safe and valued.
- The teaching team is made up of knowledgeable, enthusiastic adults who work collaboratively to support learning.
- Learning happens in pairs, groups, across classes and phases as well as individually, and also takes place outside the classroom and at home.
- We use emotion coaching and a restorative justice approach to support children's understanding of their own and others' feelings. This is supported by the Zones of Regulation to enable children to have the language to talk about feelings.

Active learners

Being an active learner develops a sense of responsibility, a valuable skill for lifelong learning. It also gives children a sense of ownership and control. Active learning is an approach that embeds knowledge and stimulates curiosity.

Examples of what this policy looks like in practice are:

- Children are encouraged to be reflective learners, through self-assessment, peer- assessment and through direct questioning in lessons.
- Children are taught to have a growth mindset, and to think that they may not be able to do something 'yet'.
- Children are encouraged to take the lead in their own learning by talking, asking questions and problem solving with talk partners and in different group environments.
- Teachers can lead, as well as facilitate children's learning.

Inclusive of the range of needs

We believe that our role is to enable every child to be a full member of Chisenhale School and to develop respect in children for each other.

Examples of what this policy looks like in practice are:

- All staff attempt to overcome children's barriers to learning.
- A positive behaviour and relationships policy which leads children to a positive outcome.
- We plan for differentiated learning, so that all children can make progress.
- As a staff team we constantly consider teaching, learning environment and resources to ensure that they are appropriate for the range of children. Our planning provides for a variety of learning, to hook learners in different ways.
- We provide additional support and individual plans, for children who need them, and consult with outside agencies as appropriate.

What role do parents and the wider community play?

We value the contribution parents can make to their children's learning

We strive to work in partnership with parents, encouraging them to take an active role in their child's learning, as well as in the school as a whole. We value the wide range of experiences and skills that parents bring and seek to involve parents in enriching the children's learning experiences.

Examples of what this policy looks like in practice are:

- We employ a full-time parent engagement officer.
- There are regular parent workshops on a range of issues, including phonics, reading, writing, storytelling, behaviour and parenting skills.

- Parents come in to lead sessions and enrichment clubs in their area of specialism such as cooking, sports and creative writing.
- Parents volunteer on a regular basis in classrooms, at lunchtime and in the library.

Governors play an important role in the school

Many of our governors live in the local community and are familiar with issues that are likely to affect families. They bring a wide range of skills and experiences to their role.

Examples of what this policy looks like in practice are:

- Governors are linked with curriculum coordinators as a focus for their visits.
- Governors attend special events.