



## Christ Church C.E.(VC) Primary School

### Teaching and Learning Statement

*'Life in all its fullness'*

*John 10:10*

**Our Vision is for our children to experience 'Life in all its fullness' (John 10:10). Following the Christian inspiration of Jesus, our children will flourish and enable others to grow. Our school will be a place where aspiration and hope enable the growth of knowledge, wisdom and skills. Our children will feel good about themselves, enjoy learning and achieving and become positive members of the community.**

Our school curriculum is broad and balanced, framed by the National Curriculum and the North Yorkshire Agreed Syllabus and is enriched by opportunities for our pupils to celebrate the diverse nature of our locality and population.

#### **We set high expectations that inspire, motivate and challenge pupils**

##### **This is what we do:**

- Lessons are planned to stretch and challenge pupils of all abilities
- Planning encourages investigation and exploration and is based on a developmental approach of 'CPA' (concrete, pictorial, abstract)
- Groups are not fixed and the learning challenges are open to all
- The agreed behaviours within co-operative learning are promoted
- Teachers demonstrate good subject and curriculum knowledge, supported and enhanced through training opportunities

##### **This is what it looks like:**

- Pupils are:
  - Responsible – I actively take part for myself and my team
  - Resilient – I learn from my mistakes and setbacks and have another go
  - Reflective – I think carefully about questions and ideas and the responses I give
  - Respectful – I value everyone's contributions
  - Risk Taker – I ask questions and try out new ideas, even if it is uncomfortable
- Pupils' choice of learning challenges reflects their ability to self-assess and challenge themselves

#### **We promote good progress and outcomes. Teachers plan and teach well-structured lessons, adapting teaching to respond to the strengths and needs of all pupils**

##### **This is what we do:**

- We build on pupils' capabilities and their prior knowledge when planning lessons
- All lessons are structured through a learning challenge and steps to success. Key vocabulary is explored to ensure pupil's contextual understanding.
- Lessons are flexible and consist of direct instruction alongside guided, collaborative and individual practice
- Time given to learning challenges is flexible and responsive, guided by the needs and progress of the pupils.



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- Pupils are guided to reflect on the progress they have made and their next steps, both within lessons and at key points through the year
- Differentiated support is planned for to allow all pupils to access and extend their learning
  - Physical resources
  - Pre-teaching
  - Co-operative learning
  - Assessment for learning throughout the lesson
  - Adult support for all abilities
  - Fluidity of groups

#### **This is what it looks like:**

- Pupils are actively engaged with the learning and making progress within the lesson
- Pupils ask questions of the teacher, themselves and each other, in order to further and deepen their understanding.
- Pupils can talk about the learning that is taking place and the skills and knowledge that they are developing.
- Workbooks reflect progress in knowledge and understanding.

#### **We make accurate and productive use of assessment**

##### **This is what we do:**

- We use a combination of national and school attainment and progress data ('Fisher Family Trust' and 'Point in Time') to ensure that pupils are making at least good progress from their starting points.
- We use assessment for learning during lessons to respond to the learning taking place, adjusting accordingly.
- We give pupils regular feedback in a range of ways including:
  - Oral feedback at the beginning of a lesson (individual or group)
  - Marking
  - Discussion and questioning during lessons
  - Learning conversations with the pupil

##### **This is what it looks like:**

- Pupils requiring additional support / challenge are identified early
- Pupils will know what they have done well and what they need to do next
- Assessment for learning informs planning for the next session