



## Teaching and Learning Policy

Written July 2014 – Review date September 2021

### 1.0 Introduction

1.1 The Bradford Christian School mission is to provide a holistic Christian education for all and to inspire discipleship, and our vision is to be a Christian community in which everyone grows in character, faith, knowledge, understanding and wisdom.

1.2 We acknowledge that children learn in different ways, through a variety of experiences, and we recognise the need to develop strategies that allow all our children to learn in ways that best suit them. The quality of teaching has the greatest impact on our children's learning and the standards that they attain. We value the strengths of individual children, teachers and support staff.

### 1.3 In partnership with parents:

We believe that parents have the primary responsibility for the education of their children and endeavour to work in partnership with them, offering them an educational service in which they can be fully involved. We ask parents to:

- a. Have a positive attitude towards teaching and learning, supporting the school's ethos, working with the school to support their child's learning at home.
- b. Make sure that their child has the best attendance record possible. The school's target is 95% attendance.
- c. Ensure that their child is equipped for school with the correct uniform and P.E kit etc.
- d. Inform the school if there are matters outside school that are likely to affect a child's learning or behaviour at school
- e. Attend progress meetings and parents evenings.
- f. Support the school's expectations with regard to attitude and behaviour and discipline.
- g. Track their child's homework through Google Classroom in middle and upper school.

### 2.0 Aims

2.1 The aim of this policy is to provide a clear statement of the principle and practice of teaching and learning at Bradford Christian School. This statement represents how our children learn and how we intend to encourage and support that learning. It provides a framework which enables teachers and support staff to be confident in developing their own practice within the guidelines of the school's ethos and ensures that we are consistent in the way we work with our pupils.

2.2 We aim to help our children to:

- Grow in character, faith, knowledge, understanding and wisdom to discover their unique giftings.
- Encounter God in the classroom.
- Enjoy their learning through experiencing success and by increasing their self-esteem.
- Become independent, confident learners who take increasing responsibility for their own learning.
- Feel secure and comfortable in school
- Acquire the necessary skills for learning, now and in the future, by developing lively, enquiring minds and the ability to question, problem solve, share ideas and work co-operatively.
- Recognise and develop their own personal skills to the best of their ability.
- Access a rich, balanced and relevant curriculum in a variety of ways. This includes encouraging creativity and self-expression.
- Use language and number effectively, as a foundation for learning, and to feel confident in all areas of the curriculum.
- Develop an understanding of other cultures, ways of life and beliefs.
- Be aware of the various ways they can be safe in school, including when they are using the internet.

### 3.0 The Learning Environment

3.1 At Bradford Christian School we believe that a positive learning environment sets the climate for learning and enables all children to access the curriculum. It should:

- Be welcoming and inviting to children and adults by encouraging interaction and providing opportunities for good communication between home and school and working in partnership with parents.
- Support and challenge learning by ensuring appropriate resources are accessible for the students, encouraging them in different areas of learning, including ICT and reminding them that they are working towards personal goals and targets in their learning.
- Recognise and celebrate achievement and effort in the display and presentation of children's learning across the curriculum raising self-esteem and confidence.
- Be stimulating and thought provoking with the use of displays and resources encouraging children to explore, investigate and play.
- To feel safe both emotionally and physically.
- To be warm and comfortable by the provision of appropriate furniture , buildings and heating.
- To encourage co-operative and collaborative learning and good working relationships through the flexible use of space and the ability to adapt to whole class, group and individual learning.
- Being well organised.

#### 4.0 **Effective Teaching & learning**

4.1 In order to facilitate good teaching and learning as a staff we will commit to:

- a. Getting to know, value and have consistent high expectations of every pupil, irrespective of ability.
- b. Ensuring the pupils are learning according to ability, from the least able, through to the most able.
- c. Having a good understanding of the curriculum – the skills, concepts, knowledge and attitudes which are the goals of the learning process.
- d. Using a suitable range of organisational strategies and teaching methods to establish a positive learning environment.
- e. Maintaining good discipline based on mutual respect.
- f. Using the school curriculum cohesion plan to guide our teaching which details what is to be taught in each year group.
- g. Sharing data in regard to progress and setting of realistic, aspirational targets.
- h. Ensuring our weekly and daily planning:
  - Follows the agreed school administration practices.
  - Is shared with support staff linked to each year group / class.
  - Includes information about tasks to be set, resources needed,
  - grouping of children
  - Is evaluated to inform future planning.
- i. Having clear learning intentions which are shared with and understood by the children.
- j. Using a range of organisational strategies and teaching methods to suit different learning styles.
- k. Organising human and physical resources effectively.
- l. Ensuring that the activities provided extend the knowledge, skills and understanding of the pupils.
- m. Review the effectiveness of our teaching and monitor children's progress.

#### 5.0 **The Role of Senior Management Team**

5.1 The Senior Leadership Team will support, monitor and review the school policies on teaching and learning by;

- a. Supporting the use of appropriate teaching strategies by purchasing and allocating effective resources.
- b. Ensuring the school buildings and premises are safe and effective to support successful teaching and learning.
- c. Monitor teaching practices and learning strategies to ensure the continuous raising of pupil attainment through the process of learning walks.
- d. Monitor the effectiveness of the school's Teaching & Learning policy through reviews.
- e. Monitor teaching strategies in the light of health & safety regulations.
- f. Ensuring an annual appraisal system is in place and implemented.

#### 6.0 **Review, Evaluation & Monitoring**

6.1 The aims and objectives in this policy will be monitored through:

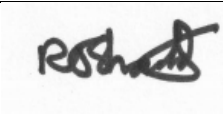

- Classroom observation (learning walks)
- the progress of the School Improvement Plan

- External inspection
- Communication with children, parents and staff
- Professional appraisal of staff.

6.2 This policy should be read in conjunction with:

- The Curriculum Policy
- The BCS Curriculum Cohesion document
- Staff Appraisal Policy
- Staff Code of Conduct
- Learning walk summaries
- Reporting to Parents Policy
- Online Safety Policy
- Safeguarding and Child Protection Policy
- Homework policy

6.3 This policy was originally written in July 2014 and will be reviewed annually. This latest review was completed in September 2020 and will next be reviewed in September 2021

Formally agreed through Governors compliance:	<b>19<sup>th</sup> September 2020</b>
Signed Richard Shackleton – Chair of Governors	
Signed Jane Prothero – Head Teacher	
Review Date:	<b>September 2021</b>