



Teaching and Learning Policy

Re Written: October 2025 – Review date: October 2026

1.0 Introduction and Ethos

1.1 Mission and Vision

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**. Our teaching and learning framework is rooted in this Christian ethos, which guides our commitment to high-quality, inclusive education for every pupil.

1.2 Our Commitment to Teaching and Learning

We acknowledge that children are unique and **learn in different ways** through a variety of experiences. We are dedicated to developing strategies that allow all our children to learn in ways that best suit their strengths and needs. The **quality of teaching** is the single greatest influence on our children's learning and attainment, and we value the professional expertise of our teachers and support staff.

1.3 Partnership with Parents

We believe that parents have the primary responsibility for the education of their children and commit to a strong partnership with them. We ask parents to:

- Have a **positive attitude** towards teaching and learning, actively supporting the school's ethos and curriculum at home.
- Ensure their child has the best **attendance** record possible (the school's target is 95% attendance) and is punctual.
- Ensure their child is equipped for school, including the correct uniform and necessary equipment.
- Inform the school of any matters outside school that are likely to affect a child's learning, **wellbeing, or behaviour** at school.
- Attend progress meetings and parents' evenings.
- Support the school's expectations with regard to attitude and behaviour.
- Actively monitor their child's homework and academic progress, utilising digital platforms such as **Google Classroom** in the middle and upper school.

2.0 Aims of the Policy

2.1 Statement of Principle and Practice

The aim of this policy is to provide a clear statement of the principle and practice of teaching and learning at Bradford Christian School. It defines how our children learn and how we intend to

encourage and support that learning. It provides a framework that enables staff to be confident in developing their professional practice within the school's ethos, ensuring consistency and high standards for all pupils.

2.2 Pupil Outcomes

We aim for our children to:

- Grow in character, faith, knowledge, understanding, and wisdom to **discover their unique giftings** and place in God's world.
- **Encounter God in the classroom** through a curriculum that explores the world and our shared humanity from a Christian perspective.
- Enjoy their learning through experiencing **success and building self-esteem**.
- Become **independent, confident learners** who take increasing responsibility for their own education and progression (Teachers' Standard 2).
- Feel **secure and comfortable** in school (Teachers' Standard 7).
- Acquire the necessary **knowledge and skills** for future learning, including developing lively, enquiring minds, and the ability to question, problem-solve, and collaborate.
- Access a **rich, balanced, and ambitious curriculum** in a variety of ways, encouraging **creativity, critical thinking, and self-expression**.
- Develop high standards of **literacy and numeracy**, including the correct use of **Standard English** (Teachers' Standard 3).
- Develop an understanding of other cultures, ways of life, and beliefs, preparing them for life in modern Britain and as **Global Citizens** (Curriculum Intent).
- Be aware of the various ways they can be **safe in school**, including comprehensive training and guidance on **online safety and digital literacy**.

3.0 The Learning Environment

3.1 Creating a Positive and Inclusive Climate

At Bradford Christian School, we believe that a **positive and inclusive learning environment** is foundational to successful learning. It must:

- Be welcoming and inviting, encouraging **strong communication and partnership** between home and school.
- **Support and challenge** learning by ensuring appropriate, high-quality, and varied resources—including **digital technologies**—are accessible to all students.
- Recognise and celebrate **achievement and effort** through the display and presentation of children's work, which raises self-esteem and confidence.
- Be stimulating and thought-provoking, with the use of displays and resources that encourage children to explore, investigate, and engage their **intellectual curiosity** (Teachers' Standard 4).
- Ensure pupils feel **safe, both emotionally and physically**, fostered by an environment of **mutual respect** (Teachers' Standard 1).
- Be well-organised, warm, and comfortable, with flexible use of space to facilitate effective **whole-class teaching, collaborative group work, and individual study**.
- Be a place where **good behaviour** is consistently and effectively managed to ensure a safe and purposeful learning atmosphere for all (Teachers' Standard 7).

4.0 Effective Teaching and Learning

4.1 Professional Practice (Teachers' Standards)

Our teaching and learning practices are aligned with the UK **Teachers' Standards** and the core expectations of the **ISI Education Inspection Framework (ISI Inspection Framework) 2025**, which focuses on **Curriculum and Teaching, Inclusion, and Achievement**. As staff, we commit to:

Area of Practice	Commitment	Policy Alignment
High Expectations	Consistently setting high expectations which inspire, motivate, and challenge all pupils, irrespective of background or ability (Teachers' Standard 1).	Focusing on a culture of aspiration and academic challenge.
Curriculum Expertise	Demonstrating good subject and curriculum knowledge ; teaching for conceptual understanding, identifying and addressing misconceptions, and promoting high standards of literacy and articulation in all subjects (Teachers' Standard 3).	Utilizing the BCS Curriculum Cohesion document to plan a well-sequenced curriculum.
Lesson Structure	Planning and teaching well-structured lessons that impart knowledge and develop understanding through effective use of time, and setting effective homework to consolidate learning (Teachers' Standard 4).	Ensuring planning is detailed, shared with support staff, and includes clear learning intentions.
Inclusion and SEND	Adapting teaching to respond to the strengths and needs of all pupils , particularly those with Special Educational Needs and Disabilities (SEND) , those of high ability, and those with English as an Additional Language (EAL) . This includes effective differentiation and use of distinctive teaching approaches (Teachers' Standard 5).	Ensuring all pupils can access the full curriculum and receive targeted support. This is a primary focus of the ISI Inspection Framework 2025.
Assessment and Feedback	Making accurate and productive use of assessment (both formative and summative) to monitor progress, set targets, and inform subsequent planning. Providing pupils with regular, high-quality feedback that encourages them to reflect on and improve their work (Teachers' Standard 6).	Moving away from excessive data collection and focusing on assessment that improves pupil knowledge and retention.
Monitoring Progress	Being accountable for pupils' attainment and promoting good progress and outcomes by building on pupils' capabilities and prior knowledge. We will actively track progress toward realistic, aspirational targets (Teachers' Standard 2).	Implementing a robust system for tracking pupil progress and using data to identify necessary interventions.

5.0 The Role of Leadership and Governance

In line with the **ISI ISI Inspection Framework 2025** focus on **Leadership and Governance**, the Senior Leadership Team (SLT) and Governors are responsible for ensuring the school's commitment to high-quality teaching and learning is effectively implemented and sustained.

5.1 Leadership Support and Quality Assurance

The SLT will support, monitor, and review the school policies on teaching and learning by:

- Providing and allocating appropriate, effective **teaching and learning resources**, including continuous investment in digital infrastructure.
- Ensuring the school premises are **safe, well-maintained, and effective** to support successful teaching and learning.
- Implementing systems for **monitoring and quality assurance** that are fair, valid, and constructive, which include **instructional coaching teams and work scrutiny** to evaluate the effectiveness of the curriculum and teaching practices.
- Prioritising the **wellbeing of leaders and staff** by monitoring workload and fostering a professional culture of support and development (ISI Inspection Framework 2025).
- Implementing a rigorous, supportive **annual appraisal system** for staff development and professional growth.

5.2 How Leadership Supports Great Teaching

The Senior Leadership Team (SLT) and Governors are responsible for ensuring this policy is put into practice effectively. The SLT will:

- **Provide and allocate** the resources and digital infrastructure you need.
- **Ensure** the school premises are safe, well-maintained, and effective for learning.
- **Implement** fair and constructive monitoring systems, such as work from our **instructional coaching teams** and work scrutiny, to evaluate the quality of education.
- **Prioritise** staff wellbeing by monitoring workload and fostering a supportive professional culture.
- Making sure instructional coaching happens at least twice each half term
- **Manage** a rigorous and supportive appraisal system focused on your professional development.

6.0 Review, Evaluation, and Monitoring

6.1 Process

The aims and objectives in this policy will be monitored, reviewed, and evaluated to ensure they are driving continuous improvement in the quality of education. This is achieved through:

- Regular **instructional coaching teams** and **work scrutiny** focused on curriculum implementation, pedagogy, and pupil engagement.
- Monitoring the successful implementation and impact of the **School Improvement Plan**.
- Regular internal and external quality assurance, including **External Inspection (ISI/SIS)**.
- Gathering feedback and conducting purposeful communication with **children, parents, and staff** (ISI Inspection Framework 2025 emphasis on stakeholder views).
- Professional **appraisal of staff** linked to the Teachers' Standards.

6.2 Associated Documents

This policy should be read in conjunction with the most recent versions of:

- The Curriculum Policy and the **BCS Curriculum Cohesion Document** (Curriculum Intent, Implementation, and Impact).
- Staff Appraisal and Professional Development Policy.
- Staff Code of Conduct.
- Safeguarding and Child Protection Policy (especially **Keeping Children Safe in Education**).
- Online Safety Policy and Acceptable Use Policy.
- Behaviour and Attitudes Policy.
- SEND Policy and Local Offer.
- Homework Policy.
- Assessment and Reporting to Parents Policy.

7.0 Version Control

Date of Adoption of this Policy	
Date of last review of this policy	28 November 2024
Date of next review of this policy	October 2026
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