

Christ Church School, Hampstead

Teaching and Learning policy



The Governing Body of Christ Church Primary School, Hampstead adopted this policy for Teaching and Learning in February 2015.

Introduction

This policy was written with contributions from all teachers and governors on the Governors' Teaching, Learning and Standards Committee. The Teaching, Learning and Standards committee of the Governing Body will be responsible for monitoring and evaluating the Teaching and Learning policy.

This policy should be read in conjunction with the individual subject area statements and all of the school's policies in particular the Positive Behaviour and Anti-bullying policy, Communications policy, Special Educational Needs and Disabilities policy, policy on Marking and Feedback, Equal Opportunities policy and policy for the Most Able, Gifted and Talented children.

Statement of intent

The Governing Body of Christ Church Primary School intends, through its Teaching and Learning policy, to promote the stated aims in its mission statement:

At Christ Church School we respect and value each individual's contribution to our school community. We work to inspire our children with the love of learning and to strive for excellence in all aspects of school life.

We aim to make everyone's time at Christ Church School an enjoyable and rewarding experience and achieve our mission statement by:

- *promoting the highest standards of teaching and learning*
- *providing a rich and stimulating curriculum*
- *encouraging the development of self confidence, self discipline and healthy living*
- *developing a spiritual awareness*
- *promoting a Christian ethos whilst respecting other people's faith*
- *welcoming the involvement of parents and other members of the local community*
- *expecting everybody to understand their own rights and take responsibility to respect the rights of others*
- *expecting everybody to make a positive contribution to our school, the wider community and our planet*
- *providing an environment where all feel safe from bullying and discrimination.*

Aims of the policy

The aim of our Teaching and Learning policy is to set the guidelines of agreed principles and approaches that underpin the teaching and learning in our school and that we consider to be essential for effective learning. At Christ Church School we aim for the children to be happy, confident and well-motivated, be organised, independent, well-mannered and caring, By having high expectations of all children and by providing equal opportunities the pupils will achieve their full potential both socially and academically.

Ways of working

At Christ Church School we are very proud of our broad, balanced and enriched curriculum. Teaching and learning follows the Early Years Foundation Stage document for our Reception class and the National Curriculum for Years 1 to 6. Our curriculum is enriched wherever possible by trips and visitors and by

providing real-life and concrete experiences for children. The school enjoys an active partnership with the parish church of Christ Church. We hold an assembly in school with Christian worship every day and as a Christian school, we have Christian teaching and values built into our curriculum and assemblies. Christ Church School is a Rights Respecting School where our behaviour policy is based on rights and responsibilities and where teaching and learning about children's rights around the world, with a focus on the UN Convention on the Rights of the Child, is an integral part of our curriculum and policies.

We use a variety of teaching strategies to deliver the National Curriculum, addressing all learning styles. We always aim to match the abilities, preferred learning styles, interests and experiences of the children to the curriculum in order to develop knowledge, concepts, skills and positive attitudes to learning.

We also believe that the Arts play a key part in enriching and stimulating children's learning and life experiences. As an accredited Artsmark Gold school, we provide well-above the national curriculum expectations for the arts. An important addition to the curriculum at Christ Church is made by the Christ Church Arts Project (CAP). Funding raised by the Friends Association provides the school with the opportunity to run two arts-based, whole-school projects each year including workshops for children, visits to relevant galleries or concerts, training for staff and visits to school by arts professionals. Through the CAP project, there is always an opportunity for the school to share its work with parents and the wider community through exhibitions, productions, premieres and concerts.

Planning

Effective and robust planning and assessment systems and the delivery of a creative, broad and balanced curriculum aim to ensure the inclusion and achievement of all children in our school.

Planning is structured in 4 phases:

- The Skills and Knowledge outlined in the National Curriculum (2014 onwards)
- Long term (annual) planning
- Medium term (termly) planning
- Weekly planning

Long term

- Teachers plan the year through topics which include the spectrum of expected skills in their year group cohort, reflect the pupils interest and which capture rich and meaningful learning opportunities.
- Phonics in Reception and Key Stage 1 is taught following the Letters and Sounds structured programme through a daily phased scheme.
- Class teachers and Subject Leaders have the responsibility to ensure that skills and experiences are built on to provide progression.

Medium term

- The medium term plans outline the scope and sequence of teaching over each term for all subject areas.
- Within their year groups, class teachers work to embed key skills and learning outcomes across curricular areas with clear outcomes.
- Links between curriculum areas are made explicit.
- Opportunities to work outside of the classroom and educational visits are explored within units of work to deepen and enrich learning.
- Opportunities are established for display, assessment and the celebration of work within medium term planning

Short term

- Teachers provide detailed weekly planning for Literacy, Maths and other subject areas.
- Learning objectives and success criteria are identified and demonstrate clear differentiation for groups and individuals within the class.

- Deployment of additional adults is made clear.
- Weekly planning identifies independent activities and guided sessions.
- Medium term and weekly plans demonstrate evaluation through annotations and notes.

Pitch, Pace and Expectations

- Children and teaching staff are clear about what they are learning through clear learning objectives and success criteria
- The pace of the lesson is appropriate for the needs of the children in the class
- Time available for learning is maximised
- Children are given time to transfer and apply learned skills independently
- Teachers model skills and processes
- Children are actively engaged and involved in contributing to their own learning.

Motivation, Differentiation and Challenge

In order to motivate pupils to learn, class teachers ensure that:

- Teaching and learning is driven by the needs of the children
- They offer stimulating and interesting learning experiences for the children
- They differentiate learning tasks according to ability and individual learning styles
- They match new tasks to what pupils already know or can do and move them on to new challenges
- They offer praise and acknowledge of achievement
- They involve children in decision making
- All staff work with all ability groups as and when appropriate.

Record keeping

Class teachers are responsible for keeping up to date planning folders which include the following information:

- Class timetable
- TA timetable
- Class lists and pupil information
- Groupings, including ability, SEN, EAL
- Yearly overviews of topics, trips and displays
- Medium term planning
- Weekly planning and evaluations
- Records of homework and tests

Communication

Within school

- Teachers are expected to regularly share and discuss record keeping information, books and planning at key stage meetings and staff meetings with colleagues, including with the Inclusion Leader and external professionals.
- Pupils' targets, progress and attainment are monitored and discussed as part of Pupil Progress meetings each term by the class teacher and Head teacher.
- All class teachers carry out handover meetings at the end of the year to communicate record keeping and planning information with the next class teacher.

With parents and carers

- Class teachers are in the playground at the start and end of the day to encourage informal communication.
- Teachers provide termly class leaflets for parents which outline key topics, learning and information for the term ahead.
- Parents evenings are held in the autumn and spring terms each year and a written record is kept of these discussions.
- Parent workshops are held for each year group each year on a range of learning topics.
- Annual reports go home at the end of the academic year.

With pupils

- Next step marking, self and peer assessment are embedded elements of all lessons. Pupils are expected to engage with, reflect on and respond to opportunities to improve their own learning.
- Regular class circle times and discussions are held to ensure that pupils have the opportunity to exercise their pupil voice.
- A school council, made up of elected representatives from Years 1 to 6, is established at the start of each year to provide a vehicle for pupil voice from across the school.
- Pupils are actively encouraged at all times to share thoughts and opinions in the day to day running of the school and consulted on the wider school development.

See the school's Communications policy and policy on Marking and feedback to children for further information.

Deployment of support staff

Each class has an assigned teaching assistant or teaching assistants and class teachers are responsible for the day to day effective direction and deployment of TAs to support learning. Teachers and TAs discuss planning and feedback daily to ensure learning intentions and activities are clear. There is also a timetabled TA liaison time with class teachers each week. TAs work with a variety of children across the week and many are trained in the implementation of specific intervention programmes to support individuals or small group learning.

Homework

Aims of homework at Christ Church School.

- To practise and reinforce skills and to extend and revise this learning at home
- To involve parents in the education of their children by encouraging links between home and school.
- To encourage independent learning and responsibility in pupils, as a way of introducing pupils to continual learning throughout their life.
- To ensure that there is consistent practice across the school, that there is a regular program and everyone knows what to expect.

Homework has a key part in consolidating and extending children's learning. Teachers are responsible for setting and marking homework. Homework is set for all classes on a Thursday, to be handed in the

following Tuesday. Homework varies in terms of the curriculum area it may be linked to. The homework will reinforce or enhance the teaching and learning which has taken place in the classroom. Homework is differentiated to meet the varying needs of children within the class.

Homework guidelines at Christ Church School are as follows:

Reception

In the EYFS, pupils will take home books from school each week and it is hoped that parents will listen to their children read, contribute to the home-school reading diary and help them to learn their high frequency words. In addition to regular reading, letter formation will also be sent home each week, once Phase 2 of the phonics programme has been started in class.

Key Stage One.

In Years 1 and 2 pupils will take home books from school each week and it is hoped that parents will listen to their children read, contribute to the home-school reading diary, help them to learn their high frequency words and on occasions support their children with other topic work.

Children in Years 1 and 2 should spend up to 1 hour a week on homework activities. Work will be set providing a regular weekly schedule on the following areas:

<u>Year 1.</u>	<u>Year 2</u>
Daily reading (Aim for 5 minutes a day).	Daily reading (Aim for 5 minutes a day)
1 task of either Literacy, maths, science or topic.	1 task of either Literacy, maths, science or topic.
Spellings for a spelling test in Term 3.	Spellings for a spelling test.
	Times tables for a test.

Key Stage Two. Children in Years 3 and 4 should spend 1 ½ hours a week on homework activities. Work will be set providing a regular weekly schedule on the following areas:

<u>Year 3.</u>	<u>Year 4.</u>
Daily reading (Aim for 10 minutes per day)	Daily reading [Aim for 15 minutes per day]
1 task of either Literacy, maths, science or topic.	1 task of either Literacy, maths, science or topic.
Spellings for a spelling test.	Spelling and spelling test.
Times tables for a test.	Times tables for a test.

Children in Years 5 and 6 should spend 2½ hours a week on homework activities. Work will be set providing a regular weekly schedule on the following areas:

<u>Year 5.</u>	<u>Year 6.</u>
Daily reading (Aim for 20 minutes per day)	Regular reading.
2 tasks of either Literacy, maths, science or topic.	2 tasks of either Literacy, maths, science or topic.
1 longer task of topic work.	1 longer task e.g. research project.
Spellings for a spelling test.	Spellings for a spelling test.
	Revision for SATs

Children may also be expected to work on independent projects to be completed over a period of time e.g. a term, a half term or a holiday.

Guidelines for Homework at Christ Church School

- The amount of homework set should be limited so that children still have plenty of time for playing and other out of school activities
- All homework which is completed in the time set should be marked or responded to in some way e.g. discussed, displayed.

- Wherever possible, children should complete their homework in an environment which is conducive to concentration so that it will enable the child to produce work to the best of their ability i.e. sitting at a table in a relatively quiet room.
- Homework requirements are clearly set out by the class on a Homework sheet that is sent home every week.
- Homework is given to the children on Thursday and is expected to be returned to the class teacher the following Tuesday.
- Homework must never cause unhappiness, stress or anxiety to the child or the family, for this will discourage learning. If this should happen the family should discuss the matter with their teacher.
- There may be occasions when additional tasks may be given; equally there may be times when the class teacher is unable to give homework. However every effort will be made to set homework in the event of long term staff illness.
- Failure to do homework on a regular basis will result in children and parents being invited into school to discuss this with the class teacher or Head teacher.
- Although homework is voluntary there is an expectation from the school that all children will attempt to do it. Support from parents is greatly appreciated in ensuring that homework is successfully completed and that it is a positive and rewarding experience.
- If extra homework is set for SEN/ EAL children, this will be negotiated with the parents.

Home/ school partnership:

Parents are asked to support their child with their homework by:

- Ensuring homework is completed
- Checking diaries to see what homework has been set.
- Notifying the class teacher of any concerns (i.e. through the school diary)
- Being jointly responsible, with their child, for the safe keeping of the homework.
- Wherever possible giving the child enough time to complete the homework so it is done to the best of their ability.

NB We want parents to offer support, but the work should be the child's own effort

Learning environment

Teachers are responsible for providing a caring, supportive and stimulating learning environment, which reflects our school values, in which children are encouraged to achieve to the highest of their ability.

We create a supportive learning environment by:

- Encouraging a can-do culture and encouraging children to experience new learning opportunities. Scaffolding is provided, and problem-solving strategies taught to ensure children know how to move on with resilience and resourcefulness.
- Providing opportunities for success for all children by pitching and differentiating lessons appropriately.
- Supporting and challenging learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of their learning, including ICT.
- Celebrating achievement and valuing effort in the display and presentation of children's current learning across the curriculum.
- Promoting an atmosphere for learning where children are encouraged to ask questions.
- Making expectations and boundaries clear by describing the behaviours we expect and challenging all inappropriate behaviours, in line with the school's Positive Behaviour and Anti-Bullying policy.

The organisation of the classroom, resources and pupils is of paramount importance if significant and purposeful learning is to take place. The learning environment must be safe, clean, well-organised and resourced.

Displays

Displays are an integral part of the learning community and they are expected to celebrate children's learning as well as support learning. The quality of the school environment, its mode of organisation and display can enhance or actually inhibit learning and can build or erode the child's understanding of whether his work is valued or of little real importance. It is an opportunity to set the scene for consideration and care of the environment and the things within it.

Why do we create displays?

- to celebrate children successes and achievements, helping to raise self-esteem
- to use as a teaching and learning tool
- to provide a vibrant, relevant, stimulating and pleasant working environment
- as an important part of hidden curriculum
- to give information
- to ask questions and promote thinking and interaction
- to inspire
- to arouse curiosity
- to share good ideas and practice
- to encourage children to become independent learners
- to celebrate achievements through reward systems including house points
- to share the School Rights Respecting Charter alongside each individuals class negotiated charter
- to creatively demonstrate work which reflects a wide range of abilities, commitment and effort
- to create interactive learning areas where children can further their own understanding

We recognise that displays are created for a number of different purposes and that no display will be able to fulfil all the purposes described above.

Practical Considerations for the format of display:

Displays should:

- be interactive
- include questions and captions to get everyone thinking about the display
- be backed in a way that enhances the display
- have a simple layout
- be scaled and at the children's height level when possible
- have mounting that can be single or double
- have lettering that is clearly written and at an appropriate size
- include a variety of print, including handwritten print
- be clearly labelled and organised in a simple and effective way
- have all work clearly named
- promote high expectations of learning, presentation and effort
- link to the UNCRC and Rights, Responsibilities and Respect

Record of display

A TA will be assigned to take photographs termly so to keep a record of displays within the school. These will be uploaded onto the server and will be available for staff and outside agencies to refer to and reference.

Corridor displays

Should clearly show which year group produced the work and include work from as many children as possible, importantly, a range of work from across the class.

Timetable for displays:

- displays should stay in place for approximately one term (they don't all need to necessarily be changed at the beginning of terms)
- by the second day of term all backing sheets must be on the wall
- when displays are taken down backing paper must be left up if appropriate or replaced in preparation for the next display
- aim to get all hall displays up by the end of September
- Christmas hall decorations up by beginning of Dec

An annual plan for corridor displays will be given out at the beginning of the year. Themes/ focuses will be identified.

Deadlines for changing corridor and classroom displays will be identified in advance and shared with staff in the annual display rota.

Classroom displays:

- displays should be changed at least termly
- children should have a variety of print on display
- classroom displays should represent all three core subjects (plus others) (not necessarily all including children's work)
- class charters should be on display at all times
- a challenge area/display should be available to the children in each classroom and this should be altered regularly

Class notice boards, or similar, do not have to be changed so much as updated to keep them current

Resources

Classrooms are organised so that resources are easily accessed by children where appropriate. They should be labelled and stored safely. Resources should be used in lessons to support children's learning and understanding. Subject specific resources should be monitored by the subject leaders and replenished when necessary. These resources should be labelled and organised by the subject leader so they are easily accessible by all members of staff.

Schemes of work and teacher resources for specific year groups are kept in the relevant classrooms. The school also makes use of the Camden Schools Library Service which provides book loans to each class each term.

Classroom routines and systems

- Routines and systems are clearly established at the start of the school year and consistently applied throughout the year.
- Children enter the classroom in an orderly, quiet manner ready to start learning.
- Lessons start and finish promptly.
- All children and staff follow the school's Positive Behaviour and Anti-Bullying policy.
- Individual class reward systems are set up with the children at the start of the school year.
- Whole school reward systems of House Points and Golden Certificates recognise pupil achievements.

Learning outside the classroom

It is expected that teachers explore and apply learning opportunities contextually outside of the classroom environment and class trips are planned for each year group regularly throughout the academic year. We

believe that it is important to ensure pupils know how to manage themselves safely in the local community and know how to use public transport safely.

Assessment including marking

There are a range of assessment procedures in place in school which fall broadly into two areas, Assessment for Learning (AfL), and assessment which tracks progress of individuals and groups – a yearly assessment cycle that monitors individual attainment and progress rigorously.

Assessment for Learning

Teachers continually assess understanding within lessons through a range of strategies including: questioning, self and peer assessment, class discussions and target setting and this is used to inform their future planning. As part of good practice, class teachers effectively give feedback, both oral and written, is given to pupils during lessons and through the marking of work.

Targets and marking provide clear next steps for children's learning. Self and peer assessment are valued strategies which enable pupil's involvement and ownership of their own learning and progress. Children are encouraged to respond to this assessment of their learning (see Marking and Feedback policy).

Assessment to track progress

A clear assessment cycle is established in the school to support the robust tracking of progress of both individual children and groups of children.

Challenging targets are set at the beginning of the academic year and agreed in partnership with the class teacher and Head teacher. These targets are set against both the attainment data from the previous academic year and against expected milestones of progress and attainment.

Children are formally assessed in reading, writing and maths every term and the data from these assessments form the basis of pupil progress meetings with the class teacher and Head teacher each term and used to track progress and attainment for each child. School reports are produced for parents at the end of each academic year setting out pupils' attainment and progress across the curriculum.

Literacy across the curriculum

The development of literacy skills are of the utmost importance in our broad and enriched curriculum at Christ Church School. We seek to promote the development of speaking and listening, reading and writing skills and a wide vocabulary both in English lessons and as an integral part of all other lessons and activities in school. High level literacy skills provide access to the curriculum and are vital life skills. Our Literacy across the curriculum and school day document sets out our expectations for the promotion of literacy skills across and beyond the curriculum.

Computing and Digital Literacy

Christ Church School is well resourced to teach Computing and Digital Literacy with resources including PCs, laptops, iPads, interactive whiteboards in all classrooms, an ever-increasing range of educational software and internet access throughout the school. Children develop wide-ranging computer skills, including word processing, spreadsheet and presentation skills and safe use of the internet. Computing is embedded in the teaching and learning at Christ Church School with children using their computer skills across all curriculum areas. We recognise that Digital Literacy is an important entitlement for all children in an increasingly digital culture and the importance of being able to communicate and represent knowledge in different contexts and to different audiences. We aim to equip children to be digitally literate through access to a broad range of practices and cultural resources to which they are able to apply to digital tools. We teach them how to make and share meaning in different modes and formats, to create, to collaborate and communicate effectively and to understand how and when digital technologies can best be used to support these processes. Through an embedded use of ICT in all subject areas, digital literacy supports subject knowledge, ensures that technology-use enhances teaching and learning and helps

children to develop the skills, knowledge and understanding required to foster independent, discerning and safe use of technology.

Role of the subject leader

At Christ Church we recognise that subject leaders carry out a very important role in maintaining high standards and developing the curriculum in the school. We know that there are many benefits in becoming a successful subject leader: it is a valuable professional development opportunity, an opportunity to work on areas of whole school development, a chance to develop networks with other schools and outside agencies and a chance to innovate and be creative with a subject area.

However, we also recognise that to be effective subject leaders, teachers give an enormous amount of time and effort to the role and that they need appropriate support from the school and beyond.

The following is the agreed role of an excellent subject leader at Christ Church School:

- to engender a sense of enthusiasm and interest in the subject area throughout the school;
- to be a lead practitioner and model of good practice in the teaching of the subject area, including modelling lessons and team teaching where appropriate;
- to provide support for teachers in planning, teaching and assessing the subject area, including advice on supporting G&T and SEN children;
- to have an overview of current standards in the subject area and of the strengths and areas for development in the subject area across the school;
- to organise the maintenance of existing resources and ordering of new resources for the subject area;
- to organise and advise teachers on extra-curricular activities linked to the subject area – trips, visitors, workshops, clubs;
- with the head teacher, to monitor teaching of their subject through lesson observations and provide feedback to teachers;
- to monitor planning and work samples for their subject area and give feedback to teachers and the head teacher;
- to write an annual action plan, agreed with the head teacher and in line with School Improvement Plan priorities;
- to develop, write and review the policy and scheme of work for the subject area;
- to organise and lead whole school events linked to the subject area;
- to liaise with the link governor for the subject area and prepare and give subject presentations to governors when appropriate;
- to keep parents informed of developments in the subject area, through newsletters or subject presentations as appropriate;
- to liaise with other subject leaders, LA advisors and outside agencies linked with the subject area;
- to attend (and publicise to colleagues) professional development opportunities linked to the subject area and disseminate their learning;
- to keep up to date with developments in teaching and learning in their subject area;
- to organise and/or deliver INSET and other training linked to their subject area;
- to work alongside the SLT to monitor the impact of current practice and to contribute to the strategic planning of the development of their subject area throughout the whole school.

What support does an excellent subject leader need?

- support and interest from the leadership team and governors, particularly in new initiatives and innovative ideas;
- recognition and praise from the leadership team and governors for the important role they carry out and the time and effort this involves;
- time to carry out their role effectively (non-contact time);
- time to discuss subject issues with their colleagues (staff meetings, TA meetings, INSET);

- time to attend appropriate training or network meetings;
- financial resources to manage and develop their subject;
- training – both in the subject leader role and in the subject itself;
- effective support from the LA, LDBS and other agencies, where available, including an expert contact, networking opportunities and resources;
- support from colleagues in managing and leading the subject area.

Many subject leader tasks are carried out within the normal working week, however others need dedicated non-contact time devoted to them. Subject leaders at Christ Church are asked to consider, when writing their action plans, the amount of time out of class they will need over the following year in order to lead and manage their subject area.

The staff agreed that the following tasks need the support time out of class (approximately half a day in most cases) in order to complete them effectively:

- policy writing
- creation or review of scheme of work
- monitoring books and planning
- lesson observations
- team teaching or modelling lessons
- preparation for leading training or INSET
- attending courses
- reorganisation of resources
- organisations of special events
- introduction of new initiatives

The staff have agreed that the following tasks need the support of staff meeting or INSET time with colleagues (1 hour in most cases):

- review of scheme of work or policy
- creating and reviewing action plans
- giving feedback from courses
- sharing new resources
- training teaching staff or TAs, including introducing new initiatives
- providing training led by experts

The SLT will review and make decisions on all requests for resources and for time out of class and staff meetings in the light of the school's finances and School Improvement Plan priorities, as well as keeping in mind the basic principle that teachers should be working with their own classes as far as possible.

Professional Development

Teachers are responsible for maintaining excellent subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. Teachers are expected to attend courses and training, observe good practice and build and disseminate knowledge and best practice. Weekly staff meetings and planned INSET days throughout the academic year are used to disseminate best practice in teaching and learning. See the school's Continuing Professional Development policy for further details.

Entitlement, equal opportunities and inclusion

At Christ Church School we aim to provide a broad, balanced and enriched curriculum to all pupils, regardless of their gender, ethnic, social or religious background.

All pupils will be given equal access to the curriculum, through effective differentiation and resourcing. This policy is in line with Christ Church School's Equality Policy and Plan.

Every child is entitled to:

- a curriculum that reflects and values the life, history, cultures and interests of all the children at the school
- not feel excluded from taking part in arts lessons because of gender, culture, class or ability
- be able to take part in all aspects of lessons and in as wide a range of activities as possible
- have equal access to the curriculum

Teachers should

- be aware that children come to Christ Church School with many different experiences which stems from their home backgrounds and cultures
- always value the child's experiences which stem from their home background and culture
- consider cultural and religious issues when planning topics
- always provide positive images of different cultures in the resources that are used

Christ Church also promotes a school ethos which recognises that all children have their own special gifts and talents and that these are all valued in our school community. High quality in-class differentiation for all subjects challenge the most able through a combination of acceleration, enrichment and extension and promotes personalised learning. We also recognise that some children may demonstrate a particular talent in one or more areas of learning. To support and encourage these children, information about out-of-school opportunities covering a range of different activities and skills (provided by the local authority and other outside agencies) is provided to parents, as well as a regular gifted and talented workshops or activities as part of our CAP project each term.

Monitoring

The Senior Leadership Team will monitor the implementation of the teaching and learning policy as part of lesson observations, book monitoring, monitoring of planning and learning walks.

Subject leaders will monitor teaching and learning in their subject area with the support of the Senior Leadership Team.

The overall policy will be monitored by the Teaching, Learning and Standards committee of the Governing Body.

Review

This policy will be reviewed at least every three years, by the Senior Leadership Team and Teaching, Learning and Standards committee to ensure it is a reflection of current best practice.

November 2014