

Lytham C of E Primary School



Teaching and Learning Policy

To inspire everyone in our school family to be the best they can be within our caring Christian community.

Our strap line is, 'Together We Grow With God'.

Aims

The school's aim is to develop the children intellectually, socially, morally, spiritually, physically and culturally within a caring, supportive and stimulating environment, based on the values of the Christian faith, taking into consideration each child's needs, abilities and interests.

The Christian Community

In the Christian community of Lytham Church of England, we recognise the worth and potential of individual pupils as children of God. It follows therefore that we:

- Recognise their unique nature as human beings, regardless of background, abilities, physique or experiences;
- Recognise that each individual reflects facets of the goodness of Christ and that there is potential for good in each and every human being;
- Promote the concepts of self discipline and responsibility for actions undertaken, with the good of all in mind;
- Promote the ideal of love - both of God and of each other as fellow Christians and members of the family of Christ.

With constant reference to our Mission Statement, we at Lytham aim to foster within the individual child a feeling and awareness of self worth and value for themselves and others, and to engender the Christian values of love, care, trust, honesty, forgiveness, respect, consideration and responsibility.

This policy is to be read in conjunction with:

- Assessment Policy
- Behaviour Policy
- Marking and Feedback Statement
- Special Educational Needs (SEND) policy

Curriculum Rationale

An ambitious curriculum, bespoke to the pupils at our school, is the key to developing curious, lifelong learners. At Lytham Church of England Primary School, 5 GOLDEN THREADS weave through all teaching and learning and are central in the development and delivery of our curriculum across all subject areas.

Fostering children's curiosity will stimulate a desire to learn that both enriches and equips them with the skills, values, attitudes needed, not only to find their place in modern Britain but to ignite a passion within to lead change to ensure a more sustainable future for the wider world. Children will acquire deep and meaningful cultural knowledge and explore a broad range of subject knowledge and skills to prepare them for life beyond school.

Children's learning is driven by high expectations to support academic achievement. However, our curriculum is also our most important vehicle in allowing the children to 'grow together with God'. Our children will have opportunities to shine on the stage, on the sports field, and in our school and local community, all of which will enable them to evolve into active learners and citizens.



Golden threads

- *Diversity*- by celebrating uniqueness we aim to prepare our children for life in modern Britain.
- *Resilience*- through providing challenge and new opportunity, we aim to develop our pupils' resilience.
- *Christian Values*- we aim for our children to follow the principles of life that Jesus taught.
- *Locality*- opportunities and experiences will be fully explored within our local area.
- *Vocabulary*- by immersing pupils in tier 3 vocabulary across all subjects, we aim to help children understand what they read and to confidently speak, listen and communicate their opinions.

Intent

We have designed our curriculum with our children's happiness, personal growth and academic achievement at the heart. Our children are encouraged to be brave, to take risks and to respond resiliently to failure, all in a safe and nurturing environment, within our caring, Christian community.

Our curriculum is broad, valuing all subjects, and provides a wide range of opportunities, many to be experienced within our locality, for our children to grow together with God. Our curriculum will be further enhanced through extra-curricular activities, along with a rich variety of purposeful educational visits, including residential trips, and visitors, all of which encourage active engagement from our children.

Our aim is to create and foster a reading culture, in which our children enjoy reading and develop into lifelong readers. Learning environments are vocabulary rich and are used within teaching and learning. Teachers read to their children each day to model how to read with expression and to promote a love of reading.

Through a foundation of core Christian values and a balance of subject knowledge and skills, as well as cultural knowledge, we aim to ensure pupils enjoy learning and feel prepared for life in modern Britain. We place our learning in the real world, with a focus on ensuring children are aware of the importance of climate change and acting in a sustainable manner.

Our curriculum has been designed to empower our children, to develop their curiosity and to encourage them to be active learners. We believe that by experiencing, in various forms, all types of differences, our children will look beyond these and celebrate the uniqueness of all individuals.

Implementation

We are passionate about delivering a mastery approach across our broad and balanced curriculum, which focuses on quality over quantity as this allows children the time needed to fully explore key concepts and thus maximise their potential.

We endeavour to stretch and challenge all children at all times, whether through the questions we pose or activities we provide. With challenge, comes failure- we will embrace such failures, using these moments as key assessment opportunities as well as to develop resilient, brave learners who take risks.

We have identified key teaching and learning strategies that are consistently delivered in all year groups that will encourage our children to be active learners and will support our mastery approach. We will ascertain what children already know before teaching new knowledge. On-going assessment of the children will enable us to identify those who would benefit from pre-teaching of key concepts and vocabulary before starting a new topic. Children who do not grasp the key concepts will receive intervention support to ensure they are ready for the next lesson.

Our curriculum is connected by 5 GOLDEN THREADS, carefully chosen to reflect the needs of the children at our school. These threads enhance the exciting and engaging learning experiences and opportunities provided through our broad and balanced curriculum. They support the personal growth of our pupils, enhance their cultural capital and, will ensure our children grow together with God, as they embrace the challenges of life in modern Britain and within our ever-changing world.

Reading across the curriculum is of paramount importance. This is reflected in teaching and learning and on our working walls, all of which include subject specific key vocabulary. Children take part in a wide range of reading lessons on a regular basis. These include phonics, guided reading, 1:1 reading, independent reading for pleasure and listening to their class teacher read. Our aim is to create a reading culture in which all children make accelerated progress and develop into lifelong readers.

Impact

When our children leave Lytham Church of England Primary, we want them to have enjoyed their primary school years and have acquired a love of learning within our caring Christian community. They each will have been provided with the widest possible range of opportunities, many of which within our local area, to support their personal growth, to spark a passion to lead change and to build resilience within.

They will be independent, active learners with a curious mind. They will know about and develop skills to meet the technological and environmental challenges created by our fast-changing world.

Children will leave us ready for the next stage in their learning journey and with a desire to acquire further knowledge and experience the world around them, understanding that learning enriches their lives beyond the classroom. Through following the principles that Jesus taught us, our children will be equipped for Modern Britain- they will recognise and understand the importance of uniqueness and the perspectives of others.

Behaviour for Learning

Where learning is effective, pupils:

- Enjoy learning
- Listen intently to their teacher
- Ask questions of each other and the teacher
- Demonstrate resilience by embracing mistakes and learning from them
- Try their best at all times to reach their full potential
- Care about the presentation of their work and look after resources
- Consider the best approach to a task and the resources/support needed
- Utilise opportunities to effectively collaborate with their peers
- Evaluate their own work and think of ways to improve it
- Respond to tasks/ questions
- Feel valued

Learning Environment

We recognise the importance of a calming learning environment so all classroom, corridor and hall display boards are backed in hessian which we feel adds a natural sensory quality and does not detract from the documentation of the child's learning journey.

We endeavour to provide pupils with resources of the highest possible quality. Pupils are encouraged to take care of their classroom as well as the wider school space. Classrooms are tidy and organised with resources labelled and easily accessible for pupils to make choices independently. Displays and 'Working Walls' support pupils in their learning by providing modelled examples and key vocabulary. Pupils are encouraged to present their work neatly and to the highest standard in all curriculum areas. All staff focus praise towards pupil effort rather than outcome with positive reinforcement recognised as having a significant impact on self-esteem, motivation and confidence.

Effective Teaching

Features of Quality First Teaching at Lytham Church of England include:

- Clear learning objectives that are shared, developed and understood by the children
- Re-visit prior learning to ascertain what children already know
- Co-constructed success criteria
- Provide challenge for all pupils
- Effective questioning in order to activate prior learning and to gauge understanding (questions will be posed by the children as well as the adults)
- All pupils involved in feeding back- opportunities to discuss responses to questions
- Allow pupils time to think before responding to a question
- Explicit explanation and modelling of strategies
- Good/bad examples shared, discussed and analysed
- A 'Ping Pong' style teaching approach
- Mixed ability learning
- Live marking and feedback provided
- Opportunities for pupils to work collaboratively; sharing ideas and learning from one another
- Fear of failure removed and mistakes highlighted, including misconceptions, and used as a teaching tool
- Opportunities built in for pupils to be active when learning and to support learning
- Provide opportunities for pupils to present what they have learnt in different ways and build in opportunities for children to choose how they will respond to a prompt
- Use Assessment for Learning (AfL) to make ongoing judgements throughout a lesson and be flexible in response to children's needs
- Use internal assessment data (current and historic) to identify differentiated requirements.
- The engagement of parents/ carers in their child's learning through informal conversations, during parent/ carer meetings, via the school website and school social media, via the newsletter.

Teaching assistants

Teachers are supported by highly effective and supportive Teaching Assistants. Teaching Assistants provide small group and one to one support in class or in a quieter working environment, away from distractions in the classroom if this is deemed to be in the best interest of the pupil. Teaching Assistants work under the direction of class teachers and subject leaders, who brief them on activities and expectations before the start of a lesson or series of lessons.

Special Educational Needs (SEND)

Additional resources to meet the requirements for pupils on the SEND register are available to assist any child needing extra support. This is often done through quality first teaching, pre-teaching, group work and catch-up programmes.

Our approach is based on the Education Endowment Foundations recommendations for SEND provision in mainstream schools:

- Create a positive and supportive environment for all pupils, without exception.
- Build an ongoing, holistic understanding of your pupils and their needs.
- Ensure all pupils have access to high quality teaching.
- Complement high quality teaching with carefully selected small-group and one-to-one interventions.
- Work effectively with teaching assistants.

Assessment

Effective assessment provides information to improve teaching and learning. To do this in our school we undertake two different but complementary types of assessment: assessment for learning (formative assessment) and assessment of learning (summative assessment).

Both play an intrinsic part in establishing what a pupil knows and remembers and informs future planning for classes, groups and individuals

Marking and Feedback

High quality marking and feedback is a key component for successful Assessment for Learning. Live marking and verbal feedback allow teachers to continually check how successful the children are in their learning. We expect to see this in every lesson. Put simply, feedback provided should produce improvements in pupil learning and should comment on the task or the process.

Staff Continued Professional Development (CPD)

Teaching staff are encouraged to seek out appropriate professional development courses. The Head teacher will make final decisions regarding staff attendance on training courses. In-school professional development includes:

- Peer observations
- Sharing good practise
- Joint observations with SLT
- PPA support
- Professional dialogue
- Lesson observations
- Learning Walks
- Staff training (weekly staff meetings/INSET)
- Professional reading
- TA CPD led by teachers

Staff are actively encouraged to develop their classroom practise and to carry out independent pedagogical research as part of the appraisal process.

This Policy is under continuous review.

Signed: **Miss Hannah Davies**

Date: **September 2025**

Review Date: **July 2026**

Agreed by the Full Governing Body: **November 2025**