

Teaching and Learning Policy

Last Reviewed: October 2026

Date of next review: October 2027

"All things are possible with God."
Mark 10:27

Mission Statement:

All things are possible with faith, understanding and forgiveness; everyone can flourish together.

At St Anne's CE Lydgate, we want our children to be independent and resilient but to know that, when things seem overwhelming, there is always a guiding hand available from everyone in our school community. "When you saw only one set of footprints, it was then that I carried you" (Footprints in the Sand)

Moral of this story: You're never ever alone, especially during your most trying times. God is always with you. Even if you can't be your own best friend yet, make sure to acknowledge the fact that God is your best friend always!

Vision:

We aim to create successful citizens of the future who have a growth mindset and are resilient and prepared for their journey through the ever-changing world in which we live.

We aim to do this by:

- Teaching the importance of being compassionate and respectful to others and role modelling the Christian Values, whilst at the same time respecting and recognising the value and importance of other faiths and lifestyles.
- Providing a rich and creative curriculum that inspires a passion for learning and promotes excellence.
- Collaborating and supporting others to achieve their very best; encompassing our school, our homes, our parish, and the wider community.
- Providing a nurturing and safe environment where children can be healthy and happy both physically and emotionally.
- Facilitating investigative learning opportunities through the development of the effective characteristics of learning.
- Promoting philosophical inquiry to stretch and develop analytical thinking and questioning; creating independent and creative thinkers who are resilient and prepared for all life has to offer.

Golden Values:

Community Faith Forgiveness Respect Perseverance

At St Anne's we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability.
The school will actively promote equality and foster positive attitudes and commitment to educational equality.

Rationale:

Teaching and learning are the core functions of St. Anne's C.E. Lydgate Primary School. We believe that effective teaching is the provision of high-quality experiences designed to ensure that children have opportunities to learn in a stimulating and supportive environment.

Aims:

1. **To help children reach their full potential in terms of their intellectual, creative, moral and spiritual development.**

2. **To teach children to be tolerant, sensitive and understanding, showing respect for the rights, view and property of others.**

3. **To develop in children a responsible attitude towards their work and towards their roles in society.**

4. **To develop in children an independence and enjoyment of learning.**

5. **To encourage children to engage in learning in a positive way, reflecting on their effort and progress, enabling them to approach challenging tasks with confidence and resilience.**

6. **To raise standards for all.**

At St. Anne's CE Lydgate we believe that the quality of teaching is a crucial factor in promoting effective learning in school. Good quality teaching has many attributes, and the most important ones are outlined below:

We believe that a teacher achieves positive results if he/she:

- is well planned and prepared;
- maintains good control and ensures children are on task;
- has high expectations of work, attitude and behaviour;
- makes lessons interesting and challenging;
- has good subject knowledge;

- uses a variety of appropriate teaching strategies (individual, group, whole class etc.);
- has well established classroom routines;
- maintains pace and rigor;
- has a good understanding of the needs of individuals, groups and classes;
- demonstrates good questioning skills;
- uses resources efficiently and effectively;
- provides feedback in relation to planned objectives and the quality of work produced in accordance with the school policy and practice;
- enjoys positive relationships with children and
- employs effective time management both before, during and after class sessions.

Effective organisation and classroom management are vital, and a range of teaching styles can be employed. Teachers have both the right and responsibility to develop a climate in the classroom, which supports effective learning without compromising their personal qualities and professional skills.

Teaching and Learning at St. Anne's C.E. Lydgate Primary School is underpinned by the following:

Professional Leadership which has clear direction • includes participation • is supportive
A Shared Vision and Goals which ensure consistent practice
A High-Quality Learning Environment which is orderly and attractive • maximises learning time • is academic in its emphasis • focuses upon achievement for all

Effective Learning Strategies
P4C – Philosophy for Children

Characteristics of Effective Learning/ Growth Mind-set

DR ICE

Purposeful Teaching which is effectively organised

- clear
- well-structured
- flexible
- where high standards are expected

Children's Needs Are Considered

- Positive self-esteem is developed
- there is opportunity for personal responsibility
- A clear, fair behaviour management system is operating
- children are involved in their own learning
- Meaningful feedback is provided
- Progress is monitored

Parental Involvement

- parents support their children's learning
- receive accurate up to date information about their child's progress

Learning Community

- internal and external staff development
- using school data to evaluate school performance
- setting personal / school targets set within the appraisal process

At St. Anne's CE Lydgate we believe that quality learning develops from effective teaching.

Quality learning is recognised by how children:

- show enjoyment and involvement in their learning;
- ask and answer questions and actively join in discussion;
- maintain sustained concentration whilst listening and during tasks;
- respond to challenges, persevere and complete tasks when difficulties arise;
- develop their capacity for independent work, learn from their mistakes, improve on their work and take pride in the finished product;
- generate ideas and solve problems;
- apply knowledge and understanding to new work;
- behave, in terms of their respect for others, their responsibility to others and themselves and the degree to which they are courteous and trustworthy;
- work together;
- show respect for others' feelings values and beliefs, and
- show initiative and are willing to take responsibility.

Equal Opportunities

St Anne's CE Lydgate Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protective characteristics). This means that schools cannot discriminate against children/staff or treat them less favourably because of their gender, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity. Age and marriage and civil partnerships are also "protected characteristics."

The formulation of this policy is in line with the Equality Act.

Monitoring and Evaluation

Policy and practice is regularly evaluated. Feedback along with recommendations to inform future policy and planning will be given to all relevant parties.

The school leadership team has a responsibility to ensure the policy is embedded into the school provision and report to governors on the effectiveness of the policy at least every 3 years.