Teaching and Learning Policy

"I am the vine, and you are the branches. If any remain in me and I remain in them, they produce much fruit."

John 15:5

Learning, growing and caring as part of God's family.

Jesus (the gardener) nourishes and tends us as we learn and grow, so that we can all flourish. As a vine, we are one, but all unique and special to Him. We care for each other, as God cares for us.

Statement of Principles

At Scotforth St. Paul's Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the knowledge, skills and attitudes necessary to be autonomous learners, who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens. We provide opportunities to enable the children to develop resilience and independence and build an understanding of both the heritage of the local area and their place within the wider world.

INTENT

- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong
- To enable children to become confident, resourceful, enquiring and independent learners
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others regardless of race and culture
- To encourage children to take pride in their work and the work of others
- To provide an ambitious, inclusive learning experience that enables all pupils, including those with special educational needs and disabilities (SEND), to access appropriate support and challenge, achieve their potential and develop increasing independence.

IMPLEMENTATION

Learning Culture

To enable children to learn well, the school will work to develop a culture where children:

- Take responsibility for their own learning, using our three rules – be ready, be respectful and be safe
- Enjoy learning
- Feel safe – respect, value and support each other as learners
- Can take risks in a safe environment and learn from them
- Recognise mistakes and errors as a learning opportunity and persevere
- Set their own high expectations – learning behaviour, progress in learning, presentation etc.

Teaching should provide clear explanations and effective modelling, supported by appropriate guided practice and scaffolding. Teachers will provide opportunities for pupils to develop confidence and independence, gradually reducing support as pupils become more secure in their learning.

Our learning culture is explicitly taught, modelled and reinforced throughout the school year, ensuring that pupils understand and contribute to the expectations and behaviours that support effective learning.

Assessment for Learning will be evident in lessons, to ensure they are well-paced and all pupils make progress in learning. Prior assessment of the pupils' understanding should be used to inform the planning of lessons with a clear progression in knowledge and skills.

Roles and Responsibilities

Teachers
The teachers will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning
- Update parents/carers on pupils' progress and produce an annual written report on their children's progress
- Establish positive working relationships with all children in the class
- Model learning and expected behaviour for the children
- Treat all children fairly and with kindness and respect with encouragement, praise and rewards for all.

Teaching Assistants
Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- supporting learning and children's progress
- supporting assessments of children's understanding
- developing children's independence
- leading and delivering follow up and intervention sessions

Volunteer helpers, mainly parents/ LUSU students, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help, such as computing expertise.

Subject Leaders

The subject leaders will:

- Create an engaging curriculum with foundations based on the school's Christian vision and drivers – resilience, independence, local heritage and wider world
- Develop a sequential, knowledge based curriculum with links to previous learning and other subjects
- Monitor teaching, progress and attainment in subject areas and action plan to address areas of need
- Support colleagues to develop practice and subject knowledge to maximise progress
- Have responsibility for the purchase and organisation of resources
- Keep up to date with developments in their particular subject area and be responsible for sharing this with colleagues
- Complete and review risk assessments (if appropriate)
- Report to governors

Senior Leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Plan, support and evaluate the impact of continuing professional development
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly

Parents

Parents have a fundamental role to play in helping children to learn. Parents and carers of children are expected to:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

Planning

- Long term plans are developed using the National Curriculum.
- Units of work are planned sequentially ensuring coverage of and progression through the National Curriculum.
- Planning is based on previous learning and is considerate of each class' needs.
- Teachers can plan in the most effective format to support the delivery of the lesson.
- Teachers are flexible within their planning, adapting lessons based on formative assessment.

The importance of the Learning Environment

- A stimulating environment sets the climate for learning.
- An exciting, well-organised classroom promotes independent use of resources and supports high quality learning.
- Teachers and children work together to establish an attractive welcoming and well-organised environment encouraging independent learning, respect, care and value for all resources.
- Classrooms should be bright and tidy, and should be word and number rich.
- Displays might be used to:
    - Celebrate success - achievement, high standards of work
    - Support class organisation – visual timetables, clearly labelled resources
    - Promote Independence by providing prompts – questions, support for when children are stuck
    - Support learning – working walls, presentation examples, interactive & challenging
    - Displays are reviewed and updated as appropriate to support current learning.
    - Show children's learning

Home Learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Home learning should not cause additional stress to family life – parents should talk to school if it becomes a problem.

Marking and Feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. Feedback is not always written and marking is limited to ensure it is time effective. Verbal, in the moment, feedback is used and is not recorded.

Assessment, Recording and Reporting

We use a combination of formative and summative assessment to identify pupils' attainment, monitor progress and inform teaching and learning.

Assessment information is recorded and reviewed in accordance with the school's agreed assessment cycle. This includes teacher assessment, standardised assessments where appropriate, and termly pupil progress meetings.

Assessment procedures are reviewed regularly to ensure they are purposeful, consistent and manageable, and support teachers in identifying pupils' strengths, learning needs and appropriate next steps.

Parents and carers are informed about their child's progress through parents' meetings and an annual written report.

Monitoring and Evaluating the IMPACT

School leaders and subject leaders will monitor and evaluate the quality and impact of teaching and learning through a proportionate programme of monitoring and professional dialogue.

This may include lesson visits, learning walks, work scrutiny, pupil voice, assessment analysis, pupil progress meetings and discussions with staff.

Findings will be used to celebrate effective practice, identify priorities for professional development and inform ongoing school improvement.

Review

This policy will be reviewed annually by school leaders and governors. During 2026–27, the school will continue to evaluate and develop approaches to teaching and learning, with a particular focus on effective modelling and the gradual release of responsibility. A comprehensive review of the policy will be undertaken during 2027–28, informed by the school's ongoing evaluation and development of practice, including approaches to oracy and task design.

Approved by:	Curriculum Committee	**Date:** 21st Oct 2026
Last reviewed on:	19th October 2026	
Next review due by:	October 2027	
Changes		
19th October 2026	Policy reviewed and updated to reflect current school priorities and practice, including inclusion, modelling, assessment, monitoring and evaluation. Minor amendments made to clarify responsibilities, with a comprehensive review planned for 2027–28 in line with the School Development Plan.	
18th October 2023	Pg 3 – High standards of work (display) Pg 4- Feedback is not always written and marking is limited to ensure it is time effective. Verbal, in the moment, feedback is used and is not recorded. P5 - half way through and (assessment)	
24th September 2024	No changes	