

St. Cuthbert's Catholic Primary School



Educate; Create; Witness: Christ at the Centre

Teaching and Learning Policy

September 2026

Mission Statement

Educate, Create, Witness: Christ at the Centre

At St. Cuthbert's Catholic Primary School, we are committed to providing a high-quality Catholic education that enables every child to flourish academically, spiritually, socially and emotionally. Inspired by the teachings of Christ, we strive to educate each other, create community and witness to Gospel values in all aspects of school life.

Every Child Matters

Every Adult Matters

Everyone Matters

God Matters

1. Rationale

The purpose of this policy is to establish a clear and consistent approach to teaching and learning across the school, ensuring that every child receives an excellent education and achieves their full potential.

This policy reflects our mission, supports the School Improvement Plan, and aligns with current statutory requirements, the Teachers' Standards, the Equality Act 2010, the SEND Code of Practice, and the principles of adaptive teaching.

We believe that effective teaching enables all children to acquire knowledge, develop skills, deepen understanding and grow in confidence. Through high expectations, carefully planned learning experiences and strong partnerships with families, we seek to ensure that every child is successful.

2. Aims

We aim to:

- Provide a welcoming, inclusive and stimulating learning environment.
- Enable children to become independent, resilient and active participants in their learning.
- Maintain high expectations of achievement, behaviour and presentation.
- Deliver a broad, balanced and ambitious curriculum that meets the needs of all pupils.
- Ensure every child has access to the same high-quality curriculum and learning opportunities.
- Develop children's knowledge, skills and understanding across all curriculum areas.
- Foster a love of learning and a commitment to lifelong learning.
- Promote Gospel values and Catholic Social Teaching throughout school life.
- Prepare children to become respectful, responsible and compassionate citizens.
- Celebrate diversity and promote equality, dignity and respect for all.

3. Principles of Effective Teaching and Learning

At St. Cuthbert's Catholic Primary School, effective teaching is characterised by:

High Expectations

Teachers have high expectations of every pupil and believe that all children can succeed.

Quality First Teaching

All children receive high-quality classroom teaching that is inclusive, ambitious and responsive to need.

Knowledge-Rich Curriculum

Learning is carefully sequenced so that children build on prior knowledge, make connections between concepts and develop long-term understanding.

Retrieval and Memory

Teaching supports children to remember more by revisiting previous learning, practising key knowledge and developing fluency.

Adaptive Teaching

Teachers adapt their teaching in response to the strengths and needs of pupils whilst maintaining high expectations for all.

Adaptations may include:

- Additional modelling
- Scaffolding
- Pre-teaching of vocabulary or concepts
- Visual aids
- Flexible grouping
- Structured questioning
- Additional practice opportunities

Support is provided as a temporary mechanism to develop independence rather than create dependency.

Inclusive Practice

Every child is entitled to participate fully in the curriculum regardless of:

- Ability
- Special educational needs or disabilities
- Gender
- Race
- Religion or belief
- Language background
- Social or economic circumstances

4. Teaching for Fluency and Independence

We recognise that children's ability to record their learning develops at different rates.

In Key Stage 1 and the early stages of Lower Key Stage 2, teachers may provide modelled or copied written work where this supports children in recording their ideas successfully and fluently.

This may include:

- Teacher-modelled sentences
- Shared writing
- Sentence stems
- Structured writing frames
- Opportunities for children to copy key vocabulary, sentences or explanations

This approach allows children to focus on developing subject knowledge, vocabulary, understanding and oral reasoning without being unnecessarily limited by handwriting, spelling, transcription or recording skills.

As children develop confidence and competence, support will be gradually reduced to promote increasing independence in recording and composition.

The expectation throughout the school is that children move progressively towards independently recording their own ideas while maintaining accuracy, fluency and quality.

5. The Learning Environment

Teachers will create classrooms that:

- Are welcoming, safe and inclusive.
- Reflect the school's Catholic identity.
- Celebrate pupils' achievements.
- Promote independence through well-organised resources.
- Support learning through high-quality displays.
- Reflect the diversity of modern Britain.
- Encourage curiosity and a love of learning.

6. Classroom Practice

Teachers will:

Plan Effectively

- Build upon prior learning.
- Clearly identify intended learning outcomes.
- Ensure learning is appropriately sequenced.
- Provide opportunities for retrieval and review.
- Make meaningful links across the curriculum where appropriate.

Deliver Effective Learning

- Explain new learning clearly.
- Model learning explicitly.
- Use questioning to deepen understanding.
- Address misconceptions promptly.
- Provide opportunities for discussion and collaboration.
- Ensure all pupils are actively engaged.

Assess Learning

Assessment will be used to:

- Check understanding.
- Inform future planning.
- Identify misconceptions.
- Adapt teaching.
- Monitor pupil progress.

A range of formative and summative assessment strategies will be employed throughout the curriculum.

Provide Feedback

Feedback will:

- Recognise achievement.
- Identify misconceptions.
- Support improvement.
- Encourage pupils to reflect upon their learning.
- Develop independence and resilience.

7. Adaptive Teaching

Teachers will:

- Know their pupils well.
- Understand individual strengths and barriers to learning.
- Maintain ambitious expectations for all learners.
- Scaffold learning appropriately.
- Teach to the top and scaffold upwards for those requiring support.
- Ensure pupils with SEND can access the full curriculum.
- Provide challenge for higher-attaining pupils.
- Adapt teaching without unnecessarily creating separate learning activities.

All pupils will access the same broad curriculum and be part of the same learning journey as their peers.

8. The Role of Pupils

Pupils are expected to:

- Take pride in their work.
- Follow school and classroom expectations.
- Demonstrate positive learning behaviours.
- Listen carefully and participate actively.
- Respect one another and the school environment.
- Work collaboratively.
- Reflect on their learning.
- Take increasing responsibility for their progress.
- Show resilience when faced with challenge.
- Value diversity and treat others with dignity and respect.

9. Partnership with Parents and Carers

We recognise that effective learning is strengthened through positive home-school partnerships.

The school will:

- Communicate regularly with parents and carers.
- Share information about progress and attainment.
- Provide opportunities for parental engagement.
- Listen to and respond appropriately to concerns.
- Celebrate children's achievements.

Parents and carers are encouraged to:

- Support attendance and punctuality.
- Promote positive attitudes towards learning.
- Engage with learning at home.
- Communicate with school staff when support is needed.

10. Equality, Diversity and Inclusion

The school is committed to promoting equality and eliminating discrimination.

Teaching and learning will promote respect for all protected characteristics identified within the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Our curriculum reflects the diversity of modern Britain and promotes understanding, tolerance and mutual respect.

11. Monitoring and Evaluation

The quality of teaching and learning will be monitored through:

- Lesson observations
- Learning walks
- Book scrutinies
- Pupil voice
- Planning reviews
- Assessment analysis
- Curriculum monitoring
- Professional dialogue

Monitoring activities will support ongoing school improvement and professional development.

12. Review

This policy will be reviewed annually by the Headteacher and Governors to ensure it remains aligned with statutory guidance, educational research and the needs of the school community.

Policy Review Date: September 2027