

# St Patrick's Catholic Primary School

*The Catholic Diocese of Lancaster*

## Our Mission Statement:

“Sharing Our Faith, Inspiring Education, Achieving Our Dreams”

“Go, therefore, make disciples of all nations.  
And look, I am with you always; yes, to the end of  
time.” (Matthew 28:19-20)



## Teaching & Learning Policy

At St Patrick's Catholic Primary School, we celebrate that we are all unique and loved by God. With Christ at the centre of all we do, we strive to unlock each child's potential to become the individual they are created to be. We are working together to build a community built on love, faith, forgiveness and service.

Approved by \_\_\_\_\_ J. Murphy \_\_\_\_\_ (Headteacher) Date: \_\_\_\_\_ October 2025 \_\_\_\_\_

Approved by Governing Body/Committee: \_\_\_\_\_ Resources \_\_\_\_\_ Date: \_\_\_\_\_ November 2025 \_\_\_\_\_

Next review date: \_\_\_\_\_ November 2026 \_\_\_\_\_

## **1. Aims**

This policy aims to:

Explain how we'll create an environment at our school where pupils learn best and love to do so

Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school

Promote high expectations and raising standards of achievement for all pupils in our school

Involve pupils, parents and the wider school community in pupils' learning and development

## **2. Our guiding principles**

We promote an ethos of support, encouragement, ambition and inclusion so that our children can learn and thrive in a Christian environment which embraces individuality and difference. We aim to inspire our children's learning so that they can grow to achieve their dreams and share in faith with each other. Pupils learn best at our school when they:

Have their basic physical needs met

Feel secure, safe and valued

Feel a sense of belonging to the group

Are engaged and motivated

Can see the relevance of what they are doing

Know what outcome is intended

Can link what they are doing to other experiences

Understand the task

Have the physical space and the tools needed

Have access to the necessary materials

Are not disrupted or distracted by others

Can work with others or on their own, depending on the task

Are guided, taught or helped in appropriate ways at appropriate times

Can practise what they are learning

Can apply the learning in both familiar and new contexts

Can persevere when learning is hard

Can manage their emotions if things are not going well

Recognise that all learners make mistakes and mistakes can help us learn

## **3. Roles and responsibilities**

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

### **3.1 Teachers**

Teachers at our school 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 through learning overviews, letters, parent's evenings and reports including clearly communicating the purpose of home learning

Update parents/carers on pupils' progress termly and produce an annual written report on their child's progress

Meet the expectations set out in your curriculum policies, behaviour policy, home/school agreement and marking and feedback policy

### **3.2 Support staff**

Support staff at our school will:

Know pupils well and adapt support to meet their individual learning needs

Support teaching and learning with flexibility and resourcefulness

Use agreed assessment for learning strategies

Use effective marking and feedback as required

Engage in providing inspiring lessons and learning opportunities

Feedback observations of pupils to teachers

Ask questions to make sure they've understood expectations for learning

Identify and use resources to support learning

Have high expectations and celebrate achievement

Demonstrate and model themselves as learners

Meet the expectations set out in curriculum policies, behaviour policy, home/school agreement and marking and feedback policy

### **3.3 Subject Leaders**

Subject Leaders at our school will:

Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills

Sequence lessons in a way that allows pupils to make good progress from their starting points

Use their budget effectively to resource their subject, providing teachers with necessary resources for learning

Drive improvement in their subject by working with teachers to identify any challenges

Timetable their subject to allocate time for pupils to:

- Achieve breadth and depth
- Fully understand the topic
- Demonstrate excellence

Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data

Improve on weaknesses identified in their monitoring activities

Create and share clear intentions for their subject/phase

Encourage teachers to share ideas, resources and good practice

Meet the expectations set out in curriculum policies, behaviour policy, home/school agreement and marking and feedback policy

### **3.4 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
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in curriculum policies, behaviour policy, home/school agreement and marking and feedback policy

### **3.5 Pupils**

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in curriculum policies, behaviour policy, home/school agreement and marking and feedback policy

### **3.6 Parents and carers**

Parents and carers of pupils at our school will:

- 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

### **3.7 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

### **4. Planning**

Lessons will be planned well to ensure good short, medium and long-term progress. Teachers' planning should be meaningful and useful. Where schemes of work are used, planning is adapted to suit the needs of the children. Foundation subjects are blocked over several days to ensure that children are immersed in their learning and so that there is both flow and progression. Teachers plan lessons which are mindful of adaptive learning and are inclusive.

See our EYFS policy for more details on our school's teaching and learning in the Early Years.

### **5. Learning environment**

When pupils are at school, learning will take place in classrooms, the hall and in the outside area or chapel

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas

Posters of material pupils have previously learned about and can identify

Accessible resources for learning such as books, worksheets and other equipment

A seating layout that allows everyone to see the board and participate

Displays that celebrate and support pupils' learning

### **6. Adaptive Learning**

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt learning to cater to the needs of all of our pupils, including:

- Pupils with Special Educational Needs and Disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are talented/most able

Provision will be supported by:

- Using support staff effectively to provide extra support
- Working with our SEN coordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing writing frames, word banks or other appropriate resources

## 7. 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.

Please see the Home Learning Policy for further information

## 8. 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.

It will be given both verbally and/or in books

Please see marking policy for further information

## 9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. This will be carried out termly and pupils tracked as classes and by demographic characteristics.

We will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually.

## 10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders / subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

Conducting learning walks

Reviewing marking and feedback

Termly pupil progress meetings

Planning scrutinies

Book scrutinies

Please see monitoring and evaluation policy for further details.

## **11. Review**

This policy will be reviewed biannually by the Headteacher and the SEC Committee of governors. At every review, the policy will be shared with the full governing board.

## **12. Links with other policies**

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Monitoring and Evaluation policy