

**St. Cuthbert's Catholic
Primary School
Teaching & Learning Policy
September 2025**



**EDUCATE, CREATE, WITNESS; CHRIST AT THE
CENTRE**

**Every Child matters
Every Adult matters
Everyone matters
God Matters**

RATIONALE:

The aim of this policy is to ensure there is continuity of practice in the school in terms of teaching and learning. For children to receive a high standard of education and to ensure that they achieve high levels of attainment, all stakeholders should adhere to the policy.

This policy will relate directly to the School Improvement Plan and to all policies subsequently formulated. It holds the underlying principles of all teaching and learning in all areas of the curriculum and school life.

In formulating our school aims we have discussed HOW they will be implemented. This document outlines the practical implications of raising the quality of teaching and learning in the school.

The policy will be given to all those involved with the school:

- Teachers
- Support staff
- Governors

MISSION STATEMENT:

**EDUCATE; CREATE; WITNESS:
CHRIST AT THE CENTRE**

We strongly believe that children leaving our school must be well equipped for the future. We aim to honour and maintain the vision and ideals of the founders of our school, who, inspired by their love of Christ, established in the community a centre of learning based upon the teachings of Christ. We aim to educate each other, create community and witness to Christian values.

**EVERY CHILD MATTERS
EVERY ADULT MATTERS
EVERYONE MATTERS
GOD MATTERS**

SCHOOL AIMS

Our school aims are as follows. They are not placed in order of importance:

- We aim to provide a welcoming environment and opportunities for children to become independent and active participants in their own learning.
- We will have high expectations of our children and ensure that they reach their full academic and social potential.
- We aim to provide a rich, broad and balanced curriculum that is well planned and effective in meeting the needs of all of our children.
- We will encourage children to become self disciplined and responsible and to nurture their awareness, respect and understanding of other people and the shared environment.
- We recognise the importance of literacy and numeracy as the key components accessing the full curriculum and we will work towards high standards in all subjects.
- We will monitor and evaluate the progress of each child, setting challenging targets based on individual needs and involving children and parents in the process.
- We aim to make children aware that they live in a multi cultural community, from which they benefit and to which they contribute.
- We aim to provide opportunities for all children to excel irrespective of race, class, gender, religion, culture or physical ability.
- We will constantly monitor and evaluate the quality of our teaching to ensure that we provide an excellent education for our children.
- We aim to create a successful working partnership where all those involved in the school community work together in a spirit of cooperation.
- We will aim to provide children with experience beyond the school environment which will enhance their learning.

This section outlines the key principles of teaching and learning in our school and gives strategies for implementing these principles.

Core beliefs:

1. Teacher's expectations for every pupil are high and the whole school celebrates achievement.
2. There is a stimulating, welcoming environment where children can become independent and active participants in their own learning.
3. Children have experiences that are regularly planned and delivered and assessed, which broaden and challenge learning.
4. Children are encouraged to be self-disciplined and responsible and respectful towards others and their environment.
5. Adaptive Teaching ensures that work is scaffolded to ensure all children access the full curriculum, in a way that ensures each pupil has the opportunity to reach his/her full potential. All children receive the same broad and balanced curriculum entitlement.
6. Teachers Adapt teaching to respond to the strengths and needs of all children so that they become the best version of themselves.
7. Teaching supports and meets the needs of all children to help them learn more and remember more.
8. Teachers will ensure that they know the children really well, know their strengths and know where scaffolded support is required with a view to removing those scaffolds so that children learn independently.
9. Teachers will teach to the top and scaffolding up below it.
10. Good teaching provides clear explanations clear instructions.
11. Every child will access the same curricular offer, the same educational experience and will be part of the same learning journey as their peers, class and school community,
12. Every child will have the same access to the teacher and quality first teaching.
13. Teachers will know their children extremely well- Support is not fixed, a fluid approach to using scaffolds will be taken, a temporary adaptive approach to support where necessary but ultimately temporary to help build independence, giving children high expectations of themselves and helping them to strive to be the best they can be.
14. Adaptive teaching will ensure that children are highly motivated, have targets for improvement and value their own achievements.
15. All members of the school community are valued in the learning process.
16. The school's equal opportunities policy is fully implemented.
17. Teacher's regularly evaluate their own teaching and reflect upon their practice.
18. Parents feel welcome, informed and involved in their children's education.

The Teacher will:

- Plan carefully and build on prior learning
- Provide a broad and well-balanced curriculum involving challenging yet achievable tasks.
- Work with children to set challenging but realistic targets.
- Praise and encourage through displays, marking, rewards and reports.
- Implement the class/school rules fairly.
- Have a well organised classroom with clear labelling of resources
- Provide a safe and caring environment
- Respect children as individuals and acknowledge their rights, values and beliefs
- Provide a stimulating environment through high quality display.
- Plan, evaluate and review the curriculum. Ensure that the full Curriculum entitlement is delivered to all children.
- Ensure that planning reflects the appropriate amount of time spent on each curriculum area.
- Adapt their teaching to make it appropriate for all children, responding to the strengths and needs of all pupils.
- Continually assess children to inform future planning.
- Plan to ensure that a broad and rich cross curricular curriculum is delivered which places equal importance on both core and foundation subjects.
- Give the children opportunities to experience aspects of the diverse cultures that make up our community and that children are given the opportunity to explore British values.
- Celebrate achievements of children.
- Plan for and ensure that all children take part in class visits.
- Give regular opportunities for children to explore British Values and what it means to be growing up in a diverse British Society.
- In their practice recognise the importance of raising self-esteem in individuals.
- Develop in the children a sense of pride and respect for the school environment and for each other.
- Allow for different rates of progress and for those who need additional support.
- Ensure all classroom support is used and planned for effectively.
- Report to parents on a termly basis regarding their child's progress.
- Recognise children's achievements.
- Make use of outside visitors and visits into class to support their delivery of the curriculum.
- Create a classroom environment that reflects our diverse cultural society.
- Value and promote partnership between home and school.
- Listen to children and parents and be seen to act upon legitimate concerns.
- Encourage children to work together as part of a team/group.
- Ensure all children are presented with a positive role model.
- Value every child in accordance with our aims.
- Be sensitive to and aware of cultural differences and gender issues.
- Promote the importance of the 9 protected characteristics of the Equality Act

1. age
2. disability
3. gender reassignment
4. marriage or civil partnership (in employment only)
5. pregnancy and maternity
6. race
7. religion or belief
8. sex
9. sexual orientation.

- Ensure good curriculum knowledge and expertise.
- Attend INSET training and keep themselves abreast of new educational developments.
- Share good practice with colleagues and act as critical friends.
- Organise moderation of pupil's work across year groups, and across the whole school and Trust.
- Actively involve and inform the parents about the education of their child.
- Create a welcoming environment in the classroom.
- Feedback and receive information to and from parents/carers

The Children will:

- Take pride in their work and develop their understanding of what a piece of quality work is.
- Understand and follow the class/school rules.
- Be familiar with the organisation of the classroom and resources.
- Be able to share, co-operate and collaborate with each other.
- Develop and extend their skills.
- Listen carefully to instructions and develop the ability to maintain concentration.
- Be clear about structures and routines.
- Aim to appreciate the importance of these subjects and apply these skills and knowledge to all areas of their life.
- Take responsibility for their own learning, in school and at home.
- Aim to become literate and numerate.
- Recognise and understand the part literacy and numeracy plays in other subjects.
- Involve themselves in all areas of school life.
- Be confident in visiting new places and meeting new people.
- Be able to respect the beliefs and practices of peoples of other faiths and cultures.
- Follow the class/school rules concerning respect for property and individuals.
- Develop an understanding of the ethos behind the rules and gain a caring attitude.
- Be confident
- Achieve the learning outcomes

- Understand the reasons for their learning.
- Aim to achieve their targets to the best of their ability
- Have a positive attitude towards learning.
- Respond with enthusiasm and take pride in their work.
- Value the contribution of other children and adults within the diverse community of Sunderland and beyond.
- Learn to work together as part of a group/team.
- Show respect for the different cultures within the class, school and the wider community.
- Respect the rights of other children.
- Have high expectations for themselves.
- Respect and value difference.
- Contribute ideas to the school council.
- Be confident to express their opinions on their learning to their teacher.
- Be able to discuss their work and that of others.
- Be encouraged to reflect upon their own learning.

APPENDICES:

Adaptive Teaching:

So, what is adaptive teaching?

According to Standard 5 of the *Teachers' Standards* (DfE, 2011) adaptive teaching is when teachers “adapt teaching to respond to the strengths and needs of all pupils”. Specifically, adaptive teaching requires teachers to:

- Know when and how to scaffold appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils – including those with SEND, those of high ability, those with English as an additional language – and be able to use and evaluate distinctive teaching approaches to engage and support them.

Adaptive teaching also forms part of the new Early Career Framework (DfE, 2019). Section 5 says that new teachers should learn that:

- Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
- Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.
- Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor the impact on engagement and motivation, particularly for low attaining pupils.
- There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.
- Pupils with SEND are likely to require additional or adapted support, working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

According to the ECF, new teachers also need to learn how to:

- Develop an understanding of different pupil needs, including by identifying pupils who need new content further broken down, using formative assessment and working closely with the SENCO and others.
- Provide opportunity for all pupils to experience success, including by maintaining high expectations for all and making effective use of teaching assistants.
- Meet individual needs without creating unnecessary workload, including by planning to connect new content with pupils' existing knowledge or providing additional pre-teaching; building in additional practice; reframing questions to provide greater scaffolding; and "considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils".
- Group pupils effectively, including by applying high expectations to all groups, changing groups regularly, and ensuring that any groups based on attainment are subject specific.

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