



Patterdale CofE Primary School

A loving family in a unique environment

TEACHING & LEARNING POLICY

2025-2027

Approved by	
Name:	Andrew Callaway
Position:	Chair of Governors
Signed:	
Date:	October 2025
Proposed review date:	For Autumn 2027 T&L Committee meeting

REVIEW SHEET

Each entry in the table below summarises the changes to this Policy and procedures made since the last review (if any).

Version Number	KAHSC Version Description	Date of Revision
1	Original	September 2021
2	Minor changes highlighted	September 2022
-	Reviewed, no changes	September 2023
3	Reviewed by Headteacher	October 2025

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Introduction:

The Teaching and Learning policy is the core policy for our school as it sets out how we will achieve, and puts learning at the centre of all that we do.

The policy ensures that everyone is committed to achieving a high quality consistent approach to learning. We all want to provide an excellent educational experience for all our children.

- Expectations are always challenging and creative
- Children are active and have a voice in their learning and development
- Teachers enjoy teaching and always strive for excellence

Our School Aims

We want our children to achieve the best together, and:

Be confident in:

- being themselves; safe, happy and fulfilled with the skills needed to move on.
- social situations; having a sense of right and wrong, being polite, honest, showing respect and care for others.
- what they have learnt; to be motivated, curious and to learn independently.
- their role in the community near and far; learning how to look after their environment local and global.
- physical and sporting activity; be healthy and fit and to know how to stay that way.

Have an appreciation of Christianity and other faiths and beliefs.

Have happy memories of Patterdale C of E School.

Learning at Patterdale:

Learning Behaviour

- Children are actively engaged and encouraged to fully participate in their own learning.
- Children and adults demonstrate mutual respect and positivity.
- Children take pride in their work and how they present it.
- Children are able to say what they are learning.
- Children are aware of the learning intention and the steps to success for each lesson.
- Children are encouraged to take risks and develop a growth mindset.
- Children are rewarded for effort and resilience when they are faced with a challenge.
- As confidence builds and concepts are mastered children are able to apply their learning independently.
- Questions encourage critical thinking skills and metacognitive thinking.
- Children initiate questions, lead discussions and respond to questions from the teacher and each other.
- Children assess each other's work and feedback their observations.
- Children reflect on their learning through self/peer evaluation, what they did well and next steps.
- Once learning is embedded children are encouraged to apply what they have learnt to different contexts.

Our Learning Environment

- The classrooms are attractive, well-resourced and organised.
- Displays effectively support, inspire and celebrate learning.
- Children are taught to take responsibility for the equipment in their classrooms.
- They are expected to tidy up and look after property.
- Resources appropriate to the task, including technological ones, are used to support and scaffold, ensuring all children can access the learning and make progress.
- Grouping is flexible often of mixed ability or based on daily in-school formative assessment.
- All support staff are clear on their role and expectations within each lesson. Adults are assigned to work with individuals and small groups.

Our Curriculum

- The Primary National Curriculum 2014 is firmly embedded across the school and is the basis of teaching and learning from Year 1 to Year 6.
- The Early Years Foundation Stage (2025) and Development Matters (2023) is the basis of teaching and learning for Nursery and Reception.
- Our Curriculum plan is designed to engage the children's interest and is bespoke to our School, our location and our community. It is based on experiences that will be remembered.
- CUSP is used as a framework for our school curriculum and includes most of the national curriculum subjects.
- Planning is based on pupils' prior knowledge.
- Planning is informed by formative and summative assessment and sequential steps in learning linked to evaluation of pupil's current understanding.

Teaching at Patterdale

- Teachers have a secure subject knowledge of the curriculum that they teach.
- The Headteacher and Senior Teacher take responsibility for the curriculum.
- Intervention is used in English and Mathematics.
- Collaborative learning is consistently implemented through learning partners/small groups and effective questioning.
- Teachers know their children extremely well.
- Pupils who have English as an Additional Language, Pupil Premium, Special Educational Needs and Disabilities and More Able children are supported by all members of staff as needs are regularly discussed in staff meetings and supervisions.
- Adjustments are made and outside agency advice is sought and implemented as required for our SEND pupils.
- Questioning is differentiated to ensure the right level of challenge.
- Learning is scaffolded through planning with support from adults, where appropriate, equipment and/or resources to help the pupils access the learning.
- For certain children who are working below their age, they follow a personalised curriculum with learning objectives taken from a different year group or a specialist intervention programme based on prior assessment.

In the Classroom we would expect to see:

- Lessons that are creative, purposeful and contextual.
- Objectives are shared and referred to throughout the lesson.
- Pace that enhances the learning and maintains positive engagement.
- Plenty of focussed talk.
- High level questioning.
- Use of high quality resources/texts.
- Teacher modelling.
- Achievement and effort consistently recognised and rewarded.
- High expectations of behaviour and attitude to learning.
- Verbal feedback.
- Time for the children to reflect on their learning and identify their next steps.

Continuing Professional Development

- Teachers are instrumental in their own Professional Development; actively taking part in CPD sessions within school and elsewhere.
- Teaching and learning is monitored by all the staff and members of the Teaching and Learning Committee of the Governing Body.
- The National Teaching Standards are used for both monitoring and appraisal purposes.
- Teachers evaluate themselves against these standards for self-appraisal.
- Assessment.

What do staff at Patterdale CofE School do to teach well and support learning?

- Know their children and differentiate teaching to meet their individual learning needs.
- Plan and assess what is taught and identify next steps in learning.
- Provide interesting and challenging lessons; make learning opportunities relevant to the needs and interests of learners and plan opportunities for deeper learning and understanding.
- Motivate, inspire curiosity and promote a good attitude to encourage positive learning behaviours.
- Use effective marking and feedback to engage and extend learning.
- Have high expectations for all learners and celebrate achievement with the child.
- Address underachievement and intervene promptly and robustly.
- Prepare our learners for life beyond school.
- Promote accuracy and fluency in word reading, spelling, handwriting, and number facts.
- Have strong subject knowledge and follow the school's policies at all times.
- Create a safe, secure and stimulating learning environment.
- Actively engage parents and carers in their children's learning in school and at home.
- Adapt questioning to test and challenge children's understanding and promote deeper thinking.
- Moderate children's work regularly with colleagues to ensure accuracy of making judgements.
- Engage in high quality CPD through a range of opportunities including staff meetings, twilights, courses at and beyond Patterdale and observing and sharing good practice.

Support staff

- Know the children and differentiate 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 planning and providing inspiring lessons.
- Communicate and feedback observations of children to teachers.
- Ask questions to ensure clarity of expectation.
- Support the teacher with preparing resources to support learning.
- Have high expectations for all learners and celebrate achievement.
- Demonstrate and model self as a learner.

Leaders

- Model respect, consideration and kindness to all.
- Inspire all members of the learning community to achieve personal excellence.
- Celebrate achievement at all levels.
- Have high expectations for all staff and children.
- Provide support and guidance through coaching and mentoring.
- Hold staff and children to account for their behaviour and actions.
- Plan and evaluate policies and strategies to secure high quality learning.
- Manage resources to support high quality learning.
- Promote team working at all levels.
- Address underachievement and intervene promptly.

Learners

- Take responsibility for their own learning.
- Are able to work alone with confidence and independence.
- Are able to work co-operatively and support other learners.
- Respect the rights of others to learn.
- Put maximum effort into all work, staying focussed at all times.
- Know their targets and how to improve.
- Complete home learning activities regularly.
- Follow the school rules and behave responsibly towards self and others.
- Show enthusiasm and curiosity for ideas.

Governors

- Know the school well and understand the strategic overview of the school.
- Be known to and familiar to all staff and pupils.
- Attend meetings, Governor experience days, and special events.
- Monitor progress and standards of teaching and learning throughout the school.
- Observe and monitor the life of the school according to agreed protocols.
- Promote the school in the wider school community.
- Represent the school to outside agencies.
- Feedback observations in the appropriate forum.
- Provide positive role model as volunteers.

- Respect confidentiality.
- Support staff in providing a range of curricula and extracurricular activities.

Supporting documents for this policy

- Assessment policy.
- Marking policy.
- School behaviour policy.
- Home School Agreement
- School Improvement Plan
- Equality Policy
- Special Education Needs and Disabilities Policy