



Padiham Green CE Primary School

Jesus said, "Come, follow me." Matthew 4:19

Teaching and Learning Policy 2025 - 2026

Review of this Policy: This policy will be reviewed annually by the Governing Board
Revised: September 2025

Our Vision Statement

Padiham Green is a Christian school where everyone is valued.

We want our children to **LOVE, LEARN and SHINE** on their journey.

- All pupils should feel safe and loved.
- We nurture a love of learning so children know and remember more, preparing them for life beyond Padiham Green.
- We help every child reach their full potential and shine.

Living Our Vision

We follow Jesus' example and use **Gospel Values** to guide our school family, helping everyone experience '**Life in all its fullness**' (John 10:10).

Intent

At Padiham Green CE Primary School, we believe in the concept of lifelong learning in which children can make links to previous learning in order to build upon their knowledge and skills in a progressive way. We maintain that learning should be an enjoyable experience for everyone involved. Through teaching our personalised curriculum, our intent is to equip children with the skills, knowledge and understanding necessary to be able to make informed decisions and choices about important things in their lives, now and in the future. Our Christian vision of **LOVE, LEARN and SHINE** is central to this intent.

Implementation

We believe that through the implementation of appropriate and progressive teaching and learning experiences, all children can achieve their potential and become successful learners who make and retain links to new knowledge and skills learned, enabling them to lead rewarding lives as responsible global citizens. Staff and children are aware of each child's right to an education, which must develop and respect every child's personality, talents and ability to achieve their full potential to truly enable them to shine. This ethos is fully reflected through our school's vision of '**Love, Learn and Shine**', which remains at the heart of everything we do.

Here at Padiham Green we celebrate the rich diversity of humanity without exception or exclusion. Our policy for teaching and learning is a core policy of the school and informs the best classroom practice. It will enable children to make progress and will ultimately raise standards. Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

We provide progressive learning experiences so all children can succeed and grow into responsible global citizens. Our ethos ensures every child is respected and supported to shine. We live out our Christian values through Gospel teachings and a nurturing environment. Our curriculum is inclusive and celebrates diversity, ensuring all children feel valued and respected.

Aims and Objectives

- Foster a culture of lifelong, enjoyable learning.
- Develop confident, independent learners.

Effective Teaching and Learning

We deliver a broad, balanced, and personalised curriculum. Teachers use strong subject knowledge and effective strategies to help children connect learning and grow in confidence. Our Christian ethos encourages resilience, responsibility, and celebration of success. Learning is sequenced to build on prior knowledge and promote retention through regular review and retrieval practice.

Planning

Teachers use flexible planning formats and follow templates for Guided Reading and Spelling/Phonics. Plans are shared with TAs and include differentiated activities to meet the needs of all learners.

Learning Objectives

- Clear, focused, and based on learning.
- Displayed and discussed during lessons.
- Built on prior knowledge and written as "To..."
- Referred to throughout the lesson.

Success Criteria

- Created during planning and with pupils.
- Break learning into manageable steps.
- Visual and short.
- Used during lessons and withdrawn as learning embeds.

Review of Learning/Plenary

- Adaptive to pupil needs.
- Reflects and reviews learning.
- Addresses misconceptions and adds challenge.
- Encourages reflection on how and what was learned.

Outcome

- Evidence of learning by lesson end.
- Meaningful and achievable within time.

Challenge for All

Teaching is pitched appropriately and adapts to pupil needs. It supports SEND plans, models learning, and uses varied strategies to engage and challenge all learners. Teachers use scaffolding and extension activities to ensure all children are supported and stretched.

Questioning

Teachers use a range of questions to assess and deepen understanding. Pupils are encouraged to ask their own questions. Questioning includes open and closed formats, and promotes critical thinking and discussion.

Feedback & Marking

Feedback follows school policy, highlights success and next steps, and informs future planning. Pupils respond to feedback regularly. Marking includes verbal and written comments and is linked to learning objectives and success criteria.

Self & Peer Assessment

Children are trained to assess their own and others' work. This helps them identify misconceptions and improve learning. Peer assessment is structured and guided to ensure constructive feedback.

Vocabulary

Staff model standard English and encourage full sentences. Vocabulary is developed progressively and includes subject-specific terms. Working walls and displays support vocabulary development.

High Expectations, Challenge and Support

Assessment is rigorous and linked to our curriculum. Pupils are tracked and supported through interventions. Learning is varied and targets are clearly communicated. Teachers use data to inform planning and ensure progress for all learners.

Learning Environment

Classrooms are organised to promote learning, independence, and a love of reading. They are tidy, stimulating, and resource-rich. Learning environments reflect current topics and celebrate pupil achievement.

Displays

Displays celebrate success, support organisation, promote independence, and reflect current learning. Vocabulary is visible and purposeful. Working walls are interactive and updated regularly.

Teaching Assistants

TAs support learning, assessment, and independence. They work with individuals and groups. Volunteers and students assist under teacher guidance. TAs are involved in planning and assessment discussions.

The Role of Curriculum Subject Leaders

- Understand and oversee their subject's intent, implementation, and impact.
- Know progression and sequencing across year groups.
- Support teaching and learning.
- Share CPD and developments with staff.
- Monitor standards and provide feedback to staff.

Role of Parents

Parents support learning by:

- Attending open evenings.
- Receiving annual reports.
- Learning how to help at home.
- Joining workshops.
- Receiving half-termly Knowledge Organisers and Curriculum Maps.
- Engaging with school events and celebrations.

Role of Governors

Governors:

- Allocate resources to support teaching.
- Ensure premises support learning.
- Monitor strategies and health/safety.

- Review impact on attainment.
- Promote staff development.
- Evaluate policy effectiveness through reports and Headteacher updates.
- Visit school to observe learning and speak with staff and pupils.

Training for Staff

Staff receive ongoing training through internal moderation led by subject leaders and SLT. CPD is linked to school priorities and individual development needs.

Conclusion

This policy reflects our commitment to nurturing children who feel safe, loved, and inspired to learn and shine. Guided by Jesus and Gospel Values, we help every child experience **‘Life in all its fullness’ (John 10:10)**.