



ROSSETT ACRE PRIMARY SCHOOL



Teaching and Learning Policy

Name of School:	Rossett Acre Primary School
Date of Policy:	June 2026
Member of Staff Responsible:	HT/DHT
Review Date:	June 2028

Rationale

At Rossett Acre Primary School, we believe that high-quality teaching and learning are central to achieving our vision of **“Excellence and Happiness for All.”** We are committed to providing an ambitious, inclusive and knowledge-rich curriculum which enables every child to thrive academically, socially, emotionally and creatively.

We recognise that excellent teaching has the greatest impact on pupil outcomes. Through high expectations, strong relationships, adaptive teaching and a consistent approach to classroom practice, we ensure all pupils are supported and challenged to achieve their full potential.

This policy reflects:

- The Teachers’ Standards
- The Equality Act 2010
- The SEND Code of Practice
- The revised Ofsted Education Inspection Framework
- Research-informed best practice in teaching, learning and assessment

The policy supports a culture of continuous improvement through collaboration, professional development, reflection and evidence-informed practice.

Aims of the Policy

This policy aims to:

- Establish a shared understanding of effective teaching and learning across the school
- Ensure consistency and high expectations in all classrooms

- Promote excellent progress and outcomes for all pupils
- Ensure learning is ambitious, inclusive and accessible
- Secure progression and retention of knowledge and skills across the curriculum
- Support teachers in delivering adaptive and responsive teaching
- Ensure systematic checking for understanding is embedded in all lessons
- Promote positive behaviour, attitudes and engagement in learning
- Support staff professional development and instructional coaching
- Inform monitoring, evaluation and school self-improvement processes
- Ensure pupils are prepared for the next stage of education and life in modern Britain.

Curriculum, Teaching and Learning

At Rossett Acre Primary School, our curriculum is ambitious, inclusive and knowledge-rich. It is carefully sequenced to ensure pupils develop secure knowledge, skills and understanding over time so that they are fully prepared for the next stage of education and life in modern Britain.

Our curriculum is designed to:

- Enable pupils to know more and remember more
- Develop confident readers, communicators and mathematicians
- Promote curiosity, creativity and resilience
- Build cultural capital and broaden experiences
- Support pupils' personal development and wellbeing
- Ensure all pupils, regardless of starting point, can achieve success.

Teaching and learning are underpinned by:

- High expectations for all pupils
- Strong subject and pedagogical knowledge
- Clear routines and consistent classroom practice
- Adaptive teaching and inclusive provision
- Systematic checking for understanding
- Retrieval practice and opportunities to revisit prior learning
- Positive relationships and high-quality behaviour management
- Effective assessment and responsive teaching.

Teachers plan learning progressively using the EYFS Framework, National Curriculum, agreed syllabus requirements and whole-school progression documents. Learning is sequenced to build on prior knowledge and develop long-term understanding.

Subject leaders and senior leaders monitor curriculum implementation, consistency and impact regularly to ensure high standards across the school.

Principles of Effective Teaching and Learning

Teaching at Rossett Acre Primary School is underpinned by the following principles:

Effective teaching:

Teachers:

- Demonstrate strong subject and pedagogical knowledge
- Plan learning which builds progressively on prior knowledge
- Deliver ambitious lessons with clear learning intentions and success criteria
- Use explicit instruction and modelling effectively
- Provide opportunities for rehearsal, retrieval and repetition
- Use questioning strategically to deepen thinking and assess understanding
- Adapt teaching responsively to meet pupils' needs
- Maintain high expectations for behaviour, presentation and participation
- Create inclusive classrooms where all pupils feel safe, valued and supported
- Use assessment information effectively to inform future learning
- Promote independence, resilience and metacognition
- Maximise learning time and minimise low-level disruption
- Foster positive relationships built on mutual respect.

Effective learning:

Pupils:

- Are engaged and motivated to learn
- Show resilience and perseverance when challenged
- Participate actively in lessons
- Understand what they are learning and why
- Reflect on their learning and respond to feedback
- Retain and apply knowledge over time
- Work collaboratively and independently
- Demonstrate positive attitudes and behaviour
- Take pride in their work and achievements.

Behaviour, Relationships & Partnership with Parents

Positive relationships underpin effective learning. Our “One Life” morning routine ensures a calm, consistent and purposeful start to the school day with children ready to learn.

Staff will:

- Maintain high expectations consistently
- Use calm and respectful interactions
- Reinforce positive behaviour
- Follow the school behaviour policy consistently
- Teach and model learning behaviours
- Support pupils to self-regulate and reflect.

Children are expected to:

- Demonstrate respect for others
- Be ready to learn
- Engage positively in lessons
- Take responsibility for their behaviour and learning.

Strong home-school partnerships are essential in supporting pupil success, and we will work collaboratively with parents and carers through:

- Regular communication
- Parents’ evenings
- Curriculum information
- Dojo communication
- Workshops and meetings
- Celebrations of learning.

Parents and carers are encouraged to support learning, attendance, reading and positive attitudes to school.

Non-Negotiables for Every Lesson

The following expectations are non-negotiable and should be evident in every classroom:

Climate for Learning

Every classroom will:

- Be calm, purposeful and inclusive
- Promote mutual respect and positive relationships
- Reflect high expectations for behaviour and effort
- Have established routines which maximise learning time
- Celebrate achievement and effort
- Support pupils to feel safe and confident to contribute.

Learning Expectations

Every lesson will include:

- Clear learning objectives shared with pupils
- Success criteria or clear expectations for learning
- Opportunities to revisit and retrieve prior learning
- Explicit modelling and explanation
- Systematic checking for understanding throughout the lesson
- High-quality questioning
- Opportunities for all pupils to think, respond and participate
- Adaptive teaching strategies to support and challenge learners
- Appropriate challenge for all pupils
- Clear teacher explanations using accurate subject vocabulary
- Opportunities for pupils to apply, practise and deepen learning
- Effective use of adults to support learning
- Clear routines and transitions
- High expectations for presentation and productivity.

Classroom and Learning Environment

Classrooms will:

- Be safe, calm and inclusive
- Promote curiosity and aspiration
- Be organised, stimulating and purposeful
- Support independence through accessible resources
- Displays and working walls will provide learning prompts and vocabulary where appropriate
- Displays will support retrieval and reflect a broad and balanced curriculum
- Reflect current learning, celebrate pupil outcomes and diversity
- Promote reading and language development.

Systematic Checking for Understanding

Systematic Checking for Understanding (SCfU) is central to effective teaching and responsive instruction at Rossett Acre Primary School.

SCfU enables teachers to:

- Assess learning in real time
- Identify misconceptions quickly
- Adapt teaching during lessons
- Ensure all pupils remain engaged
- Secure understanding before moving learning forward
- Improve retention and long-term learning

Expectations for SCfU

All adults will regularly check pupils' understanding throughout lessons using a range of strategies.

Rossett Acre's 6 Main strategies are: may include:

- Cold calling (bounce and pounce)
- Mini whiteboards
- Hinge questions
- Think-pair-share
- Choral response
- Visual checks and observation, e.g. Heads down, thumbs.

Other strategies used may also be:

- Retrieval practice
- Live marking and verbal feedback
- Targeted questioning
- Partner talk
- Use of manipulatives and practical demonstration

Teachers will:

- Check understanding of all pupils, not only volunteers
- Use questioning to probe and deepen understanding
- Address misconceptions immediately
- Re-teach where necessary
- Adapt pacing appropriately
- Ensure pupils can explain their thinking clearly

SCfU is expected to be visible in all lessons and forms part of our monitoring and quality assurance processes.

Adaptive Teaching

At Rossett Acre Primary School, adaptive teaching ensures all pupils can access learning and achieve success.

Adaptive teaching does not mean creating entirely different lessons for groups of children. Instead, teachers carefully adapt instruction, support, scaffolding and challenge in response to pupils' needs.

Teachers use:

- Formative assessment
- Prior attainment information
- SEND support plans
- Observation and dialogue
- Pupil voice

...to inform adaptations within lessons.

Adaptive teaching strategies may include:

- Pre-teaching vocabulary and concepts
- Visual supports and worked examples
- Scaffolded tasks and sentence stems
- Modelling and guided practice
- Flexible grouping
- Additional processing time
- Chunking instructions
- Manipulatives and concrete resources
- Targeted adult support
- Adjusting pace and questioning
- Greater depth challenge and extension
- Explicit teaching of vocabulary

All pupils, including disadvantaged pupils and pupils with SEND, are entitled to ambitious learning opportunities and access to the full curriculum.

Teaching for Memory and Retention

Teachers plan learning to help pupils know more and remember more over time.

Strategies include:

- Retrieval practice
- Spaced repetition
- Interleaving
- Revisiting prior learning
- Vocabulary review
- Progressive and sequential curriculum design
- Opportunities for application across contexts

Teachers ensure that new learning connects meaningfully to prior learning so pupils can build secure schemas and long-term understanding.

Reading and Vocabulary

Reading is prioritised across the curriculum.

Teachers will:

- Promote a love of reading
- Model fluent reading
- Explicitly teach vocabulary
- Encourage high-quality discussion
- Develop oracy and language acquisition
- Ensure pupils encounter ambitious texts and language

All staff share responsibility for developing pupils' communication, language and reading skills.

Assessment and Feedback

Assessment is used to improve teaching and support pupil progress.

Assessment includes:

- Formative assessment within lessons
- Retrieval practice
- Questioning and discussion
- Pupil conferencing
- Summative assessment
- Teacher assessment
- Standardised assessments where appropriate

Feedback

Feedback will:

- Be timely and purposeful
- Identify strengths and next steps
- Support pupils to improve their work
- Include verbal feedback where most effective
- Encourage reflection and independence

Teachers use assessment information to:

- Identify gaps and misconceptions
- Adapt planning and teaching
- Inform interventions
- Monitor progress and attainment

Monitoring, Evaluation & Quality Assurance

Teaching and learning are evaluated through:

- Lesson visits and learning walks
- Book looks and work scrutiny
- Pupil voice
- Planning scrutiny
- Assessment analysis
- Subject monitoring
- Professional dialogue
- Peer review and moderation
- Governor monitoring

Monitoring focuses on:

- Curriculum implementation
- Impact on pupil learning

- Classroom consistency
- Inclusion and participation
- Behaviour and attitudes
- Use of assessment and feedback
- Effectiveness of adaptive teaching
- Systematic checking for understanding

Monitoring is developmental and supportive, promoting continuous improvement.

Professional Development

Rossett Acre Primary School is committed to continuous professional development.

Teachers and support staff will receive:

- Regular instructional coaching and feedback
- Opportunities for professional dialogue
- Access to research-informed training
- Subject-specific development
- Opportunities to observe excellent practice
- Support aligned to appraisal and school priorities

Early Career Teachers will receive:

- Weekly mentor support
- Regular observation and feedback
- Structured induction in line with statutory guidance

Inclusion and Equality

We are committed to ensuring equality of opportunity for all pupils.

Teaching and learning will:

- Promote inclusion and belonging
- Reflect diversity positively
- Remove barriers to learning
- Ensure equitable access to the curriculum
- Meet the needs of disadvantaged and vulnerable pupils

All staff share responsibility for promoting equality, safeguarding and pupil wellbeing.

Safeguarding

Safeguarding is everyone's responsibility.

All teaching and learning practices must:

- Promote pupil wellbeing and safety
- Follow safeguarding procedures
- Create emotionally safe learning environments
- Support pupils' mental health and wellbeing
- Encourage pupils to speak openly and seek help

Evaluating Impact

The effectiveness of this policy will be evaluated through:

- Pupil outcomes and progress
- Quality assurance activities
- Stakeholder voice
- Attendance and behaviour data
- Curriculum monitoring
- External review and moderation

This policy will be reviewed regularly by senior leaders and governors to ensure it remains aligned with current guidance, school priorities and best practice.

Conclusion

At Rossett Acre Primary School, we are committed to ensuring every child experiences high-quality teaching every day.

Through ambitious curriculum design, consistent classroom practice, systematic checking for understanding, adaptive teaching and strong relationships, we aim to create a culture where every pupil can flourish academically, socially and emotionally.

Together, we will continue to strive for excellence and happiness for all.