



ROSSETT ACRE PRIMARY SCHOOL

Teaching and Learning Policy

Name of School: Rossett Acre Primary School

Date of Policy: October 2025
Member of Staff Responsible: DHT, AHT
Review Date: October 2027

Rationale

At Rossett Acre Primary School we value all learning experiences, which contribute positively to the rounded development and achievements of our pupils. We strive to improve the quality of our teaching and are systematic in doing this. Everything we do is focused on improving pupils' standards, their attitudes and behaviour so that they reach their full potential in a calm, happy and purposeful atmosphere within a caring community. An active partnership is encouraged between children, parents, governors and teachers.

Purpose

The purpose of this policy is to:-

- promote and share understanding of what makes effective teaching and learning, and ensure pupil entitlement;
- promote and ensure the progress of all pupils
- ensure the progression and retention of knowledge across the curriculum
- · promote personalised learning
- provide an agreed basis on which to evaluate effectiveness in teaching and learning and so inform the school's self-evaluation process
- support continuous professional development
- contribute to the effective delivery of performance growth within the school
- share good practice

Effective teaching and learning

Our vision is Excellence and Happiness for all and as such, our teachers value all pupils irrespective of their race, gender, age, disability or ability.

Rossett Acre Primary School recognises that teaching is most effective when teachers:

- demonstrate good subject knowledge and understanding in the way they present and discuss their subject
- plan lessons which show clear progression of knowledge and skills
- challenge and inspire pupils, so as to deepen their knowledge and understanding
- foster a sense of curiosity
- use methods, approaches and styles which enable all pupils to learn effectively
- adapt teaching when necessary to ensure all pupils are able to access learning
- manage pupils well and secure high standards of behaviour
- use time, support staff and other resources, effectively
- assess pupils' work thoroughly and use assessments to help and encourage pupils to progress
- ensure systematic checking for understanding is deployed within lessons by all adults
- moderate children's work in school and across other local schools to quality assure judgements
- use assessment evidence to plan effectively, building on prior learning and preparing children for future learning
- Provide opportunities to revisit and consolidate previous learning using retrieval tasks and methods in order to assess whether learning has been committed to longterm memory
- setting appropriate objectives that pupils understand
- use home/school liaison effectively to reinforce and/or extend what is learned in school
- recognise the importance of health and safety
- have a good working relationship with parents and support staff

All teachers will receive:

- regular feedback on their practice and its effectiveness
- professional development opportunities and performance goals which
 - 1. support their continuing effectiveness
 - 2. support the needs of the school and the community.

Rossett Acre Primary School recognises that learning is most effective when learners:

- are engaged, appropriately challenged and extended
- acquire new knowledge, skills, concepts and attitudes, develop ideas and increase their understanding
- are motivated to work to the best of their abilities to meet teachers' high expectations
- show interest in their work and sustain concentration

- develop independent learning strategies
- understand what they are doing, how well they have done and how they can improve
- make good progress
- are creative
- use initiative
- have a sense of curiosity
- have an input into the planning and delivery of their learning, including the themes taught
- are encouraged to foster a growth mindset

All pupils will receive:

- high quality teaching
- feedback on their progress through oral and written feedback
- clear targets for improvement
- advice and support

Parental support will be encouraged and sought to ensure each child achieves his/her potential.

The use of the Dojo and Tapestry systems as a communication tool across the school. Teacher meetings with parents are arranged when required to communicate children's learning and provide strategies to support the child at home, as well as in school.

Learning Environment will be:

- safe and calm
- challenging and stimulating
- happy and caring
- organised
- well-resourced

Children should be encouraged to develop organisational skills and independence through:

- appropriate tasks
- confidence building
- example
- co-operation
- provision of suitable opportunities
- responsibilities
- use of their target cards

Displays in school should be used to:

- create an attractive and purposeful environment
- used as a tool for supporting learning
- include work on different aspects of the curriculum

- reflect the individual child's efforts as well as ability
- sometimes be interactive as well as informative

One Life Morning Routine

Routines and rules in the classroom contribute to a healthy learning environment. Our day starts with our "One Life" routine to ensure a calm and consistent start to the day and to support children to understand behaviours which enable them to learn effectively.

Other routines are used within the classroom which, to be effective, should be:

- clearly understood
- fair and consistent
- realistic and positive
- reflect other school policies

Classes create their own class charters/rules, based on the UN Children's Rights Charter, at the beginning of the year in September. These are referred to throughout the year in order to ensure expectations are clear.

Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an on-going process in all aspects of school life by:

- verbal or written by staff, peers, Headteacher and parents
- displays of work
- opportunities to perform or share in class assemblies, music assemblies and to the wider school and community
- encouraging self-esteem
- by awarding of stickers, certificates, house points and class currency.

Adaptive Teaching

At our school, adaptive teaching is a key approach to achieving our vision of *Excellence* and *Happiness for all*. It ensures that every child is supported and challenged appropriately, regardless of their starting point. Teachers use formative assessment and observation to identify pupils' needs and tailor their teaching accordingly. Strategies may include pre-teaching vocabulary, using visual aids and manipulatives, adjusting the pace of learning, providing structured scaffolding, and offering targeted interventions. Teachers may also deploy flexible grouping, differentiated questioning, and personalised feedback to promote engagement and progress. Through adaptive teaching, we create inclusive learning environments where all pupils feel valued, confident, and able to thrive both academically and emotionally.

Systematic Checking for Understanding

Systematic Checking for Understanding strategies ensure effective teaching by providing "live" assessment of children's understanding of what is being taught. This ensures children are actively engaged in their learning which is proven to be when they learn best. It also allows teachers to make decisions within the lesson as to whether they need to reteach a point, defer or move on. Strategies for Systematic Checking for Understanding include the use of mini-whiteboards, lolly sticks, cold-calling and questioning.

Planning

Teachers are expected to plan effectively for their classes. Progression documents are available on our website which outline the progression in each subject area across all school year groups. The progression documents, planning and lessons are monitored by Subject Leaders, SLT and the Deputy/Head teacher. Weekly Timetables show objectives for the lessons during that week with more detail provided on individual lesson resources (Smart boards / power points).

Subjects are planned using the revised EYFS Framework 2025, National Curriculum 2014, Agreed Syllabus and other suggestions and ideas for our own School Curriculum, including pupil input where appropriate. Pupil input is sought in a range of ways: Pupil Voice Ambassadors, curriculum surveys, pupil interviews, Trust Youth Board etc.

Curriculum Leadership

Subject leaders, supported by SLT, will be responsible for:

- producing effective progression documents for their subject showing year on year progression, key vocabulary to be learnt and key knowledge / skills to be acquired in each subject by year group
- maintenance and overview of their area's resources
- attending relevant courses and disseminating information to staff
- working collaboratively with other subject leaders in our Trust and taking part in Subject Leadership Development Networks
- liaising with Senior Leadership Team to ensure consistency and progression
- monitoring teaching and pupil progress in line with the monitoring timetables in their subject and preparing reports/presenting for the Headteacher and Governors, including use of whole school assessment systems to monitor the curriculum in their subject area
- preparing and evaluating action plans for their area in line with the School Development Plan
- Observing, interviewing pupils (where appropriate) providing feedback, looking at work produced and collecting evidence for curriculum review
- Encouraging the involvement of the Community to promote their subject area, for example; subject weeks (Art Exhibitions / Science Weeks), liaison with Rossett Nature Reserve.

Evaluating our effectiveness

The above criteria form the basis for evaluating the effectiveness of teaching and learning in our school. We recognise that teaching should always be evaluated in terms of its impact on pupils' learning and what makes it successful, and that learning should be evaluated as effective when it secures good progress of knowledge and skills for all pupils.

Teaching and Learning will be evaluated through:

- Planning / objective monitoring
- assessment records
- classroom observation / lesson visits
- data analysis
- book looks
- pupil interviews
- staff interviews
- Parent consultations
- Peer Reviews
- Learning walks
- Subject progression documents

Securing Consistency

The performance of all teachers will be evaluated against whole school criteria (Teacher's Standards). The responsibility for monitoring and supporting teachers in the classroom will fall to the Subject Leaders and SLT. The school will check the accuracy of its own judgments by having them monitored in turn by either

- moderating in school and with other local schools
- an accredited Performance Review Consultant or Assessor / School Advisor / Peer Review Panel appointed by our Trust Primary Director
- or an Accredited OFSTED Inspector

Regular Learning Walks ensure all teachers are observed by Senior Staff across all areas of the curriculum. This forms part of the Appraisal targets for each member of staff, contributing to the improvement of the quality of teaching. Early Career Teachers will be observed regularly with weekly mentor meetings, and it is a statutory requirement for ECTs to complete a 2-year induction period. They are expected, by the end of their induction, to consistently demonstrate their ability to meet the National Teacher standards as an educator.

Contribution to school and teacher self-evaluation

Good teaching and learning are at the heart of an effective school. Information gathered through our evaluation will be used to improve the school by:

- providing feedback to staff on their performance
- securing appropriate professional development opportunities in line with the teacher's and the school's needs
- sharing good practice
- influencing the school's strategic plan for improvement and informing curriculum planning and design.

Monitoring, Evaluation and Review of the Policy

The operation of the policy will be monitored, and its success evaluated by the SLT and the Governing Body. Feedback from our Trust's Primary Director and regular Peer Reviews are also features of monitoring and evaluation of teaching and learning.