

Rossington St Michael's C of E Primary School

TEACHING AND LEARNING POLICY 2026-2027



Date of Policy: September 2026

Date of Review: September 2027

1. Vision and Values

At Rossington St Michael's CE Primary School, our mission is to provide a high-quality education that inspires all children to flourish academically, socially, morally, and spiritually. Rooted in our Christian values, we aim to nurture a love of learning, encourage resilience, and foster compassion in every child.

This policy underpins all teaching and learning across the school and sets out our shared expectations to ensure consistency, high standards, and excellent outcomes for all pupils.

2. Aims

We are committed to ensuring that all children:

- Receive consistently high-quality teaching that leads to strong progress and achievement
 - Develop a love of learning and the confidence to take risks and ask questions
 - Experience a broad, balanced, and rich curriculum that meets their needs and interests
 - Learn in an inclusive, safe, and stimulating environment
 - Are supported to become independent, reflective, and resilient learners
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3. Principles of Effective Teaching and Learning

At Rossington St Michael's, we believe that excellent teaching:

- Has high expectations for all learners
- Is built on secure subject knowledge and clear curriculum intent
- Is adaptive and inclusive, meeting the needs of all learners, including SEND and disadvantaged pupils
- Uses clear learning objectives and success criteria to guide pupils
- Builds on prior knowledge and regularly revisits and consolidates learning (retrieval practice)
- Promotes high levels of pupil engagement and active learning
- Embeds opportunities for questioning, discussion, and critical thinking

- Uses formative assessment to check understanding and inform teaching
 - Provides timely, constructive feedback that moves learning forward
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4. Learning Environment

We aim to create classrooms that:

- Are inclusive, safe, and welcoming to all
 - Are language-rich, supporting vocabulary development and oracy
 - Are well-organised, with appropriate and accessible resources
 - Celebrate children's achievements through displays and positive recognition
 - Support independence through prompts, scaffolds, and visual cues
 - Reflect our Christian values and encourage spiritual and moral reflection
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5. Curriculum and Planning

Our curriculum is broad, ambitious, and sequenced to ensure progression in knowledge and skills across all subjects. Teaching staff:

- Follow the long- and medium-term curriculum plans designed to meet the needs of our pupils
 - Use short-term planning to respond to ongoing assessment and classroom needs
 - Integrate opportunities for reading, writing, and mathematics across the curriculum
 - Ensure the curriculum reflects diversity and promotes equality, British Values, and Christian ethos
 - Make links across subjects where appropriate to deepen understanding
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6. Inclusion and Equal Opportunities

We are committed to providing high-quality teaching for all children, regardless of their background, ability, or additional needs. We:

- Use adaptive teaching strategies to ensure access for all pupils
 - Set appropriate challenge and support based on individual starting points
 - Work closely with SENDCO and other agencies to ensure provision is effective
 - Monitor the progress and engagement of all groups, including EAL, SEND, disadvantaged, and more able pupils
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7. Assessment for Learning

Effective assessment supports progress. We use:

- **Formative assessment:** daily questioning, marking, and feedback to inform next steps
- **Summative assessment:** standardised tests, teacher assessments, and pupil outcomes
- **Pupil voice and self-assessment:** encouraging children to reflect on their learning
- **Targeted feedback:** to praise effort and direct improvement

Assessment is used to:

- Inform future planning
 - Identify pupils at risk of underachievement
 - Track progress and attainment over time
 - Communicate effectively with parents and carers
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8. Roles and Responsibilities

Class Teachers:

- Plan and deliver high-quality lessons
- Adapt teaching to meet all needs
- Maintain high expectations and strong classroom management
- Assess pupil progress and provide feedback
- Engage in ongoing professional development

Support Staff:

- Support targeted pupils effectively
- Work in partnership with teachers to raise attainment
- Deliver interventions as required

Subject Leaders:

- Monitor and support teaching and learning in their subject area
- Ensure progression and curriculum coverage
- Provide resources, CPD, and coaching to staff
- Lead subject-specific improvement priorities

Senior Leadership Team:

- Set and maintain high expectations for teaching and learning
 - Provide professional development and performance management
 - Monitor teaching quality through observations, book looks, and pupil outcomes
 - Support staff to improve and innovate
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9. Monitoring and Evaluation

Teaching and learning are monitored through a range of strategies:

- Lesson observations and learning walks
- Work scrutiny
- Pupil progress meetings
- Pupil voice
- Parent feedback
- Analysis of data and assessment outcomes

Feedback from monitoring is used to celebrate strengths and support continuous improvement.

10. Continuing Professional Development (CPD)

We are a learning community. All staff are encouraged to engage in professional development that:

- Reflects school priorities and individual development needs
 - Encourages reflection on classroom practice
 - Includes coaching, mentoring, and sharing good practice
 - Is informed by research and evidence-based strategies
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11. Home–School Partnership

We believe education is most successful when schools and families work together. We:

- Communicate learning expectations clearly
 - Provide opportunities for families to support learning at home
 - Share progress through regular reports and meetings
 - Encourage parental involvement in school life
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12. Review and Policy Management

This policy will be reviewed every two years by the Senior Leadership Team and ratified by the Governing Body. It will also be updated in response to changes in national guidance or school priorities.