

Oakridge Primary School

Teaching and Learning Policy

Adopted:	October 2025
Chair of Curriculum Committee:	Mrs K Durnford
Next review date:	October 2026

1. Vision

Why

We believe in making our children world-class learners, developing in them a confidence and thirst for knowledge, enabling them to realise their talents and create their future.

How?

By tenaciously challenging and developing our own understanding of learning, as well as providing for them a 'Disney Land' curriculum with a fantastic range of curricular and extracurricular opportunities which engage enrich and excite them as learners

Introduction

We believe that effective teaching and facilitating means effective learning and that is what we should be striving for in every lesson. Our teaching and learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil success.

Rationale

This collection of principles defines the ethos of our approach to learning. We have high expectations of all pupils and our quality first teaching and learning model supports all children to be their best. Effective teaching results in effective learning. As a result, we expect teachers to develop the following mind frames which reflect the visible learning ethos:

1. I am an evaluator
2. I am a change agent
3. I talk about learning and not about teaching
4. I see assessment as feedback to me
5. I engage in dialogue and not monologue
6. I enjoy challenge
7. I engage in positive relationships
8. I use the language of learning
9. I see learning as hard work
10. I collaborate

2. Aims and objectives

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows learners to develop their skills and abilities, in order that they become profound life-long learners.

Through our teaching and facilitating of learning we aim to:

- promote the ethos of visible learning so that each child knows where they are in their learning and what their next steps will be
- provide children with knowledge which is retained by being transferred to long term memory
- enable children to become confident, resourceful, enquiring and interdependent learners who take responsibility for learning

- foster children’s self-esteem and help them build positive relationships with other people with an understanding of how to keep themselves safe
- develop children’s self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- enable children to understand their community and help them feel valued as part of this community
- help children grow into reliable, independent and positive citizens for the 21st century

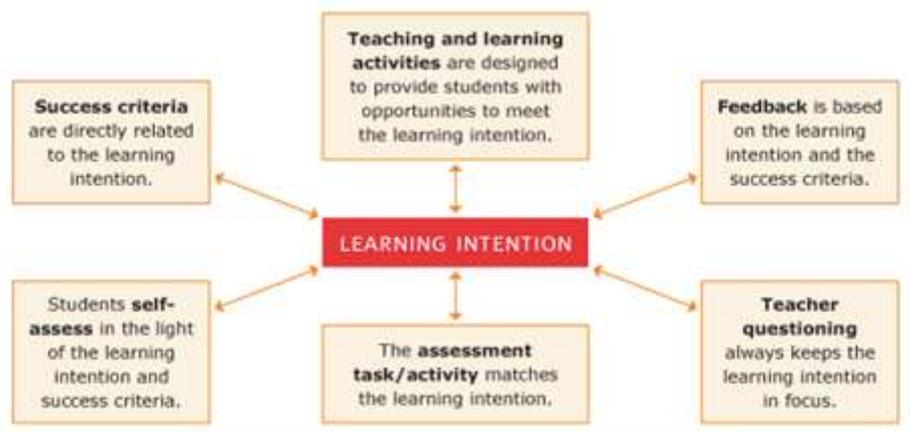
3. Effective Teaching and Learning

At Oakridge, effective teaching and learning strategies are based upon educational research which is summarised by the work of Barack Rosenshine who combines three distinct research areas (cognitive science, classroom practices, cognitive support) to give 10 principles of effective instruction:

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with student practice after each step
3. Ask a large number of questions and check the responses of all students
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review



Clear learning intentions must be at the heart of all of our teaching and learning:



Effective teaching results in effective learning. Effective learning results in: -

- Knowing you have succeeded
- Reflecting on what you can do to be more successful
- Knowing how to move your learning forward
- Explaining what you have learned
- Applying it to other situations
- Teaching it to someone else

Plan

The starting point for planning is building upon what children already know and being clear about how to link prior knowledge to new learning. It has one purpose; to enable high quality delivery which meets the needs of all learners.

Planning should be clear and precise about the knowledge/skills that pupils are to learn, not what they must do (teachers must be clear about how learning fits into the bigger curriculum picture).

Activities, including independent learning tasks, must be designed to facilitate learning, promote thinking and not to keep students busy.

Planning is adapted to meet the needs of all pupils and maximises the use of any additional adult(s) in the room.

There should be no dead time. This includes lesson starts, where students must be purposeful from the beginning.

Learn

Teaching is a lifetime’s craft. “Every teacher needs to improve, not because they are not good enough, but because they can be even better.” Dylan William

All Oakridge teachers develop their pedagogy through Evidence into Action Research Projects.

All learning should be underpinned by stages of practice to include teacher modelling, guided practice and independent practice, utilising guides and success criteria, where appropriate.

All students must be working harder than their teacher over time and should be guided to use key learning and thinking strategies to support their own progress and development.

Teachers must ensure that learning is ‘sticking’ through systematic and effective checking and through strategic interleaving alongside timely retrieval and recall opportunities.

How we ensure that learning 'sticks':

In order for new learning to 'stick' for children, they must have prior knowledge (or schema) to attach it to. Enrichment such as trips, visits from experts and immersive days are therefore high valued parts of the learning experience. These experiences help children to build schema in their brains and, when new learning occurs, they can draw these into their working memory and attach new information to them.

When children learn something new, they are operating in their working memory. Our working memory holds information that you are currently thinking about. The knowledge in our long-term memory sits waiting to be used. When we trigger information from our long-term memory, it pops into our working memory to help us make sense of the new information we are thinking about. This in turn, helps to make connections and move new information into long-term memory. At Oakridge, our goal is to create a learning environment in which children are routinely expected to think hard about carefully selected information that they attach to previous experiences, enabling knowledge to be systemically built upon.

In order to learn, it is imperative that (through careful planning and sequencing) our children both develop a wide range of schema within their long-term memories and exercise their working memories to trigger this information to make sense of new information.

Retrieval practice

Retrieval practice is used throughout the curriculum to help learning stick, and is a common feature at the beginning of lessons. Retrieval practice is the strategy of recalling facts, concepts, or events from memory in order to enhance learning. The act of retrieving something from your memory actually strengthens the connections holding it there, making it more likely that you'll be able to recall it in the future.

Retrieval practice is underpinned by cognitive load theory. Our working memory has limited capacity, and if it becomes overloaded, pupils are less able to process and retain new information. By retrieving prior knowledge from long-term memory, children reduce the load on their working memory. This frees up capacity to focus on new learning and make stronger connections across the curriculum.

This can be carried out in many ways such as quizzes, concept maps and brain dumps. Oakridge has developed a bespoke bank of retrieval practice strategies for use across the curriculum.

Feedback

Key principles in giving effective feedback:

- Feedback is empowering and encourages children to take responsibility for their own learning
- Feedback is clear and understood by the recipient
- Feedback is actionable
- Feedback is user friendly
- Feedback is timely

Developing children's metacognition

We encourage children to take responsibility for their own learning, to be involved in reviewing the way they learn, what they have learnt and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. We share learning pathways with children so that they know where they are in their learning and where they will go next. We also instill 'learning mind frames' during FS and KS1 so that during KS2 children can develop their own learning processes. These mind frames are integral to 'The Oakridge Way.'

When teaching we focus on supporting the children to understand themselves as learners and building on their skills, knowledge and understanding of the world. We use the school curriculum plan to guide our teaching which sets out

the areas of Learning in each year group. The school's vision and values play a fundamental part in the planning of these areas of learning. Teachers plan opportunities for children to investigate and discuss the school's values, as well as the British values.

Pupil Response Matrix

To analyse the depth of learning we use our pupil response matrix (Appendix 1).

4. Climate for Learning

For effective learning to take place, it is important to develop the right climate across the school. For this to happen, high expectations need to be established, shared and understood by everyone who helps deliver learning in our school.

At the beginning of the staggered drop off period, the school will be opened for the children to come straight into school where they will complete morning Maths or morning English.

At the end of each break the children will be collected by the class teacher. The teacher will explain what Learning will be taking place and what the children need to do to get ready to learn. The children should be thinking and focused within a minute of entering the classroom.

The same procedures should be followed after each lunchtime.

When dismissing children, we must ensure that they leave the class in an orderly quiet manner with minimal disruption to others.

5. The Learning Environment

In order to create independent learners all areas and resources used in school including the classrooms should be clearly labelled. Children should be made aware of these resource areas at the beginning of each year and should be expected to have responsibility for their class equipment.

Learning takes place in an environment which is:

- welcoming
- challenging (through powerful questioning and opportunities for self-directed learning);
- purposeful but calm
- happy and organised
- well-resourced and clearly labelled
- makes Learning accessible;
- encouraging and appreciative
- provides equal opportunities
- provides a working atmosphere
- has displays reflecting learning
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All classrooms should include the following:-

- 2 learning boards in order that the children know what they are learning and how they will be successful
- Visible learning displays reflecting mind frames / learning journeys as appropriate
- The Oakridge Way
- Writing prompts to improve writing such as vocab prompts
- Child friendly safeguarding including the listening ear and the worry box

Achievement

Achievement is acknowledged by:

- verbal or written praise by teachers, peers, Head teacher and parents;
- head teacher stickers
- deputy headteacher stickers
- displays of work;
- opportunities to perform or share;
- the awarding of house points
- Postcards home to parents
- Hall of Fame Certificates.

Effort and positive attitude are rewarded and children are encouraged to develop a 'growth mindset' through an appreciation of how mistakes have been used as a learning opportunity. Praise is given when children have shown that they have embraced any of the 8 aspects of The Oakridge Way.

6 The role of governors

Our governors determine, support, monitor and review the school policies on teaching and Learning. In particular they:

- challenge the SLT and hold the HT to account on the educational outcome of the children,
- ensure the teaching and learning is in line with the strategic vision of the school,
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and Learning;
- monitor teaching strategies in the light of safeguarding and health and safety regulations;
- monitor how effective teaching and Learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and Learning policies through the school self-review processes. These include reports from subject leaders and the annual head teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

7 The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for teaching different areas of the curriculum
- sending information to parents at the start of each year in which we outline the topics that the children will be studying during that year at school;
- giving regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with home learning. We suggest, for example, regular shared reading with very young children, and support with learning number facts and spellings.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and Learning in general;

- fulfil the requirements set out in the home/school agreement.

8 Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

9 SEND and Inclusion

We teach to all children, regardless of their ability. It is part of the school curriculum policy to provide a broad and balanced education to all children. We use adaptive teaching approaches to cater for the needs of all learners. We track children carefully to ensure that all our children achieve their full potential. For children who need additional support we implement a range of strategies which are coordinated by our SEN leader working closely with the class teacher.

10 Dyslexia Friendly

The school actively promotes a Dyslexia Friendly Learning environment and is using teaching techniques suitable for all children to learn.

11 Equalities Statement

Through appropriate treatment of all, Oakridge Primary School aims to eliminate unlawful discrimination, prejudice, harassment and stereotyping and strive to maintain policies that comply with current legislation. This applies to all members of the school community – pupils, staff, governors, parents/carers and community members and is based on the School's core values. During the review of this policy the nine protected characteristics of the Public Sector Equality Duty, i.e. race, disability, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment have been considered.

Appendix 1

Pupil Response Matrix

	Level 1	Level 2	Level 3	Level 4
<p>What are you learning? Why are you learning this? How will you be successful in your learning?</p>	Children make some link to the new learning.	Children know what they are learning and can verbalise this in their own words. They link success to what they are learning.	Children know what they are learning and can suggest reasons for this. They clearly link success to applying the new learning.	Children know what they are learning. They know why they are learning this by making links to prior or future learning. They can give examples from their own learning of where they have been successful and can suggest possible next steps.
<p>What learning behaviours do you have to help you with your learning?</p>	Children know two learning behaviours and explain what they mean	Children know the learning behaviours and explain what each mean	Children know the four learning behaviours Children can explain what each is Children can give examples of when they have used two to take their learning forward	Children know the four learning behaviours Children can explain what each is Children can give examples of when they have used all 4 to take their learning forward
<p>What is feedback? What feedback has been most helpful in your learning?</p>	Children refer to feedback as next steps. They can pinpoint feedback which has helped them learn.	Children know that feedback can be given in any form and from a range of sources. They value knowing their next steps and act upon them.	Children embrace feedback given in any form. They reflect and then act on this to take their learning forward.	Self-regulation - As well as self-reflection, children actively seek out feedback to assess the success of their learning. They apply the feedback and where this is an on-going skill, ensure that this becomes their own expectation of their learning.
<p>How do you feel that you are progressing in your learning?</p>	Children can say what their new learning is.	Children can use teacher feedback to know how to make progress.	Children are referring to the success criteria as defined by the teacher with a little of their input.	Children are constantly referring to success criteria. They know where they are at and what they have to do to move on.