OUGHTON PRIMARY & NURSERY SCHOOL

Learning & Teaching Policy

Policy Approval Date: September 2026

Approved by the Governing Body please see minutes dated September 2026

Review Date: Autumn 2028

This policy is read in conjunction with the National Curriculum Guidance, Curriculum Policy and all related curriculum policies including Home Learning Policy and SEND Policy and Equality Disability Scheme.

Mission

Oughton Life – Learning, Inclusion, Friendship and Enjoyment for everyone.

Rationale

At Oughton Primary & Nursery School we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices and enable them to lead happy and rewarding lives.

We understand our statutory duty to teach the National Curriculum (Sept 2014), RE and follow EYFS.

Our Curriculum – Purpose and Intent

At Oughton, we provide a broad and balanced curriculum which focuses on equipping our pupils with the knowledge, skills, vocabulary and life experiences required for the next stage of their education. We feel passionately that all pupils have the right to succeed and should be developed to become enthusiastic and lifelong learners. We aim for them to make links between areas of learning, retaining and recalling information. We strive to achieve this through a curriculum which is fun and enjoyable, engaging children and providing them with long term memories. We believe that at our school it is essential to provide pupils with systematic teaching of key skills, enriching their lives with powerful, cultural, life experiences and a key focus on understanding and applying vocabulary.

Aims

Through high standards of learning and teaching and embedding of the British Values, we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners to equip them to enjoy lifelong learning.
- Foster children's self-esteem and help them to build positive relationships with other people.
- Develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings.

- Show respect for a diverse range of cultures to promote positive attitudes towards other people.
- Enable children to understand their community and help them feel valued as part of it.
- Help children grow into reliable, independent and positive citizens.
- Ensure all children, including those from vulnerable groups such as Children Looked After, achieve; narrowing any gaps compared to others.

1 Planning

It is expected that planning will be undertaken by all teachers, taking account of National documentation - The National Curriculum (September 2014) that support the implementation of quality first teaching. These include:

- EYFS (Development Matters)
- Little Wandle – Phonics scheme
- Jigsaw Programme
- RE Hertfordshire agreed syllabus

We also use and follow additional Schemes of Work to support different areas of the curriculum. Subject Leaders ensure that their curriculum area is broad and balanced, ensuring coverage to ensure key skills and knowledge is taught.

2 Ensuring effective learning

2.1 When planning lessons, take account of children's interests via observation; look, listen and note:

- To connect the learning with previous work and to make connections within the work they are doing.
- To explain the learning objectives, steps to success and success criteria, and how the lesson fits in with others.
- To present the information in a range of styles and give opportunities for the pupils to build up their understanding through various activities.
- For children and adults to review what has been learnt, provide feedback with evaluations made against the learning objective and success criteria.
- To outline the next step in the learning before moving on.

2.2 Staff understand that children learn in different ways (visual, auditory and kinesthetic); we therefore try to use multi-sensory teaching to address the needs of all our learners.

2.3 We create a positive atmosphere where pupils feel safe and valued; where they enjoy being challenged, where they enjoy learning, and know that they will succeed. We use approaches such as playing music to accompany learning, using 'brain gym' and 'brain breaks' in lessons to focus and refocus children's attention, and make sure that the children have access to drinking water.

2.4 We enable children to learn in different ways, by using different types of:

- *Interaction*: asking and answering questions.
- *Groupings*: group work, paired work, independent work, child-initiated learning, whole class work, presentations, designing and making, physical activity, investigating and problem solving.
- *Resources*: IWB and music, computer programs, visitors and visits to place of interest.

2.5 We encourage children to reflect on how they learn best – what helps them learn, and what makes it difficult for them to learn.

3 Ensuring effective teaching

3.1 Teachers follow the school's policies on 'Assessment' and 'SEN and disabilities' to ensure that teaching meets the needs and abilities of all pupils.

3.2 Teachers aim to motivate all pupils and build on their skills, knowledge and understanding, so that they reach the highest level of personal achievement. We seek to establish good working relationships and treat children with kindness and respect. All staff follow the school Promoting Positive Behaviour Policy.

3.3 When planning work for children with Special Educational Needs or for those who have English as an additional language, we follow our policies. Teachers modify learning and teaching as appropriate for all children who require adaptations to ensure that children learn to their potential, including more able children.
E.g.:

- Wave 1 – Quality First Teaching
- Wave 2 – Intervention programmes
- Wave 3 – Outside agencies involved.

We hold Pupil Progress Meetings with staff to discuss the progress and attainment of all vulnerable groups.

3.4 We ensure that all tasks and activities that the children perform are safe. Before we take children out of school, we follow the procedures laid down in the school's Educational Visits and Health and Safety policies; the venue is visited, risk assessments are completed, and permission is obtained from parents and Governors if necessary. Risk assessments are statutory in EYFS and risk assessments are carried out for inside, outside as well as other areas of the school grounds.

3.5 We deploy Teaching Assistants and other adult helpers effectively. They work with individuals or small groups and assist class teachers as directed.

3.6 Our classrooms are engaging learning environments. Staff follow the display guidelines in the staff handbook and ensure that classrooms have developmentally appropriate resources to support learning e.g. Visual timetables, working walls and celebratory.

3.7 Through Performance Management, staff reflect on their strengths and areas for development and plan their professional development accordingly. We support our staff in continuing professional development.

4 The role of the Governors

The Governors delegate day to day decisions in relation to learning and teaching to the Headteacher but review the school's approaches to learning and teaching termly. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure the school's premises are used optimally to support learning and teaching.
- Check teaching methods in the light of health and safety regulations.
- Ensure that staff development and performance management promote good quality teaching.

- Monitor the effectiveness of the school's approaches through self evaluation, reports from subject team leaders, Headteacher's reports to Governors and reviews of training attended by staff.
- Keep up to date with curriculum developments and issues through representation on our School Improvement Committee.
- Have regular meetings with subject leaders as Link Governors for each subject area / defined area within school.

5 The role of the parents

Parents have a fundamental role to play in helping children to learn. We inform parents what and how their children are learning through:

- Curriculum information booklet which outlines the curriculum their child will be studying and information for the year
- Newsletters
- Communication whiteboards
- Website
- Arbor messages via texts and emails
- Termly parent's meetings
- Home learning
- Parents workshops and other relevant activities

Parents have the responsibility to support their children and the school in implementing school policies. We ask parents to follow the requirements set out in the home-school agreement. *Please refer to the Home Learning Policy and Home School Agreement.*

Conclusion

This policy forms an integral part of the School Improvement Plan and promotes our Equalities Scheme. It will be monitored and reviewed by staff and governors to ensure it is effective, workable and continues to meet both statutory requirements and the needs of our pupils.

Appendix 1 - Acronyms

EYFS	**E**arly **Y**ears **F**oundation **S**tage
IWB	**I**nteractive **W**hite**b**oard
RE	**R**eligious **E**ducation
SEN	**S**pecial **E**ducational **N**eeds