OXHEY FIRST SCHOOL

Learning and Teaching Policy

February 2026

The Learning and Teaching Policy in respect of Oxhey First School has been discussed and adopted by the Local Advisory Board in Spring 2026.

Chair of Board: *Mrs. W. Parrott*

Responsible Officer: *Mrs. K. Proffitt* *(Head of School)*

Agreed and ratified by the Local Advisory Board on: 02.02.26

To be reviewed: *February 2028*

Oxhey First School

Part of the CFLP

Policy on Learning and Teaching

1 INTRODUCTION

1.1 This policy promotes best practice and establishes consistency in teaching and learning across the whole school. We are committed to providing high quality, innovative and responsive teaching which promotes and secures learning for all children. This will be formulated and informed via strong collaborative MAT wide working and reflection, active research, wider reading and high-quality CPD. This will provide and secure typicality in both pedagogical and subject disciplinary knowledge for all staff. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be highly engaging, inclusive and secure foundational knowledge on which our pupils can build their curiosity, confidence and growing desire to learn more. We deliver lessons in a stimulating and ambitious environment which sets a climate for learning to learn and nurtures an atmosphere of trust and respect for all via the teaching of routines and resilient learning attitudes. This policy should be read in conjunction with our subject specific, curriculum and EYFS policies.

2 INTENT

2.1 At our school, we provide rich and varied learning opportunities that allow all children to build knowledge and develop their skills, abilities and interest to their full potential. Underpinning this are our eight core values:

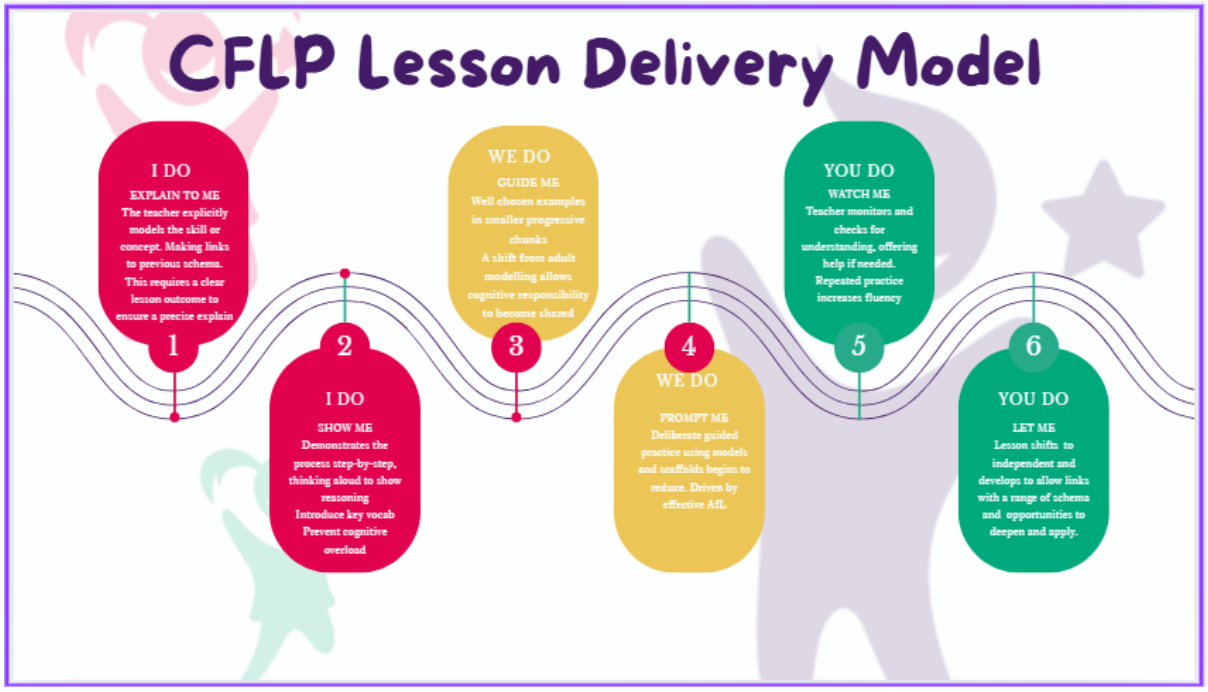
2.2 Through our learning and teaching, we aim to promote our 5 fundamental curriculum intent aims: (see Curriculum Policy Oxhey's Curriculum Policy)

- Recognise uniqueness
- Be Inclusive
- Engage & Inspire
- Promote Ambition
- Create Citizens of the future

3 IMPLEMENTATION

Effective Lessons

- Our Subject specific lesson non negotiables support consistent quality first teaching based on specific pedagogical research. Our model of lesson delivery is based upon the following mastery model:



3.1 Research tells us that children learn in many different ways and to ensure success for all learners our lessons include the following key elements as part of a mastery approach:

- Effective **assessment for learning driven by frequent and precise questioning** throughout the lesson to assess progress - redirecting learning swiftly and deepening pupil's understanding, valuing the need for flexibility to adapt and respond to pupils' responses

- Carefully planned learning opportunities which **articulate and sequence the foundational knowledge** and skills in Reception and KS1

- Well-paced lessons to achieve **high levels of automaticity** so pupils working memory is sufficient to: answer disciplinary questions, undertake key practices and make connections independently

- Opportunities to **retrieve and revisit** previous knowledge and skills to support pupils **making links** to ensure knowledge, skills and key concepts are embedded in children's long-term memories to aid automaticity and fluency

- Provide enough time for **structured practice** of foundational knowledge, particularly in Literacy and Numeracy in Reception and KS1

- Supporting children to become critical thinkers and reflect on how they learn, what helps them to learn and what makes it difficult for them to learn (metacognition)

- Opportunities and resources for pupils to celebrate achievements and address misconceptions are secured through the following: effective verbal and written feedback, facilitation, peer support, working walls, displays and mini-plenaries - all supporting **the provision of a metacognitive learning environment** and securing the acquisition of planned learning outcomes

- Clear success criteria are shared and discussed to support pupils in driving their own success and independence

- **Scaffolding**, deepening opportunities, high quality resources and effective adult deployment to ensure all pupils achieve their full potential

- A variety of **kinaesthetic and real-life teaching models**, for example, drama, research, debate, practical investigations and fieldwork to engage, apply and rehearse new knowledge and skills

- Guided, shared, modelled and independent learning opportunities known as our 'I do, We do, You do model'

- Promotion of **high levels of independence, ambition, and self–regulation strategies**

- **Subject specific vocabulary** is well modelled, explored and given time to be used fluently and in context

- A culture promoting positive attitudes, relationships and behaviour (see Oxhey's Positive Behaviour Policy)

4 Roles & Responsibilities:

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

4.1 Senior Leaders

Senior leaders at our school will:

- Have a clear, ambitious and well-informed vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Plan and evaluate strategies to secure high-quality teaching and learning across the school using tools such as the CFLP Cognition and Learning Graduated Response.
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Plan and implement a well rationalised program of high quality CPD for all staff, evaluating the impact of this programme on staff knowledge, skills and pupil outcomes
- Promote team working at all levels, for example peer to peer support

4.2 The role of the Local Advisory Board (LAB):

Our LAB support, monitor and review the school's approach to teaching and learning. Some aspects of this role will be supported by the deployment of the curriculum and inclusion link LAB members to gather evidence and challenge provision on their behalf. This will be reported on a termly basis to the full LAB.

In particular the LAB, with the support of their Link Members, will:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- seek to ensure that staff professional development is prioritised and is linked to a highly valued appraisal process to promote outstanding learning and teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which includes headteacher's reports to governors, monitoring outcomes and the school response to summative and formative assessment findings especially for our most disadvantaged pupils and those with special educational needs.

5 Monitoring and Review:

5.1 We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum,

developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.

Version	Review Date	Changes Made
V2	17.01.24	p.1 Reference to mastery added
V2	17.01.24	p.3 Reference to deepening opportunities
V2	17.01.24	P4 Section 4 reference to CFLP Cognition and Learning Graduated response added