Teaching and Learning Policy

DRYBROOK SCHOOL

Policy name	Teaching and Learning Policy
Version date	December 2025
Owner	TH
Approval date	2nd December 2025
Approver	Local Governing Body
Review frequency	Bi-Annually
Review date	2nd December 2027

Introduction
Teaching and learning at Drybrook Primary School is driven by clear, evidence-informed principles. Our aim is to provide high-quality instruction in every classroom so that all children, regardless of background or starting point, can achieve well, develop strong learning behaviours and be well-prepared for the future world they will live in.

Our Evidence-Informed Approach
We use two core frameworks to guide lesson design and pedagogy:
• **Rosenshine's Principles of Instruction** – shaping the structure of lessons through explanation, modelling, guided practice, questioning, checking for understanding and independent practice
• **Teach Like a Champion (TLAC)** – shaping the professional techniques, routines and expectations that support great instruction

These two frameworks work together to provide a consistent, effective approach that maximises learning time and supports high-quality decision-making.

Lesson Structure and High-Quality Instruction
Teachers follow a consistent instructional model which includes:
• A clear starting point and retrieval practice
• Small steps, clear explanations and high-quality modelling
• Guided practice with live feedback
• Independent practice with scaffolds removed over time
• Regular checks for understanding, using a range of TLAC questioning techniques

This structure provides clarity and reduces cognitive load, allowing pupils to focus on essential knowledge and skills.

Professional Decision-Making in Lessons
We recognise that great teaching is built on high-quality professional decision-making. Teachers continuously make choices based on what they see in front of them—when to intervene, when to extend, when to adjust the task, when to reshape the explanation.

Drybrook fosters a culture where teachers become experts in responsive instruction. Staff are supported to develop the ability to make the right decision at the right time to move learning forward, even in complex or unpredictable situations.

Nudge Theory and Ongoing Pedagogical Improvement
We use elements of nudge theory to improve practice over time. This includes small prompts, reminders and constructive suggestions that help refine teaching without judgement. These nudges:
• develop reflective habits
• support gradual, meaningful improvement
• help teachers make deliberate adjustments that build stronger practice over time

Developmental Drop-Ins
Teaching is developed through regular, low-stakes developmental drop-ins. These are short, focused visits where leaders observe:
• the decisions teachers make
• the impact of these decisions on pupil learning
• the use of Rosenshine and TLAC strategies

Feedback is immediate, specific and supportive. Drop-ins are for **growth, not accountability**, and form part of a coaching-based culture.

Collaborative Reflection and Professional Dialogue
Professional learning at Drybrook is collaborative. Teachers regularly engage in:
• subject leadership discussions
• team planning
• shared modelling
• coaching conversations
• professional reading
• reflection on practice

Staff explore the impact of instructional decisions and consider alternative strategies to maximise learning.

Use of Technology and Preparation for the Future
Our approach prepares children for a rapidly changing world. Pupils experience a hybrid learning environment that includes:
• high-quality instruction built on explanation, modelling and discussion
• purposeful use of technology to enhance understanding, practise skills and foster independence

This is not framed as "old versus new" approaches — instead, technology is used where it genuinely strengthens learning and future readiness.

We use tools such as **DoodleMaths** to support retrieval, reinforce key content and improve retention.

Meeting the Needs of All Learners
Adaptive teaching is embedded throughout the school. Teachers use:
• scaffolding
• structured practice
• responsive feedback
• clear modelling
• precise questioning

to support every pupil, including those with SEND or specific barriers to learning. The emphasis is on enabling pupils to keep up, not catch up.

Feedback and Assessment
Feedback follows the school's Feedback and Marking Policy.
• Feedback is immediate, actionable and focused on moving learning forward.
• Retrieval practice, quizzes and ongoing assessment inform next steps.
• Assessment information is used to reshape teaching within lessons and future planning.

Behaviour for Learning
Routines, high expectations and consistent use of TLAC techniques underpin learning behaviours. Classrooms are calm, purposeful and predictable so that children can concentrate fully on their learning.

Home Learning

Home learning reinforces key knowledge, supports retrieval and strengthens long-term memory. The school uses **DoodleMaths**, alongside reading and other core practice, to provide high-impact, low-stress consolidation.

Professional Development
Ongoing CPD is central to our teaching and learning culture. Staff receive training in:
• Rosenshine's Principles
• TLAC techniques
• Curriculum design
• Adaptive teaching
• Formative assessment
• Subject knowledge

Coaching, drop-ins and professional dialogue ensure that training translates into improved classroom practice.

Curriculum Intent and Implementation
Our curriculum is designed so that knowledge and skills are sequenced to support long-term learning. Lesson design follows whole-school teaching principles so that children build understanding over time and know more, remember more and can do more.

Monitoring and Quality Assurance
Teaching and learning is reviewed through:
• developmental drop-ins
• book looks focused on learning over time
• discussions with pupils
• planning reviews
• data analysis used diagnostically rather than judgementally

The emphasis is always on improvement, not compliance.

Preparing Pupils for the Future
Our teaching and learning approach aims to prepare children for life beyond primary school. This means helping them:
• become confident, curious and independent learners
• develop resilience and problem-solving skills
• use technology meaningfully
• apply knowledge in new contexts
• develop strong communication and teamwork skills

We prepare pupils not only for academic success, but for the wider world they will enter.