



OUR COMMUNITY MULTI ACADEMY TRUST



Teaching and learning Policy

2026/2027

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Principles

The principles of our teaching and learning policy are firmly grounded in established educational research, drawing notably from the Education Endowment Foundation (EEF) and the insights of cognitive load theorists, such as John Sweller and Rosenshine's Principles of Direct Instruction. Our primary aim is to facilitate an environment conducive to effective learning, where knowledge and skills are acquired in a manner that promotes retention and understanding.

Central to our approach is a structured teaching framework that encompasses four key phases: revisit, teach, practice, and apply. The revisiting phase is crucial as it helps to reduce cognitive load, allowing learners to make explicit connections between prior and new knowledge. During the teaching phase, high-quality instruction is imperative, as it lays the foundation for effective feedback, further enhancing the learning process.

Subsequently, the practice phase affords pupils the opportunity to engage with new skills, transitioning their understanding from the abstract to the concrete. This hands-on engagement is vital for reinforcing learning. Finally, the apply phase encourages students to transfer their new skills across a variety of contexts, fostering the commitment of knowledge to long-term memory. Collectively, these principles underpin our commitment to delivering an exceptional educational experience. This process enables the delivery of a cyclical curriculum where knowledge is consistently built not just within a topic but across topic domains.

Quality of Learning

Quality learning can take place when:

- There is a welcoming, nurturing, happy, respectful, attractive and purposeful learning environment.
- Where there are high expectations of what pupils can achieve and many varied opportunities for them to express this.
- It is child directed and where possible stems from a child's own experience and

ideas.

- The planned focus is on learning rather than activity.
- Objectives, aims and skills to be taught are shared explicitly and reviewed at the end of a session.
- Links are made between topic knowledge and taught skills.
- There is an element of surprise or mystery.
- The contexts of learning are clear and related to the wider world.
- The outcomes of pupil learning are varied and reflect individual skills and successes.
- There are many opportunities for pupils to reflect on their own achievements.
- Pupils have a clear understanding of how they can improve their work and become better learners.
- Teachers feel valued and have opportunities for their own role as lead learners.
- Parents and the community feel involved and part of the learning community.

The Curriculum over view

The curriculum overview outlines the areas of learning that children will experience in each year group. It is designed to provide a coherent range and progression of key skills, knowledge, and understanding as pupils navigate their educational journey. Prior to introducing a new topic, teachers must carefully review the essential skills and knowledge to be taught, allowing for necessary adaptations tailored to the specific needs of their cohorts.

The curriculum is structured to be cyclical, ensuring that knowledge is incrementally built upon. In the English curriculum, texts are selected with great care to foster understanding that transcends individual subjects, thereby reinforcing learning across the curriculum. This approach to over-learning is instrumental in alleviating cognitive load, helping to mitigate the unnecessary anxiety that may arise when pupils are confronted with excessive information. Ultimately, this strategic framework supports all learners in achieving their fullest potential.

Curriculum implementation

This requires careful planning and consideration to ensure effective delivery of learning outcomes. It necessitates comprehensive long-term planning which outlines the overarching goals and knowledge progression throughout the academic year. Medium-term planning then breaks down these goals into manageable units, taking into account prior learning. This ensures that all lessons build effectively on previous knowledge, allowing students to develop a coherent and integrated understanding of the subject matter.

To facilitate the delivery of these plans, various lesson resources are developed, including PowerPoint presentations and engaging learning activities that cater to diverse learning needs. Lesson design should be rooted in a cyclical process of revisiting, teaching, practicing, and applying skills. This structure is vital in providing pupils with ample opportunities to consolidate and apply their newly acquired skills in meaningful contexts.

The first phase, 'revisit', employs low-stakes retrieval practices to activate prior knowledge and assess understanding. Techniques such as quizzes, 'fast five' questions, vocabulary retrieval exercises, and challenge grids enable learners to engage with content actively and reinforce memory retention. Following this, the 'teach' phase involves high-quality instructional methods, including modelled examples and What A Good One Looks Like (WAGOLL) resources. Practical examples in varied contexts help to illustrate concepts clearly, promoting deeper understanding.

In the 'practice' phase, pupils are given the opportunity to undertake closed procedures that focus on honing newly acquired skills. Tasks are designed to progress in small, manageable steps, allowing learners to develop confidence and competence without becoming overwhelmed. This structured approach promotes mastery of the skills before moving on to more complex applications.

The final phase, 'apply', encourages students to integrate their new skills into open-ended tasks. This not only challenges them to make connections within their learning but also assists in committing these skills to long-term memory. Contextualised learning is further enhanced through the use of stimuli such as trips, visits, guest speakers, and artefacts, which provide real-world connections to the curriculum and inspire student engagement.

This revisit, teach, practice and apply model is rooted in theory such as Rosenshine's Principles of Direct Instruction and Sweller's cognitive load theory.

Effective feedback is an integral part of this process, with teachers providing in-the-moment comments and guidance that students can act upon during lessons. Adhering to the feedback policy ensures that pupils have the chance to incorporate feedback into their learning process, thus enhancing understanding and performance (see feedback policy).

Learning is recorded in individual books for most lessons; where learning is more collaborative and hands on such as in music this is recorded in a floor book.

Assessment practices are dual-faceted, comprising both formative assessments—through high-quality feedback during lessons—and summative assessments that provide a holistic view of student progress. Regular reflection upon pupil assessments enables educators to adapt lessons accordingly, ensuring that all learning needs are met, this is achieved through tracking assessment outcomes on insight and reviewing pupil progress within termly pupil progress meetings.

An inclusive curriculum is paramount, and as such, there is a robust provision in place for pupils with Special Educational Needs (SEN). Mainstream core standards are embedded in our teaching offer, with appropriate adaptations tailored to support the diverse needs of all learners. This commitment to inclusivity ensures that every pupil is afforded the opportunity to succeed, fostering an environment where all students can thrive academically and socially. In conclusion, effective curriculum implementation is a dynamic and responsive process that centres on the learners, ensuring high-quality education for all through creating equity within our curriculum.

EYFS

The curriculum is built on the statutory EYFS frame work and enables all learners to access learning through a rich child cantered approach where learning is hands on and high-quality interactions are central to the development of pupils knowledge in EYFS. Learning is captured through Tapestry, Learning journals and floor books. This is planned for using long term and medium-term planning. The revisit, teach, practice and apply model is followed however more weighting is given to apply to help our youngest pupils make sense of the new knowledge acquired through exploring this in different contexts.

Curriculum impact

The impact of our curriculum extends far beyond the acquisition of knowledge; it is instrumental in cultivating resilient learners who embody enthusiasm, inquisitiveness, and compassion as stewards of the future. Resilience is fostered through a strategic reduction in cognitive load, enabling all learners to harbour a core belief in their potential to succeed. This mindset empowers students to recognise that they can achieve great things, irrespective of their initial starting points. By nurturing this resilience, we create an educational environment where learners feel capable and motivated to engage with challenges.

Our contextualised curriculum encourages learners to ask questions, seek understanding, and develop a genuine passion for knowledge. This is essential for academic success but also for lifelong learning and adaptability in an ever-evolving world.

In tandem with fostering resilience and inquisitiveness, our inclusive and democratic approach within the school community ensures that every pupil feels heard and valued. By actively listening to students and promoting a culture of empathy, we cultivate an environment in which learners understand the significance of listening and caring for others. This sense of compassion is crucial for creating the compassionate stewards of the future, individuals who will advocate for both their communities and the planet.



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