

LEARNUS®

Teacher Testimonials

“Educational neuroscience stands at the forefront of bridging the gap between brain science and classroom practice, offering invaluable insights into how our pupils learn, remember, and thrive. By incorporating the principles of neuroscience into education, we can create learning environments that are not only engaging but also deeply aligned with the cognitive and emotional development of our pupils.

“The benefits of educational neuroscience are profound. It equips our teachers with an understanding of how the brain processes information, helping to design strategies that cater to diverse learning needs. For example, research into memory consolidation highlights the importance of spaced repetition and retrieval practice, providing a focus for teachers in lessons to plan for opportunity to develop this practice. Similarly, an understanding of the brain’s executive functions allows for the development of strategies that enhance focus, self-regulation, and problem-solving skills among pupils. Furthermore, educational neuroscience provides insights into the emotional aspects of learning, demonstrating how creating safe and supportive classroom spaces can significantly improve both academic outcomes and students’ well-being.

“As a Trust, we are committed to ensuring that we consider the different ways that we can improve teaching and learning, leading to improved outcomes for pupils and by promoting educational neuroscience across our Trust, we aim to ensure that professional development opportunities empower our teachers with the latest research and practical applications. Additionally, we intend to foster partnerships with researchers and educational institutions, ensuring that our Trust remains at the cutting edge of innovation in education. By embedding educational neuroscience into our Trust’s culture, we can cultivate a shared vision for excellence in teaching and learning—one that is grounded in science, enriched by collaboration, and deeply dedicated to the success of every learner. Together, we have the potential to unlock the true capabilities of our pupils and help them thrive in an ever-evolving world.”

Ashley Winters, Director of Primary Education, Washwood Heath Multi Academy Trust

"Educational neuroscience has transformed my approach to teaching by providing evidence-based strategies that enhance engagement and retention. For instance, I've integrated the principle of uncertain rewards into my maths lessons, creating opportunities for learners to experience a dopamine boost, extending their focus and making learning 'stickier.' Coupled with movement, collaboration, and a calm, supportive classroom environment—this approach has helped children take risks in their learning, break down misconceptions, and build intrinsic motivation. These methods have not only improved knowledge and skill acquisition but also fostered agency and accountability, making learning inclusive and impactful for all."

Rob Hill, Academic Head of Middle School, Hazlegrove Prep School.

“At Kilgarth School, we recognised that traditional punitive behaviour management methods often failed to address the root causes of challenging behaviour, particularly for students with complex social, emotional, and mental health needs. In collaboration with Professor Alice Jones Bartoli, an educational neuroscientist and member of the Learnus Council, we implemented a relational, non-punitive approach grounded in educational neuroscience. By prioritising empathy, positive relationships, and reward-based strategies, we transformed our school culture. Incidents of disruptive behaviour decreased significantly, and both student engagement and academic outcomes improved dramatically.

This evidence-based methodology has continued to inform my work as CEO of The People’s Learning Trust, where we are committed to embedding neuroscience principles across all of our schools. At Everton Free School, these approaches have been central to creating a compassionate, inclusive, and high-performing learning environment. Across the trust, our commitment to understanding behaviour through a scientific lens ensures that we meet the needs of every learner while fostering a culture of well-being and success.

Our experience demonstrates that educational neuroscience is not only transformative at the school level but also scalable across a multi-academy trust, ensuring that all students benefit from the most effective and compassionate practices.”

Steven Baker OBE
Chief Executive Officer
The People’s Learning Trust

“Educational neuroscience gives teachers a unique lens to explore the inner workings of the brain—helping us understand why some concepts captivate students while others fail to stick. For instance, we know that weaving emotion into our lessons makes the material more memorable, as we tend to remember what we think about. Similarly, incorporating elements of chance or uncertainty into lessons has not only made it more exciting but also made the material more memorable- we know this is because the risk factor boosts dopamine levels in the midbrain. We see this in action- pupils seem to find the topics easier to grasp and are more pupils are keen to participate.

At my school, we’ve spent the past couple of years delving into educational neuroscience research, thinking carefully about how we can translate it into practical strategies for our classrooms. Beyond enhancing our teaching, educational neuroscience has deepened our understanding of our own learning, benefiting both staff and students alike.

But perhaps the most powerful part is that our pupils know that their brains are plastic, and that with effort and practice they can become expert. It’s been transformative! “

Rebecca Torrance-Jenkins
Head of Science
Prep School

“The findings of educational Neuroscience has made a huge difference in my teaching over the years: The idea of brain maturation has allowed me to respond with my patience and empathy, insights into the importance of sleep has enabled me to alter my curriculum to maximise attention, an understanding of memory acquisition and consolidation has enabled me to focus of more specific memory tasks and construct sensible spiral curricula. Importantly applying the research on behaviour/synaptic pruning and neurotransmitters enabled me to ensure that my rewards and sanctions procedures were effective and fit for purpose. After 37 years of teaching I now firmly believe that every teacher in the UK must be exposed to the findings of Educational Neuroscience, they are revolutionary and will change the trajectory of student achievement forever.

Jeremy Dudman-Jones
Former Assistant Headteacher
Greenford High School