

Hunningley Primary Academy Teaching and Learning Policy.



Hunningley Primary Academy has an ambitious, well planned and sequenced curriculum ensuring that new knowledge and skills build on prior learning and towards its clearly defined end points.

Mastery Learning.

Mastery learning keeps learning outcomes constant but varies the scaffolding and time needed for pupils to become proficient or competent with these learning outcomes.

Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through content in a series of sequential steps and must demonstrate a high level of success, typically 80%, before progressing to the next unit. Those who do not reach the required level are provided with additional time, scaffolding and support so that they reach the expected level.

The great majority of children move through the curriculum together.

Quality First Teaching.

Our teaching is planned and delivered based on Rosenshine's Principles of Instruction:

Sequencing concepts and modelling

- a. Present new material using small steps
- b. Provide Models
- c. Provide scaffolds for difficult tasks

Questioning

- d. Ask questions
- e. Check for student understanding

Reviewing material

- f. Daily retrieval
- g. Weekly and monthly retrieval and review.

Stages of Practice

- h. Guide student practice
- i. Obtain a high success rate
- j. Independent practice.

Pedagogy

When teachers plan a unit, they begin with the end in mind, having clarity about exactly what they want the children to learn. When there is clarity with where you are heading, the route is easier, efficient and effective, outcomes are clear and detailed, and each lesson has a clear learning intention.

Activities to extend and deepen learning within age related expectations are planned for at the beginning of the unit.

1. **Pre learning quiz**, which takes place at least two weeks before the new learning is delivered, identifies gaps in essential prior knowledge needed to access the new learning.
2. **Gap teaching** follows the outcomes of the pre learning quiz. This could be an entire lesson prior to the unit start, carefully planned review practices or within the lessons themselves.
3. **Daily retrieval** of prior learning. This 'struggle to remember' helps new learning move from the short term to the long-term memory. Retrieval can be used throughout the lesson as mini plenaries and exit tasks. Retrieval is embedded practice throughout school and demonstrates how well children can remember and recall key learning. It also enables teachers to identify gaps in knowledge and address misconceptions with 'in the moment' feedback.
4. **Teach in small well-structured steps**, with **clear adult modelling**, (as opposed to co construction). The adult models the learning of the lesson and explicitly verbalises the processes and thinking as they model. Teachers chunk the learning to avoid cognitive overload. Teachers plan their teaching to avoid children developing misconceptions. Teaching is **adapted** to strengthen learning and remembering; additional practice, reteaching, home learning, spaced and interleaved learning, practical application to different areas/tasks ensures everyone learns and reaches the age-related outcomes.
5. When learning is new, teachers provide **scaffolds** to help children to access and remember the learning. Care is taken that children do not become over reliant too long spent with scaffolds. These can include activities such as pre teaching key substantive vocabulary and concepts for SEND pupils, use of a range of manipulatives and visual images in maths.
6. Adults constantly **check pupil understanding** during the lesson by **asking questions** and taking answers from children randomly, and forensically. Teachers practice a neutral tone when asking questions and responding to answers, (children pick up on our tone and inflection to check they have the correct answer.)
How do you know this? What makes you think this? allow children to explain their answers and build and adapt internal situation models to frame their understanding, which both strengthens their remembering and allows adults to formatively assess. Low stakes retrieval practices, used regularly, support learners' ability to know and remember more.
7. **Guided practice** gives time in every lesson for children to work collaboratively with adults or peers to discuss, use and manipulate their new learning until the teacher is confident, they can progress to the next stage of the lesson. **Kagan cooperative structures** are used particularly during guided practice to maximize cooperation, communication, and active engagement by all.
8. Teachers provide sufficient time for **independent practice** so that children can use, practice and overlearn new skills, knowledge, understandings and develop automatic recall.
The combination of guided practice and formative assessment before the children move on to independent practice promotes learner motivation. Children experience high success rates leading to autonomy and competence.
9. Teachers constantly interact with children during guided and independent practice, **assessing** their thinking, knowledge, and understanding. **Feedback**, usually given verbally in the moment, is actionable, precise and acted on by the children in every lesson.
10. Teachers **review learning** episodically during and after the unit has been taught. This recall allows the teacher to assess that learning is firmly embedded into the long-term memory or is used as an assessment opportunity to identify areas for review. **Post learning quizzes**, used

at the end of the unit focus on key learning and enable teachers to identify strengths in learning, and gaps that need to be retaught.

Corrective teaching, additional practice and deepening time.

Although the learning moves at pace, anticipation that children may have difficulty learning or remembering, time is given for additional teaching or practice. This is considered at the medium-term planning stage. Time is allocated during the flow of the lessons and after the end of unit assessments.

When assessing a pass mark of 80% + is expected to say learning has been achieved.

Catch Up

Ensures that the children have the skills knowledge and understandings they need to access each unit, prior to the unit being taught.

Two to three weeks before a unit is to be taught, there will be a diagnostic assessment for all children of the skills, knowledge and understandings that the children need to access the unit. The diagnostic test is marked and analysed for gaps

If there are critical whole class gaps, the unit is extended, and these gaps are addressed as pre teaching or during the unit.

Critical gaps for small groups of children are taught and learned prior to the unit starting so that all children are prepared and can access the new learning in the unit.

Keep Up

Ensures that all children keep up during the unit.

Both teachers and teaching assistants provide catch up so that the child has practiced and learned sufficiently to move onto the next lesson. Keep up happens between lessons so that gaps and misconceptions are addressed immediately.

New Arrivals to school.

On entry new arrivals to school are screened for reading, writing and maths and are placed in appropriate additional provision if necessary.

Environment for Learning

Our strong climate of trust and respect between adults and children, and children and their peers create a supportive environment for learning. There is a strong commitment to high expectations, all are expected to be their best in a climate of high challenge and high trust. Learners feel supported to have a go, take risks, make mistakes and learn. We encourage children to feel that their successes and challenges are within their control.

Within classrooms, walls scaffold learning, outlining prior learning, current learning and where the current learning leads to in the future. Children are taught to connect their learning, make links and remember better. Vocabulary is visible and dual coded, defined and referred to during lessons to strengthen learning. Teachers model new learning on large sheets of paper which are displayed in the classrooms for children and adults to refer to until learning is embedded. Learning time is not lost as teachers manage transitions well and have clear routines and practices in the classroom.

To bring learning to life, lessons or parts of lessons take place in our immersive classroom to enable children to see firsthand the curriculum they are learning at that time in their own school environment.

Vocabulary

Knowing that to understand and articulate, children need a broad and deep vocabulary. Our carefully constructed curriculum has a core focus on vocabulary development within and across subjects. Children are taught tier 1, 2 and 3 words daily to extend the number of words they recognise and understand the meaning of through direct instruction in etymology.

Continuing Professional Development

Weekly CPD ensures that teachers and teaching assistants have a deep and current knowledge and understanding of the curriculum they teach. Subject leaders support this learning through coaching and supported planning. The curriculum supports teachers to be aware of common misconceptions and how to adapt pedagogy to overcome them.

Education with character

Our 'hidden' curriculum teaches our young people about: ambition, resilience, leadership, creativity, independence and compassion. Hunningley children are taught to have confidence and articulacy so that they can stand up for themselves and for what is right. These personal qualities and skills are strengthened and broadened by the opportunities we provide beyond the classroom; in sport, music, performance, clubs, in chances to lead and take responsibility and in opportunities to volunteer and to serve.

Cultural Capital

Cultural Capital, the essential knowledge that children need to be educated citizens, is planned for in all areas of our school life. Pupils are exposed to a wide variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens able to interact with others, exposed to the best that has been thought and said and well prepared to access meaningful qualifications that will open doors and paths in later life. As part of the breadth and depth of our curriculum, we actively engage children in experiences that will develop their cultural capital.

We have regular visitors and speakers in school and a well-developed Careers Curriculum, designed around the Gatsby Benchmarks. We believe that if children know more about the range of careers open to people with the right qualifications, they will have a clearer idea of the routes to better jobs and the career paths they want to follow. As part of their subject specific learning children are taught about careers associated with each subject and children engage in national initiatives such as Junior Dukes and Votes for Schools.

Hunningley children participate in the United Learning pupil leadership program and our school leadership programme of learning. All children are expected to demonstrate leadership in all that they do including our curriculum student subject ambassadors who work alongside the subject leader in monitoring for compliance and curriculum coverage as well as pupil conferencing.

Sustainability Curriculum

At Hunningley Primary Academy we believe in developing future leaders in the fight against climate change. Our curriculum has been carefully designed and constructed to ensure children in all year groups are taught about the concern and impact of climate change. Our progressive sustainability curriculum interweaves within the Hunningley curriculum to ensure children have the rich and deep knowledge needed to make meaningful change. It is sequenced coherently, so that pupils are explicitly taught key vocabulary and concepts in science and geography before they are expected to apply them elsewhere. Definitions and placeholder definitions are taught and then revisited methodically.