

Hunningley Primary Academy Teaching and Learning Policy.



Hunningley Primary Academy has a well planned and sequenced curriculum so that new knowledge and skills build on what has been taught before and towards it's clearly defined end points.

Mastery Learning.

Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these learning objectives.

Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of 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.

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 teacher's 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.

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 review
- g. Weekly and monthly review.

Stages of Practice

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

Notes for teaching

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. **Review daily** the previous lesson/s learning. The 'struggle to remember' helps new learning move from the short term to the long term memory.
2. Teach in small well-structured steps, with clear adult modelling, (as opposed to co construction), with the adult explicitly verbalising processes and thinking as they model. Teachers plan to teach the learning in several different ways if the children may have difficulty with a concept. Concrete or pictorial representations are used to scaffold learning. Teaching is **adapted** to strengthen learning and remembering; different manipulatives, more practice, home learning, practical applications to different areas/tasks to make sure everyone learns and reaches the age-related outcomes.
3. 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 because of too much or too long spent with scaffolds.
4. Adults consistently **check pupil understanding** during the lesson by **asking questions** and taking answers from children randomly (lolly sticks), 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? and what makes you think this? allow children to explain their answers which both strengthens their remembering and allows formative assessment.

Do you agree? are they right? explain to me why you think this, can be useful prompts to challenge and deepen learning throughout the lesson.

5. Guided practice gives time in every lesson for children to work in collaboratively with adults or peers to discuss, use and manipulate the new learning until they and the teacher are confident they can progress to the next stage of the lesson.
6. 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.

7. Teachers constantly interact with children assessing their thinking, knowledge, and understanding. Feedback is actionable, precise and acted on by the children in every lesson.
8. Teachers review learning during learning, spaced after the unit has been taught, and after protracted periods of time and recall practice and checks the learning has been remembered.

Corrective teaching, additional practice and deepening time.

In anticipation of children having difficulty learning or remembering, extra time is built into the unit 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 80% + of the test, task, assessment must be achieved to say learning has been remembered.

Commitment to developing Cultural Capital

Several times each week, children and teachers explore countries that have features in the news. Although this has a geographical core, it's intent is to build cultural capital by exposing children to general knowledge about the country, it's culture and it's importance; thus exposing children to knowledge that goes beyond the national curriculum.

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

A 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 failures can be attributed to things they can change.

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, 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.

Continuing CPD ensures that teachers and teaching assistants have a deep and fluent 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.