

Hunningley Primary Academy Teaching and Learning Policy



At Hunningley Primary Academy, we are committed to ensuring that every pupil achieves highly through high-quality teaching and an ambitious curriculum. Our curriculum is carefully designed, coherently planned and sequentially structured so that pupils acquire secure knowledge, develop essential skills and build understanding over time.

Learning is deliberately organised to connect new knowledge to prior learning, enabling pupils to retain what they have learned and apply it confidently in a range of contexts. Clear curriculum end points ensure that pupils know what success looks like and are well prepared for future learning.

Our curriculum is underpinned by uncompromisingly high expectations for all pupils and delivered through expert, adaptive and inclusive teaching. This enables pupils, including those with SEND and those who are disadvantaged, to access the full curriculum, make strong progress and achieve well. Through a culture of ambition, challenge and support, pupils develop both academically and personally, leaving Hunningley Primary Academy well prepared for the next stage of their education and for life beyond school.

Mastery Learning

Teaching is underpinned by a mastery approach. Mastery learning maintains high expectations and common learning goals for all pupils, while recognising that pupils may require different levels of support, scaffolding and time to achieve them.

Learning is carefully broken down into small, coherent steps with clearly defined learning objectives. New knowledge and skills are taught cumulatively, enabling pupils to build secure understanding over time. Pupils are expected to demonstrate a high level of understanding before moving on to new content.

Assessment is used responsively throughout lessons to identify misconceptions and gaps in understanding. Where necessary, pupils receive timely intervention, additional practice, precise scaffolding and adapted teaching to secure success.

The vast majority of pupils progress through the curriculum together, ensuring equitable access to age-related learning and reducing gaps in attainment. Additional support is provided where needed, without lowering the ambition of the curriculum.

This approach reflects our commitment to equity, inclusion and excellence, ensuring that all pupils, including those with SEND and those who are disadvantaged, access the full curriculum, achieve highly and are enabled to reach their full potential.

Quality First Teaching

At Hunningley Primary Academy, access to high-quality first teaching is the entitlement of every child and is at the heart of everything we do. Teaching is highly consistent, evidence-informed and precise, ensuring strong practice is embedded across all classrooms. It is adaptive, responsive and inclusive, ensuring that all learners, without exception, succeed within an ambitious curriculum.

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 pupil 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

Teachers plan with the end in mind, ensuring clarity about what pupils need to know, remember and be able to do. Planning is rooted in curriculum intent and secures the careful sequencing of knowledge and skills towards clearly defined end points. These approaches are embedded across the school, ensuring consistency and strong learning outcomes over time.

1. **Pre-learning quizzes** take place at least two weeks before new learning begins to identify gaps in the essential prior knowledge required to access forthcoming learning. This enables teachers to establish pupils' starting points and plan appropriately.
2. **Gap teaching** follows and addresses identified misconceptions through targeted pre-teaching, structured review or responsive teaching.
3. **Daily retrieval practice** strengthens long-term memory and supports pupils to know more and remember more over time. Retrieval activities provide regular opportunities to revisit previously taught content, helping teachers identify gaps in knowledge and address misconceptions through immediate feedback and responsive teaching.
4. **New learning is taught through small**, carefully sequenced steps that minimise cognitive overload and support secure understanding. Teachers provide clear explanations and expert modelling, making their thinking visible by explicitly verbalising the processes required for successful learning.
Teachers anticipate and address potential misconceptions through carefully designed instruction, modelling and practice opportunities. Learning is strengthened through additional practice, reteaching, looping, home learning, spaced practice, interleaving and opportunities to apply learning in a variety of contexts. Teaching is continually adapted in response to formative assessment, ensuring that learning is secure before pupils move on.
5. When learning is new or particularly challenging, teachers provide carefully planned **scaffolds** to enable all pupils to access and remember learning successfully. Examples may include pre-teaching key vocabulary and concepts, visual representations, worked examples, sentence stems, manipulatives and structured support.

Scaffolds are used strategically and reviewed regularly to ensure pupils do not become overly reliant on them. Support is gradually withdrawn as understanding strengthens, promoting independence, confidence and long-term retention.

6. Checking for understanding is systematic, frequent and central to every lesson. Adults continuously assess pupils' knowledge and understanding through carefully planned questioning and ongoing formative assessment.

- Targeted and probing questioning
- Cold calling and inclusive participation strategies
- Mini whiteboards and whole-class response systems
- Low-stakes quizzing and retrieval tasks
- Observation of pupil work during guided and independent practice
- Hinging questions to assess progression through learning

Adults maintain a neutral and supportive tone when questioning pupils. Assessment information is used immediately to adapt teaching, ensuring misconceptions are addressed before they become embedded.

7. **Guided practice** provides opportunities for pupils to rehearse, discuss and apply new learning with the support of adults and peers. Teachers carefully monitor understanding and provide feedback, clarification and additional modelling where required.

Collaborative approaches, including **Kagan Cooperative Learning** structures, are used to maximise participation, accountability and engagement, ensuring pupils develop confidence and competence before moving to independent application.

8. Teachers provide sufficient time for independent practice so that pupils can apply, rehearse and overlearn new knowledge and skills. This supports increasing fluency, automaticity and confidence.

The combination of effective guided practice and ongoing formative assessment ensures pupils experience high levels of success, leading to greater motivation, independence and ownership of learning.

9. Teachers interact continuously with pupils, assessing knowledge and understanding. Teaching is highly responsive and precise. Teachers adapt explanations, modelling, questioning, scaffolding and practice in real time based on ongoing assessment.

Feedback is immediate, actionable and embedded within the learning process.

10. Learning is **reviewed** systematically during and after units of work to strengthen retention and support long-term memory. Regular opportunities for recall enable teachers to assess the extent to which learning has been securely embedded and identify content that requires revisiting.

Post-learning quizzes focus on key knowledge and concepts, enabling teachers to identify strengths, address gaps and inform future teaching. Assessment is used diagnostically to ensure that curriculum coverage leads to secure and lasting learning rather than short-term performance.

Fundamental Learning Behaviours

At Hunningley Primary Academy, high expectations extend to the foundational knowledge, skills and learning behaviours that enable pupils to access the full curriculum and achieve success across all subjects. These fundamentals are explicitly taught, consistently reinforced and routinely applied in every lesson.

Pupils are expected to communicate effectively through speaking, listening, reading and writing. Vocabulary development, oracy, accurate reading, spelling, grammar, punctuation and fluent handwriting are prioritised across the curriculum so that pupils develop the knowledge and skills needed for future learning.

High expectations for presentation are embedded throughout the school. Pupils are taught to present their work with care and precision, including accurate letter formation, a fluent and legible handwriting style, appropriate pencil grip and adherence to agreed presentation standards. Mathematical fluency and accuracy are similarly prioritised, ensuring pupils develop secure foundations in number and calculation.

These fundamentals are not taught in isolation; they are deliberately practised and applied across all subjects so that pupils develop automaticity, fluency and confidence. Through consistent expectations, early identification of gaps and timely support, pupils are enabled to keep up with learning rather than catch up later.

These highly consistent approaches ensure that all pupils develop the foundational knowledge and skills required to access the full curriculum, progress successfully to the next stage of education and take pride in their achievements.

Adaptive Teaching and Inclusion

At Hunningley Primary Academy, teaching is adaptive rather than differentiated by task. All pupils access the same ambitious curriculum and are supported through responsive teaching, carefully planned scaffolding and reasonable adjustments that enable them to learn successfully alongside their peers.

Teachers:

- Maintain high expectations for all pupils.
- Adapt teaching in response to pupils' needs without lowering curriculum expectations.
- Use modelling, scaffolding, questioning and feedback to secure access to learning.
- Ensure pupils with SEND are included in all aspects of classroom learning.
- Work collaboratively with the SENDCo and support staff to remove barriers to learning.

Provision for pupils with SEND is characterised by:

- Precise identification of need.
- Responsive and adaptive teaching.
- Deliberate practice and overlearning where required.
- Frequent checking for understanding.
- Graduated removal of support to promote independence.

Adaptive teaching ensures that the curriculum remains ambitious and accessible for all, enabling every pupil to access, participate in and succeed within the full curriculum.

Keep Up, Not Catch Up

At Hunningley Primary Academy, we prioritise a 'keep up, not catch up' approach. Through timely assessment, pre-teaching and responsive teaching, gaps in learning are identified and addressed quickly so that pupils continue to learn alongside their peers.

Pre-Teaching and Readiness for Learning

Where appropriate, pupils complete a diagnostic assessment before a new unit begins to identify gaps in prerequisite knowledge and understanding. Assessment information is used to inform pre-teaching, review activities and targeted support so that all pupils are prepared and ready to access new learning successfully.

Pre-teaching may include:

- Securing key vocabulary and concepts.
- Revisiting prior learning.
- Additional modelling and explanation.
- Building confidence and readiness for learning.

Keeping Pupils on Track

Keeping up is a continuous process underpinned by formative assessment and responsive teaching. Teachers and teaching assistants identify misconceptions quickly, adapt teaching in real time and provide timely support so that pupils remain successful within the intended curriculum and continue to progress alongside their peers. This approach reflects our mastery philosophy that all pupils can achieve success when gaps are identified and addressed promptly through effective teaching and support.

New Arrivals to school

New pupils are assessed on entry to establish their current attainment, identify any gaps in learning and determine any additional support required. Appropriate provision is put in place swiftly to ensure pupils access the curriculum successfully and integrate quickly into school life.

Environment for Learning

At Hunningley Primary Academy, a culture of trust, respect and high expectations underpins all learning. Positive relationships between adults and pupils, and between pupils themselves, create a safe, supportive and ambitious environment where all are expected to achieve their best. Within this culture of high challenge and high trust, pupils are encouraged to take risks, embrace mistakes as part of the learning process and develop resilience, recognising that success is achieved through effort, practice and perseverance.

Classrooms are calm, purposeful and inclusive. Consistently high expectations for behaviour ensure that learning time is maximised and disruption is minimised. Well-established routines and effective transitions further protect learning time and promote independence. These expectations are applied consistently across the school, resulting in highly productive learning environments where pupils feel safe, valued and ready to learn.

Learning environments are carefully designed to support pupils in connecting, retaining and applying their learning. Working walls and classroom displays make learning visible by highlighting prior learning, current learning and future learning, helping pupils to make links and remember more over time. Vocabulary is displayed, dual coded, clearly defined and regularly referenced to strengthen understanding and support retrieval. Teachers model new learning using shared examples and visual representations, which remain accessible throughout a sequence of learning to provide an ongoing reference point for pupils.

Learning environments support all pupils to succeed. They are designed to reduce cognitive load and ensure that key information is accessible to all learners, including pupils with SEND and those who are disadvantaged.

To bring learning to life, lessons or elements of lessons may take place in our immersive classroom, providing pupils with first-hand experiences that deepen understanding and make learning memorable.

Vocabulary and Reading

Reading is a central priority at Hunningley Primary Academy and is taught systematically so that pupils develop fluency, accuracy and deep comprehension.

We recognise that a rich and secure vocabulary is fundamental to pupils' understanding, communication and success across the curriculum. Through a carefully sequenced approach, vocabulary is explicitly taught within all subjects, including Tier 1, Tier 2 and Tier 3 vocabulary. New vocabulary is introduced, modelled and revisited systematically through precise definitions, contextual application and exploration of word meaning and origins where appropriate.

Teachers ensure that pupils encounter ambitious vocabulary regularly through reading, discussion, speaking and writing. Vocabulary instruction is embedded across the curriculum and supports pupils in making meaningful connections, deepening understanding and retaining knowledge over time.

Reading plays a central role in vocabulary development and curriculum access. Pupils are encouraged to read widely and often, enabling them to develop language, knowledge and cultural understanding. Through high-quality texts and carefully planned reading opportunities, pupils build the vocabulary and background knowledge required to access the full curriculum.

This deliberate focus on reading and vocabulary ensures that all pupils, particularly those who are disadvantaged and those with SEND, develop the language, knowledge and confidence needed to think critically, communicate effectively and achieve success across all areas of learning.

Continuing Professional Development

Weekly CPD ensures that teachers and teaching assistants maintain a deep and current understanding of both the curriculum and effective pedagogy. Professional development is carefully aligned to school priorities, enabling staff to strengthen subject knowledge alongside expert teaching practice. Subject leaders support this development through coaching and collaborative planning, while the curriculum itself helps teachers anticipate common misconceptions and adapt teaching to address them effectively.

Instructional coaching and instructional leadership are central to this approach, embedding high-quality teaching, strengthening professional practice and ensuring consistency across the academy. As a result, all pupils benefit from highly effective, evidence-informed teaching.

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

At Hunningley Primary Academy, cultural capital is developed through all aspects of school life. Through a broad and ambitious curriculum, pupils gain the knowledge, experiences and understanding needed to become informed, responsible and aspirational citizens.

Pupils engage in a wide range of enrichment opportunities, including educational visits, visitors, performances, community projects and national initiatives, which broaden horizons and deepen understanding of the world around them.

Our careers programme, aligned to the Gatsby Benchmarks, helps pupils understand the opportunities available to them in the future. Through curriculum learning and meaningful encounters with the wider world, pupils develop ambition, raise aspirations and understand the pathways that can lead to future success.

Leadership and service are embedded throughout school life. Through the United Learning Pupil Leadership Programme, school leadership roles, subject ambassador responsibilities and acts of service to the local community, pupils develop confidence, responsibility, compassion and active citizenship.

This approach ensures that pupils leave Hunningley Primary Academy with the knowledge, experiences, character and aspirations needed to thrive in modern Britain and beyond.

Impact

The impact of teaching and learning at Hunningley Primary Academy is evident and sustained over time:

- Pupils achieve highly, with outcomes that are consistently above national expectations.
- Pupils know more, remember more and do more, demonstrating secure understanding and application of learning over time.
- Knowledge is retained in long-term memory and applied confidently and fluently across the curriculum.
- Gaps between disadvantaged pupils and their peers are diminishing as a result of effective teaching and targeted support.
- Pupils with SEND access the full curriculum and achieve well alongside their peers.
- Pupils demonstrate high levels of engagement, resilience, independence and pride in their learning.
- Work across the curriculum reflects consistently high expectations, strong progression and increasing depth of understanding.
- Pupils are well prepared for the next stage of their education and develop the knowledge, skills and character needed for future success.

Leaders evaluate the impact of the curriculum and teaching rigorously through:

- Analysis of pupil attainment, progress and achievement over time.
- Work scrutiny focused on curriculum implementation, progression and pupil outcomes.
- Pupil voice that demonstrates secure knowledge, understanding and retention.
- Lesson visits, instructional coaching and professional dialogue.
- Ongoing curriculum evaluation, refinement and quality assurance.

Leaders maintain an accurate and precise understanding of the quality of education and take effective action to secure continual improvement. Through a relentless focus on inclusion, ambition and equity, leaders remove barriers to learning and create the conditions for transformational outcomes for disadvantaged pupils, pupils with SEND and those facing additional challenges. As a result, these pupils achieve highly and are exceptionally well prepared for future learning and life beyond school.

Together, these approaches ensure that teaching is consistently strong, the curriculum is implemented effectively and all pupils are empowered to achieve their full potential.