

# Hunton & Arrathorne Community Primary School

## Teaching & Learning Policy



<b>Date:</b> July 2026	<b>Headteacher:</b> Mr S Donaldson
<b>Review Date:</b> July 2027	<b>Chair of Governors:</b> Mrs A Peacock

### Aims & Intent

Our curriculum is rooted in our core values 'Care – Aspire – Excel', which permeate all actions in our school. Further to this, our 'Curriculum Aims' are bespoke to our children and their individual needs.

Through careful weaving into the curriculum and wider school life, it is our intent that pupils at Hunton & Arrathorne Community Primary School will be:

- Lifelong readers
- Happy and healthy
- Inquisitive, with a thirst for knowledge
- Change-makers
- Risk takers
- Creators

### High Quality Teaching

Our core principles of teaching and learning are built upon four aspects:

- Engagement
- Autonomy
- Challenge & Support
- Successful feedback

These principles are the focus of the monitoring of teaching and learning which is completed in a variety of ways, including lesson walks, pupil voice, book looks and environment checks.

### Pedagogical Choices at Hunton & Arrathorne

We are proud to invest in staff development. Each member of teaching staff leads on a particular aspect of pedagogy which are now embedded within classroom practice. These include:

**Paired Talk** – Explicit teaching of what excellent ‘paired talk’ looks like. Adults encourage active whole-body listening, eye contact and ‘knee to knee’ to ensure listening and speaking are taught explicitly.

**Choral Response** – Choral response is an effective way of ensuring a focus on vocabulary and sentence stems. Teachers use choral response seamlessly within lessons and use it as an opportunity to reinforce key learning points.

**Pace** – Adults have built in strategies to ensure lost learning time is kept to a minimum. These involve consistent strategies for transitions between tasks to ensure pupils are active and engaged.

**Creating Culture** – Creating culture links closely with our behavioural systems and ethos. Staff have consistent expectations for behaviour and use strategies such as ‘scanning’, ‘waiting for...’ and counting down to ensure pupils meet the high expectations.

### Teaching Strategies at Hunton & Arrathorne

**Clear Learning Intentions** - *Each session has a clear learning intention. Pupils understand what the learning intention is and are encouraged to reflect on how it can be applied across a range of contexts. Learning Intentions are challenging and link closely to end of year expectations*

**Modelling** - *At our school, teachers and support staff use modelling across the curriculum to move learning forward. It is crucial for teachers to close the gap between what pupils can currently do and what we want them to be able to do. Teachers are confident about the learning intention; they are secure about the success criteria needed to achieve it and model the thinking and strategies needed to develop expertise. Modelling and scaffolding are crucial for effective progress and can be seen in writing and maths, as well across the entire curriculum.*

**Questioning** - *Bloom’s Taxonomy is used throughout the school as an aid for adults and pupils to ask effective questions. Questioning is a key strategy in driving learning forward. Teachers use questions to challenge pupil’s thinking. Pupils use questions as part of the ‘tuning in’ process to shape their learning journeys.*

**Talk Partners** - *Talk partners are used across the school to ensure pupils are actively engaged in their learning. Adults model how to be an effective talk partner through paired talk strategies and pupils are responsible for ensuring that they use talk partner time efficiently.*

**Collaborative Classrooms** - Group work and collaboration are used to allow pupils to support each other as they learn new skills. Pupils are encouraged to work as part of a team and they will regularly work with other children, who may not be of the same 'ability' or in the same friendship group. We believe it is essential to teach children the skills to work effectively within a group.

**Drama** - Drama is used across the curriculum to make learning relevant for pupils. A range of drama techniques such as roleplay, hot-seating and freeze-framing, allow pupils to consider a range of perspectives. We know that drama can unlock children's imaginations and help them to identify with others.

**Active Learning Opportunities** – We realise that children learn better by 'doing'. Consequently, teachers and support staff will deploy strategies which increase engagement by keeping children involved in all stages of their learning.

**Knowledge Checks** – Teachers plan regular opportunities to assess what children know and what they have remembered from their prior learning. This ensures that children build knowledge over time and that learning is incremental, allowing for true depth. Knowledge checks may take the form of retrieval activities within lessons, and can include work on 'retrieval slips' which you may see inside pupil work-books.

**Support & Challenge** - Clear differentiation is shown within all areas of the curriculum; meeting the needs of individual children as well providing opportunities to stretch the children's learning through critical thinking and real-life problems. Within Maths, children have developed the skills to choose their own challenge based on their understanding and confidence within that area of learning. This means that there is challenge in every session for every child. Children are responsible for ensuring that their learning is stretched and driven to complete the most challenging work.

**Vocabulary & Sentence Stems** - Vocabulary is taught explicitly and reinforced. Sentence stems are used in all subjects to consolidate key learning and develop pupils oracy skills.

**Outdoor Learning** – Adults are encouraged to plan for the children to use the outdoors as much as possible.

### **Subject Specific Guidance at Hunton & Arrathorne**

We have developed a codified approach to each area of the curriculum to ensure consistency across classes. The codified approach for individual subjects can be found within the subject specific sections of the school website.

**English (Writing)** – Separate guidance for English is laid out within the English Policy. We follow a bespoke sequence and approach to the teaching of English lessons which we have found to be highly successful for our learners. The focus of this is through the ‘Writing Roots’ scheme from Literacy Tree – a text-based approach to teaching writing. Within Reception, ‘Drawing Club’ is used as a stimulus for writing.

**English (Reading)** – It is our core aim that our pupils leave us as lifelong readers. As well as instilling a passion for reading, the teaching of reading is central to our curriculum offer. In R/KS1, we follow ‘Little Wandle’ as our SSP. Book bands continue throughout school to ensure pupils are reading age-appropriate texts. Teachers have daily story times with classes. We teach bespoke reading lessons which develop children’s prosody and comprehension skills from Year 2 upwards.

**Handwriting** – We teach Handwriting following ‘Letterjoin’. Pupils have one taught Handwriting session however, high-expectations for handwriting are an essential part of each lesson.

**Spelling** – ‘Spelling Shed’ is used as our spelling programme from Year 2 upwards. Pupils have spelling sessions at least twice per week. In Year 2, children who have passed the Phonics Screening Check begin the Little Wandle spelling scheme to help maintain consistency across Key Stage 1.

**Mathematics** – In Mathematics, we have created our own bespoke long-term plan which links with best practice from both the NCETM and White Rose Maths. This is broken down into smaller steps of learning for each class. The focus is on children establishing firm foundations. Within Reception, pupils follow ‘Mastering Number’ to embed place value skills. Further information is available within the Mathematics Policy.

**Science** – We follow our own bespoke planning for the teaching of Science. All Science lessons begin with a knowledge retrieval activity. Pupils wear Science Shirts to record key facts. The ‘SC Characters’ are central to the pupils developing disciplinary skills in science and are discussed overtly within each science session. Teachers are supported in delivering high quality science through the use of the Kent LEA SOW.

**Geography** – In Geography, we have designed a bespoke long-term plan which builds on our local area, the children’s cultural capital and their development as geographers. Staff are supported through the ‘Connected Geography’ scheme of work to deliver this. In addition to the SOW, adaptations have been made to ensure our topics directly meet the needs of our children. Each Geography lesson begins with a retrieval activity to ensure knowledge and vocabulary are prioritised.

**History** – Staff are supported in the delivery of History through the ‘Connected History’ and ‘Key Stage History’ schemes of work. The schemes provide CPD to staff as well as offering a guide to some of the key learning to be delivered for each unit. We have adapted the scheme lessons

to meet our children's needs, with each lesson beginning with some chronology work as well as some retrieval activities. Children are also encouraged to make links with the key historical concepts as highlighted in the history curriculum document.

**Art & Design** – We have a bespoke art and design plan which capitalises on the cultural capital or pupils need. It allows children to develop the knowledge and skills required as artists progressively from Reception through to Year 6. It includes opportunities for children to learn about famous artists, including local artists. The KAPOW scheme of work is used in conjunction with our own scheme of learning.

**Design Technology** – We are pleased to hold termly 'Design Technology Days' where pupils are given uninterrupted time to focus and develop their DT skills and knowledge. Within these DT Days, skills developed are often under the same umbrella but at vastly different areas of the spectrum because of carefully planned progression. Staff subject knowledge is further enhanced through membership of the DT Association and use of the KAPOW scheme of work.

**Religious Education** – We follow the NYCC Agreed Syllabus for the teaching of R.E. At the end of every R.E lesson, pupils are encouraged to focus on our R.E Golden Threads and discover how the content of the lesson links to the broader, enveloping themes.

**MFL** – We follow 'Language Angels French' planning. All pupils from Year 1 to Year 6 have French at the same time in the week which we call 'French Fridays'. Planning is enhanced with 'sticky knowledge' or key vocabulary and phrases which pupils will learn at various parts of their school career as well as children learning well-known songs and stories in French to enable them to make links.

**Music** – Music is central to what we do at Hunton & Arrathorne Primary School and our pupils are passionate about it. Alongside weekly Music lessons, we also hold weekly Singing Assemblies. Music is taught following the Sparkyard scheme of work and aided by bespoke progression documents as well as utilising specialist teaching from the North Yorkshire Music Service.

**PSHE** – Following extensive research, school opted to follow CORAM SCARF for bespoke PSHE planning. This is delivered alongside the 'No Outsiders' programme which helps prepare our pupils for life in Modern Britain. Our curriculum is linked to PSHE in several exciting and innovative ways; further information on these can be found within the PSHE section of the school website.

### **Learning Behaviours at Hunton & Arrathorne**

We are continually developing children's ability to discuss their learning and encouraging reflection. Our children will face huge challenges in the wider world and we are working with

them to develop skills and attitudes that will help them be successful; encouraging skills to learn for life.

**Growth Mindset** – *We believe that it is crucial for children to embrace challenges in learning. We talk to them about the importance of a growth mindset and a positive attitude to learning. When you believe that you can achieve, anything is possible!*

**Resilience** – *Children learn from their mistakes and are keen to improve their work. We believe that our focus on confidence and self-esteem in school leads to increased resilience. Our aim is for children to be critically evaluative of their work and for them to have the resilience to embrace criticism and further challenge as a learning opportunity.*

**Risk Taking** - *We encourage children to take risks and see their mistakes as a key part of the learning process. Children are not afraid to try to answer challenging questions.*

**Kindness** – *Kindness is a golden rule at Hunton & Arrathorne and links closely with our curriculum aims.*

**Reflection** – *We see children analysing their work and developing the ability to believe that they can always improve. They take pride in their own and others work and achievements.*

**Independence** – *We encourage children to believe that they can help themselves when they are stuck. In addition we encourage pupils to independently make right choices in terms of their behavioural conduct around school.*

**Responsibility** – *Children take ownership of their learning and effort is valued and praised.*

**Creativity** – *This is instilled across the curriculum. Open-ended challenges allow children to be creative in their problem-solving.*

### **Support Staff**

We recognise the valuable role which support staff, including teaching assistants, play in the development of our pupils. In order to maximise the impact of teaching assistants, we are guided by research – including from the Education Endowment Foundation. Therefore, we:

- Teaching assistants are used to provide children with the skills and learning behaviours which will enable them to become autonomous learners – rather than reduce independence.
- Teaching assistants are deployed across all ability groups to challenge and support.
- When interventions take place they are meaningful, and carefully planned.
- Teachers and support staff have regular opportunities to plan and feedback together.

## The Physical Environment

We take pride in our physical environment– it is the window to our school, our pupil’s learning and it should stimulate children to ‘care, aspire and excel’.

In order to do this we:

- Keep all areas of the school clean and tidy – with minimum clutter.
- Arrange furniture to create a safe, flexible, welcoming learning environment – including a carpet or ‘focus’ area.
- Equipment is labelled to promote independent learning.
- Children have a ‘space’ of their own in the form of labelled drawers and cloakroom labels.
- We teach and expect children to take responsibility and care for the environment.
- Our commitment to developing lifelong readers is developed by each class having a reading corner.

## Displays

We use display to support, reinforce and celebrate learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning.

Each class across school should have the below as a minimum:

- Maths and English working walls – See individual subject documents for further information.
- A ‘Little Wandle Grow the Code’ chart
- Science – This should include the key topic focus, vocabulary, front sheet and demonstrate the children’s development of knowledge in this area. The focus should be on scientific enquiry, as a result ‘characters’ and associated practical work will be displayed.
- History / Geography Display – An area which shares the current history or geography learning – this should include a world map, a globe and a history timeline as permanent features.
- Reading Display – An area which celebrates high quality texts and celebrates the children’s love of lifelong reading.

These items are found, but not necessarily in the form of a display-

- Phonics / Spelling prompts
- Modelled writing
- Letterjoin handwriting frieze
- Behavioural prompts and Golden Rules

### **Pupil Work Books**

We place a high priority on pupils having excellent outcomes within their work-books. As a result of this, it is expected that staff encourage pupils to present their work neatly and provide them with scaffolds and prompts to enable them to take pride in their work. All work-books should be labelled on the school format.

We use a combination of individual pupil books and 'big books' to record evidence.

Subjects which use 'big books' must follow the agreed approach for presentation:

- Date and title for every piece of work
- A selection of pupil work.
- Key vocabulary
- Children's responses (with names included)
- A variety of activities evidenced through photographs (where appropriate)
- A commentary alongside photographs to explain

Subjects which use individual pupil books must follow the agreed approach for presentation:

- Date and title for every piece of work -copied correctly and underlined.
- All straight lines and shapes drawn with a ruler and pencil.
- Sheets trimmed and stuck in carefully.
- Consistent handwriting expectations in all subjects.
- Evidence of adaptive teaching.
- Pictures and diagrams used to enhance presentation.
- Any photos / photo collages annotated with commentary.

### **Keeping Up, Not Catching Up**

In order to provide robust, rapid and rigorous intervention where children are struggling with concepts. Any of the following may be used:

**Corrective Teaching** – If a child has struggled to meet a learning objective, they are given rapid same day support to enable them to catch up.

**Rapid Readers**- The lowest 20% of readers in each cohort are part of our bespoke 'Rapid Reader' programme and read daily to an adult.

**Working Walls / Toolkits** – Working walls are used as prompts for learning and childrens individuals toolkits should help with this also.

**Feedback** – Feedback is proven to have a high impact on children's learning. Our feedback policy combines written, oral and whole-class feedback to allow children to grow in autonomy and to be reactive to meaningful feedback.

## Assessment

Assessment is an integral part of good and outstanding teaching and learning in our school. Our assessment practices ensure teaching is relevant and appropriately pitched so that pupils have the best opportunities to progress. All staff in our school are involved in regular discussions and training regarding assessment for learning strategies, teaching and learning and feedback and marking.

We assess based on the following principles:

- Assessment allows teachers to reflect on gaps in children's knowledge and allows them to plan to catch-up.
- Assessment allows pupils to show what they know and understand.
- Assessment is honest
- Assessment is ambitious
- Assessment is appropriate

## Summative Assessment

Summative assessment is an assessment of a child's skills, knowledge and understanding at the end of a unit of work, the end of a term or at the end of an academic year. This is an assessment of where a child is according to our assessment criteria and enables teachers to evaluate how much a pupil has learned.

Foundational skills in early reading and early mathematics are tracked rigorously. Using phonics and maths assessment trackers, staff are able to identify and intervene early where gaps in foundational knowledge occur.

Termly and end of year judgements will be made against the end of year expectation e.g. Insight Assessments.

These judgements are drawn from the bank of evidence collected through formative assessment. We make use of assessments from a variety of sources and ensure these are gathered over a period of time. We ensure children have opportunity to demonstrate their skills in a range of contexts and all assessments feed into any judgement made.

Materials supporting teacher's summative judgements include:

- Teacher produced assessment materials based upon key performance indicators
- Phonics assessments using the agreed school format
- Use of curriculum 'front sheets'
- Work in pupil books.
- Writing and Mathematics assessment grids on Insight Tracker.
- Insight Assessment tracking grids for all subjects
- Standard assessment tasks for end of Key Stages
- Optional standardised assessment tasks for each year group

### ***Formative Assessment***

Formative assessment is a continuous process and used to ascertain children's understanding and progress. It is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and so that teaching can be tailored accordingly to meet children's needs.

Assessing children's learning on a day-to-day basis may take the form of:

- Questioning – probing questions - whole class, group and individual level
- Verbal discussion/ dialogue between pupils
- Whiteboard feedback - (show me, hold up 'x', solve this etc..)
- Feedback from marking
- Observations of learning approaches and application in practical activities
- Scrutiny of work produced

### **Parental Engagement**

We believe that:

- Parents are partners and positive relationships between school and parents are key in supporting the child's development.
- Parents need to be fully informed about all aspects of school life, what the children are learning and how they are learning.
- Parents need to be given strategies to support their child in accelerating progress towards and beyond national expectations.
- Teacher workload should be a priority for school leaders

We will achieve this through:

- Highly effective communications strategies including bespoke home / school link books.
- Training for parents to support learning
- Parent events where they come into school to share in their child's learning
- Parent events where they visit school to celebrate their child's learning
- Parent attendance at assemblies, including Celebration Assembly
- An open-door policy – teachers are available at the end of each school day
- Use of Tapestry for EYFS and social media online platforms
- Developing strategies for hard-to-reach parents
- Regular opportunities to share with parents the learning, attainment and progress of their child
- Termly class newsletters with an overview of learning.

### **Monitoring**

The monitoring of teaching and learning is imperative to continue to driving Hunton & Arrathorne School forward and ensuring every child is able to care, aspire and excel. In order to achieve this:

- Subject leaders conduct lesson walks, book looks and pupil voice activities.
- Staff at all levels have the opportunity to 'drop in' to lessons to share practice, learn from others and self-reflect.
- We dedicate time in staff meetings to discuss the impact of subjects.
- Staff have the opportunity to review work-books and work across the curriculum within CPD time – meaning that staff have an accurate overview of progression from Reception to Year 6.
- We attend moderation meetings both in school, within the cluster and within the county.

- Parents and pupils are offered regular opportunities for feedback.

### **Monitoring of the Policy**

The content of this policy will be monitored by the Headteacher, the Assistant Headteacher, SENDCo, subject leaders, teaching staff, support staff, link Governors and representatives from North Yorkshire L.E.A.

### **Links to other Policies:**

- Curriculum Policy
- Feedback Policy
- Presentation Policy
- Curriculum Documents