

ABBHEY HILL PRIMARY AND NURSERY SCHOOL



TEACHING AND LEARNING POLICY

| | |
|--------------------------------|-------------------|
| Date policy agreed: | March 2025 |
| Date of next review: | March 2027 |
| Headteacher signature: | |
| Chair of Governors' signature: | |

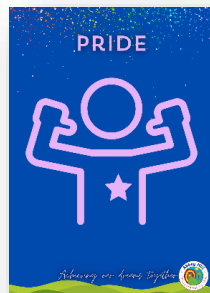


OUR VISION AND VALUES

At Abbey Hill Primary School and Nursery, our vision is:

Achieving our Dreams Together

Our values are:



Abbey Hill places Quality First Teaching at the heart of our ambitions for our Abbeyhillians. We believe that getting it right for the most vulnerable or disadvantaged means we get it right for everyone.

THE AIMS OF THIS POLICY HANDBOOK

To guide effective Teaching and Learning across our school
To support staff to have clarity of understanding about what is expected practice, what resources, frameworks and tools are available and any subject specific expectations.

As a result, we aspire:

- That **every** Abbeyhillian accesses Quality First Teaching, daily.
- That adults are unapologetically ambitious for our pupils.
- That our children are given the skill, knowledge, understanding and opportunities to flourish.
- That Abbey Hill serves as a place to be inspired and enthused about learning.
- That the opportunity to think, wonder, create, imagine, play, develop and discover are all here on the hill.
- That good progress is secured for all pupils.
- That good practices in both planning and assessment help shape the futures of all Abbeyhillians.



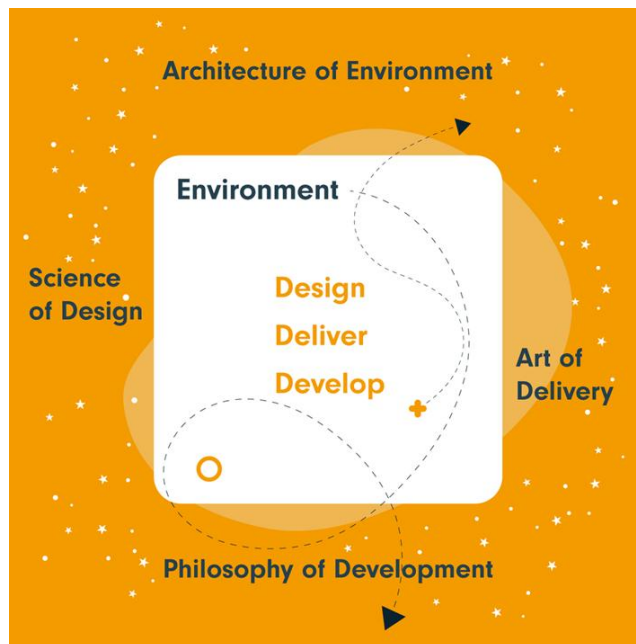
Achieving our dreams together



THE TRANSFORM CONCEPTUAL FRAMEWORK

This policy is underpinned by the by the Transform Conceptual Framework, which is:

- A supportive structure to visually represent the different aspects of learning and how they interact in practice
- A tool for talking about learning and auditing expertise
- A tool that is relevant to learning in all forms including: classroom learning, remote learning and staff development



- **Architecture of Environment**
 - People & Relationships
 - Consistent Structures and Procedures
 - Physical Environment

- ▽ **Science of Design**
 - Learning Knowledge
 - Subject Knowledge
 - People Knowledge



- ∞ **Art of Delivery**
 - Instruction
 - Interaction

- **Philosophy of Development**
 - Professional Identity
 - Professional Behaviours
 - Professional Confidence

Further information about how we ‘live this out’ at Abbey Hill can be found at the end of this policy handbook.



OUR CURRICULUM



The Abbey Hill Primary Curriculum has been designed to support our pupils to learn through 4 key lenses:

- Power and Peace
- Imagination and Innovation
- What a Wonderful World
- Equity and Diversity

Our curriculum has been carefully planned to retain its progressive sequencing.

Our lenses reflect our intent as a school. They enable us to focus in, very carefully, on the what we feel our pupils will most benefit from, in covering the National Curriculum (and beyond).

The lenses chosen reflect the school's curriculum evaluation cycle and have grown organically.

Knowledge selected is cohesive; all 4 lenses demonstrate a clear pathway of sequential progression with the knowledge attained forming the foundation on which to build in subsequent years.

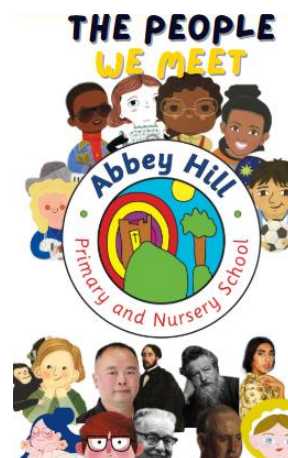
Our comprehensive curriculum documentation and our latest curriculum information can be accessed [here](#).

A CELEBRATION OF DIVERSITY



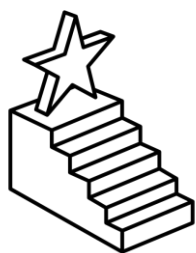
This is not only a key priority but also a key strength of school and our Abbeyhillians. Pupil voice continues to shape the important role diversity plays in our teaching and learning.

Our R.E.S.P.E.C.T charter was crafted by pupils and represents the breadth of diversity we intertwine in our provision. This ranges from specific, annual trips to a range of places of worship, through deliberately-selected focus individuals representative of a range of peoples to meaningful days taken to celebrate significant events such as Black History Month or PRIDE.



KEY ASPECTS OF PRACTICE

In our Teaching and Learning at Abbey Hill, the following principles are considered effective practice and are expected practice in every lesson. School recognises that some aspects may require staff to adapt their responsive teaching to the needs of their pupils.



High expectations and ambitions

Teaching staff have high expectations for learning, outcomes and behaviour (inc. behaviour for learning)



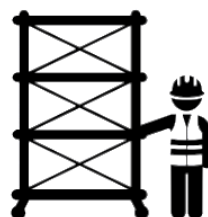
Positive relationships

Strong knowledge of the class and individual needs within it.



Retrieval

Deliberate and embedded opportunities to retrieve, reactivate and recall prior learning.



Instruction, Scaffolding and Modelling

Teaching strategies include:
Explicit Instruction and Scaffolding and Modelling to a high standard so pupils make progress within a lesson and across a sequence of lessons.



Adaptations Adaptations are made to lessons to support inclusive teaching and learning. These may include, but are not limited to:

- The environment
- Digital provision
- Resources, including adults
- Scaffolds



Rules and routines

School rules (and values) are embedded in the culture of the classroom. Pupils demonstrate the school values in their approach to their learning. Routines support pupils to access and progress in the lesson.



Adaptive Teaching

Making effective use of formative (and summative) assessment, questioning, knowledge of the class and feedback and marking to adapt teaching and learning to maximise learning opportunities.



Motivating opportunities

Motivating opportunities engage pupils in their learning.



ADAPTATIONS TO PROVISION

AN AMBITIOUS ABBEY HILL CURRICULUM:

There is no ceiling to what our AbbeyHillians can achieve as they grow and get better from where their learning journey begins.

We recognise that some children may need something additional to, or different from what is provided to achieve the ambitions we hold for them; this is called Special Educational Needs provision.

RELATIONAL APPROACHES

Abbey Hill is a relational school. Staff use relational language, controlled choices and emotion coaching to support pupils including at times of dysregulation. Adults recognise and respond to needs in the moment.



DUAL CODING



Dual-coding is used in the environment and in lessons to support Abbeyhillians. This includes timetables, instructions, flashcards, social stories, task ladders and environmental labelling. Paper and screen-based learning is often dual-coded, especially to support the introduction of new vocabulary.

RESOURCES AND AIDS



Physical learning is encouraged. Pupils are supported through the use of concrete examples and resources. Physical aids are available to support concentration and regulation including fidgets and chew buddies. Learning can be recorded in a range of ways including digitally.

CHUNKING



Abbey Hill recognises the impact of cognitive load and differences in working memory. To support learners, learning can be chunked within and across lessons and sequences. brain breaks and movement breaks are encouraged.

PRETEACHING



For some pupils, new concepts or new vocabulary should be introduced prior to whole-class introduction. This can increase their confidence, ability to access the lesson and support understanding and retention.

ENVIRONMENTS

Environments are calm and clutter-free. Pupils have access to working walls, relevant resources and spaces and resources that meet varying needs. This may sometimes include other spaces in school e.g The Hub or Barn.



More exhaustive guidance to aid teachers' planning is available in our "Curriculum Adaptations in an Ambitious Curriculum" document.



Achieving our dreams together



Achieving our dreams together



OUR CURRICULUM EXPECTATIONS

Timetabling

| | Writing | WCR/ Phonics | Maths | Science | Topic | RE | PE | Music | Art/DT | Digital | MFL | PSHE |
|------------|---------|---|--|---------|--------|--------|---|--------|---|--|--------|--------|
| How often? | Daily | KS1: Daily KS2: 4 times per week | Daily <i>Inc. a fortnightly arithmetic lesson and daily times tables lessons in LKS2.</i> | Weekly | Weekly | Weekly | Weekly x2 <i>(exceptions for swimming/ Forest Schools)</i> | Weekly | Can be blocked Either Art or DT each half term | Can be blocked but must happen half-termly | Weekly | Weekly |

- School does not stipulate lesson lengths – A lesson takes as long as a lesson takes. Staff are encouraged to make effective and optimum use of curriculum time.
- Teachers will endeavour to deliver ‘blocked’ lessons when all pupils are present at school.

Evidence of Learning

| | Writing | WCR | Maths | Science | Topic | RE | PE | Music | Art/DT | Digital | MFL |
|------------|---|--------------------|------------------|-----------|-----------|-----------------------------------|--------------------------------|--------------------------------|---|--------------------------------|--------------------------------|
| Where? | Writing book <i>End of unit piece in Writing Portfolio</i> | WCR Book | Power Maths book | Work book | Work book | Floor book or work book across KS | Photos/ videos onto Sharepoint | Photos/ videos onto Sharepoint | Sketchbook or Project Booklet Photos/ videos onto Sharepoint | Photos/ videos onto Sharepoint | Photos/ videos onto Sharepoint |
| How often? | Min. 4 lessons per week | 4 lessons per week | Daily | Weekly | Weekly | Weekly | Once half-termly | Once half-termly | Weekly | Evidence of skills and outcome | Once half-termly |

Retrieval

| | Writing | WCR | Maths | Science | Topic | RE | PE | Music | Art/DT | Digital | MFL |
|------|------------------------|------------------|-------------|---|-------|----|-------------------------|-------|--------|---------|-----|
| How? | Last, last, last, last | Reading Activity | Fluent in 5 | Revisit – knowledge Revisit – vocabulary | | | Discussion/Active task. | | | | |



Achieving our dreams together

Theory informing our practice

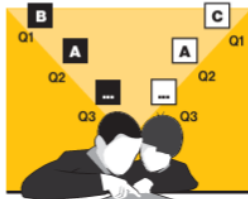
THE ROLE OF RETRIEVAL

The EEF advise that “Cognitive load – or the amount of the working memory being used during a task – can also be helped by deliberate retrieval.

The more knowledge a student has on a topic, the more easily they can cope with the demands of a related task. By retrieving previously learnt information, less working memory is needed to process the new information and any relevant contextual information.”



EEF Cognitive Science approaches in the classroom



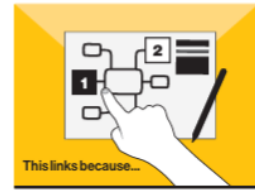
USE LOW-STAKES QUIZZES
Vary Quiz Types



IMPLEMENT FREE RECALL
Combine With Self-Explaining



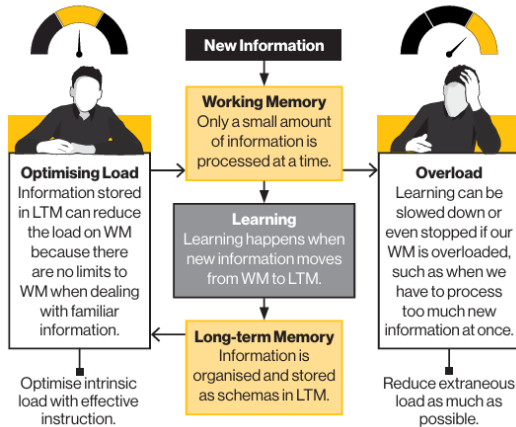
ASK 'WHY' AND 'HOW'
Use Elaborative Interrogation



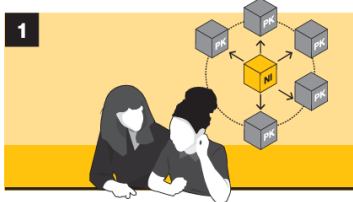
VISUALISE & MAKE LINKS
Teach with Graphic Organisers

REDUCING COGNITIVE LOAD

How the Human Brain Learns



Cognitive Load Theory (CLT) explores how the cognitive load, or mental effort, required to process information impacts learning. To learn something new, knowledge must first be processed in working memory (WM) before being transferred and stored in long-term memory (LTM) in the form of ‘schemas’.



1 Prior Knowledge
Activate What Students Already Know



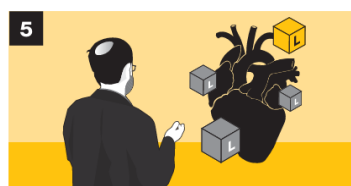
2 Worked Examples
Guide Students Step By Step With New Skills



3 Completion Tasks
Increase Independent Problem Solving



4 The 'Redundancy/Coherency Effect'
Cut out unnecessary or repeated information



5 The 'Split Attention Effect'
Present All Essential Information Together



6 The 'Modality Effect'
Present Information Verbally And Visually



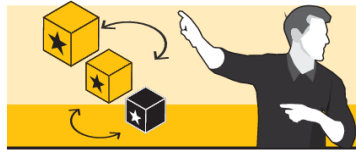
PURSuing AN ETHIC OF EXCELLENCE (PRIDE)

'An Ethic of Excellence: Building a Culture of Craftsmanship with Students' Ron Berger

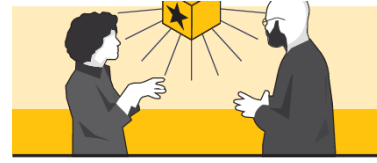
At the heart of Berger's ideas is the belief that all students are capable of producing work of exceptional quality when nurtured in an environment that emphasises craftsmanship, critical feedback, and a persistent pursuit of improvement.



EXCELLENT WORK
Make High Standards the Status Quo



MODELS
Provide and Analyse Models of Excellence

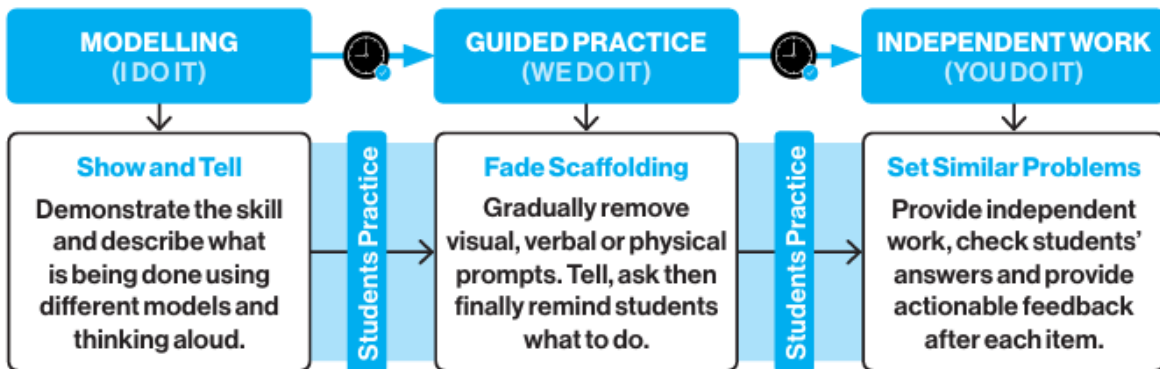


CELEBRATE WORK
Share Students' Work Publicly

EXPLICIT GUIDANCE (I DO, WE DO, YOU DO)

Explicit guidance minimises cognitive load on learners by providing structured information, which prevents the working memory from becoming overwhelmed.

EXPLICIT GUIDANCE TYPICAL LEARNING STRUCTURE



THROUGHOUT EACH LESSON: Involve Students. Monitor Performance. Provide Feedback.

TRANSFORMATIVE FEEDBACK

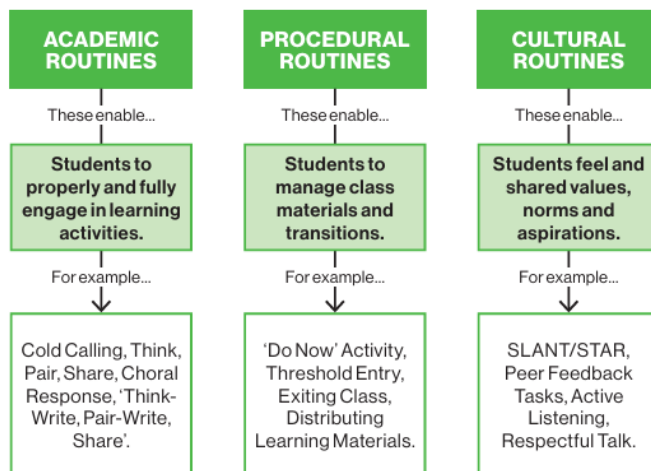
Transformative feedback is a crucial aspect of formative action, designed to enhance learning and cultivate student independence, while also reducing teacher workload. The timing and nature of feedback should align with the student's stage in the learning process.

| THE GOLDEN RULES | | FEEDBACK FORM | |
|------------------|---|---------------|--|
| | FOCUS FEEDBACK What do I want my students to think about, and what criteria are we focusing on? | | What type of feedback is most appropriate for this stage in the learning process? |
| | LEVEL OF INDEPENDENCE How much independence should students have at this point in the learning process? | | LANDING SPACE In what kind of action can I concretely observe that thinking has taken place? |



THE ROLE OF ROUTINES

Author and educator Doug Lemov outlines three types of routine central to helping students internalise actions and form shared habits. Ultimately, when such routines are automated, students can save their cognitive energy for engaging with the material rather than the process of learning. Some examples of academic, procedural and cultural routines are illustrated in the diagram below:

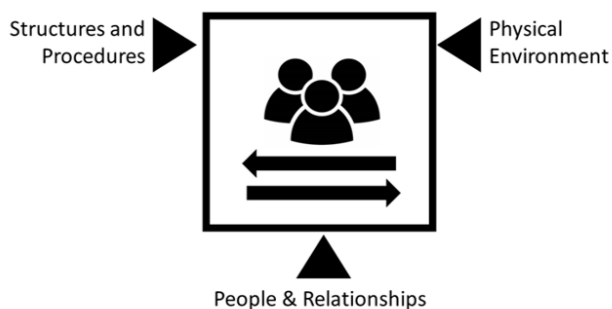




Conceptual Framework on The Hill



Architecture of Environment



STRUCTURES AND PROCEDURES

- Habit building
 - entry/exit/transitions
 - Instructions
 - Resource Management
- Learning routines
- Feedback and feedforward loops
- Behaviour management
 - praise
 - choices
 - consequences

PEOPLE AND RELATIONSHIPS

Build trust and investment by knowing and growing the identity, confidence and behaviours of:

- teacher/facilitator
- learners
- community

PHYSICAL ENVIRONMENT

A manifestation of your beliefs, behaviours and processes:

- Visual stimulus (e.g. walls, displays, screens)
- Scaffolds and models
- Enabling environment
- Positioning of people (e.g. adults and peers)
- Use of space
- Resource management
- Permission

What does this look like on 'the hill'?

Habits

- Insistence on calm before transitions
- Interrupt and pause to regroup
- Live marking and constant feedback
- Praise and Consequence with consistency

Relationships

- Relational approaches underpinned by our Relational Behaviour policy
- Nurturing and welcoming approach
- Pastoral provision

Environment

- Celebratory corridors
- Purposeful classrooms
- Calmness
- Respect
- PRIDE

Our policies



Environment



Behaviour

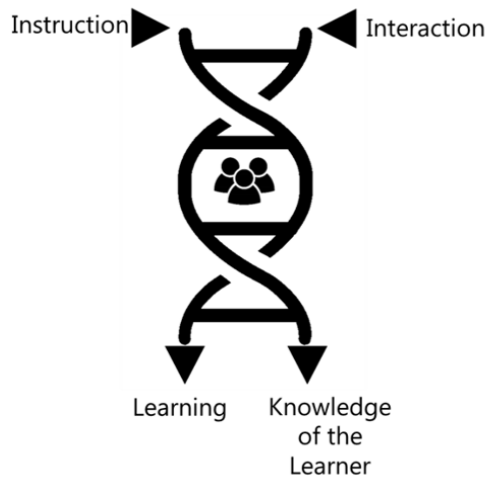


Adaptations



Feedback

Art of Delivery



INSTRUCTION

- Art of explanation:
 - Story telling
 - Resource design
 - Modelling
 - Use of voice, body language, presence etc.

INTERACTION

- Flexible application of learning design
- Pace
- Assessment for Learning
- Art of Questioning
- Scaffolding and Stretch
- Feedback and Feedforward

EMOTIONAL AWARENESS

- Self-awareness
- Empathy
- Motivation
- Self-regulation
- Social skills

OUTCOMES

- Learning about the content and the learner

What does this look like on 'the hill'?

Instruction

- Awareness of cognitive load
- Use of dual coding in environment and provision
- Recall built into curriculum and provision included spaced retrieval

Interaction

- Flexible approach to lesson approach
- Opportunity to 'block'
- Chunking encouraged
- Use of preteach to support 'access' to new learning
- Live marking preferred method

Emotional Awareness

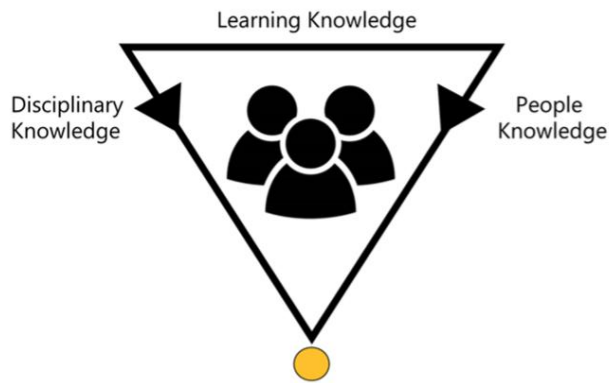
- Regulation breaks encouraged and part of policy
- Spaces and provision made for open talk time
- Behaviour policy includes recognition and opportunity to redress wrong choices

Outcomes

- Pupil voice reflects most pupils enjoy and feel safe.



Science of Design



LEARNING KNOWLEDGE

- Sequence of learning
- Cognition, memory and cognitive load
- Cognitive strategies
- Bloom's revised taxonomy
- Synchronous and A-synchronous learning
- Metacognition
- Digital strategies

DISCIPLINARY KNOWLEDGE

- Disciplinary (The big ideas of the subject)
- Declarative (I know that... can verbalise)
- Procedural (I know how to...)

PEOPLE KNOWLEDGE

- Barriers to Learning: four areas of need
- Motivations (link to environment)

PATH KNOWLEDGE

- Links to longer term journey (before and after)
- Ongoing assessment practice:
 - learning goals
 - baselining
 - targets
 - summative, formative and assessment AS learning

What does this look like on 'the hill'?

Learning Knowledge

- Clearly mapped out, deliberately, using the lens model to refine
- Sequential acquisition across themes
- Opportunities for recall, included spaced recall
- Use of knowledge organisers
- Thematic approach to curriculum outcomes

Disciplinary Knowledge

- Carefully mapped in each subject
- Used as the basis for assessment
- Holistic view with opportunities to practice skills in context

People Knowledge

- Adaptations
- 'You may see me' knowledge of pupil needs
- BSquared live used to support design of provision
- Personalised curriculums

Path Knowledge

- Effective use of INSIGHT and Gap Analysis
- Effective feedback

Our policies



Curriculum Handbook



Curriculum website



Assessment policy



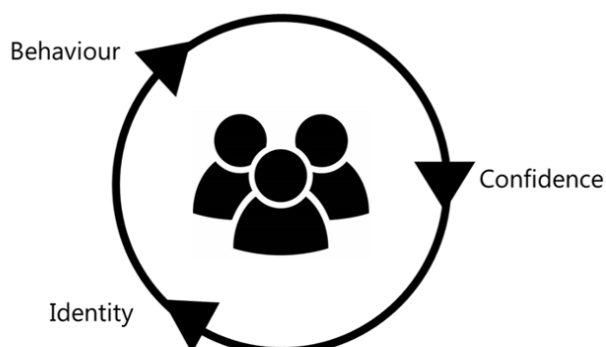
Feedback



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Philosophy of Development



IDENTITY – I THINK...

- Knowledge of self and conditions for optimum development/growth
- Professional identity, purpose and values

BEHAVIOURS – I DO...

- Professional behaviours
- Influence/impact
- Big relationships and collaboration
- support/challenge conversations
- Feedback mechanisms

CONFIDENCE – I FEEL...

- Permissions
- Sense of agency
- Support team

STRUCTURES

- Myers-Briggs and Belbin
- Coaching and mentoring
- Appraisal conversations
- Self management models
- Leadership Applied inc. @ Our Best

What does this look like on 'the hill'?

Identity

- Pupil Voice is high-profile in school decisions
- School invests in getting to know every child
- Adaptations are made at various tiers of provision

Behaviours

- Staff model and embody relational approaches
- Oracy work instils communication expectations
- Relational approach reinforces how staff 'view' pupils

Confidence

- Character Curriculum
- Promotion of Oracy
- Pastoral team and provision

Structures

- Coaching model of staff development
- Career conversations
- CPD model and timetable