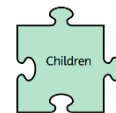




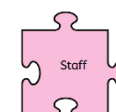
Teaching and Learning Policy

At Hungerford Primary School, teaching and learning is built on strong, trusting relationships. We believe that every adult and every child is part of a connected community, and each of us plays an important role in helping one another grow. Together, through shared responsibility and relational practice, we create the conditions that enable all children to feel safe, valued and ready to learn. These are the active ingredients of our approach, and what we strive to bring to life every day:



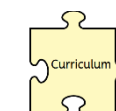
We want our children to:

- Develop a love of learning where teaching sparks curiosity, enjoyment and motivation and helps them become confident, lifelong learners
- Have access to consistent, evidence-informed and ambitious teaching
- Live our school values: kindness, resilience, and curiosity, through everything they do
- Feel a strong sense of belonging where classrooms and routines provide predictable, calm and safe environments
- Flourish, whatever their starting point, need or challenge



We want our staff to:

- Deliver high-quality, evidence-informed teaching and meaningful learning experiences that promote progress and support childrens' individual learning journeys
- Create adaptive and inclusive environments that are well-organised, purposeful and responsive to childrens' diverse needs, ensuring that every child - including those with SEND - can thrive
- Continually reflect on and evaluate how effectively they support children who may face additional challenges and ensure that teaching and interventions remove barriers to success
- Engage in ongoing, high-quality professional development so that they remain knowledgeable, reflective and equipped with up-to-date research and practice
- Demonstrate and model themselves as learners; because we aim to be the very best role models for our children



We want our curriculum to:

- Be carefully sequenced so that each new step connects to prior understanding. This ensures children become fluent, competent and able to transfer their knowledge and skills to new contexts
- Secure strong foundations at every stage and shaped to ensure children master key knowledge before moving forward, preparing them effectively for future learning
- Be designed to help children retain essential knowledge over time through retrieval practice, revisiting concepts and reinforcing core ideas
- Be rooted in evidence-based practice which is planned and refined using high-quality research. Decisions about content, sequencing and pedagogy are informed and responsive to childrens' needs



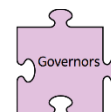
- Nurture an environment where mistakes are valued as essential steps in learning. Children learn to respect others' attempts, persevere through challenge and view struggle as part of the learning process
- Develop high-quality speaking and listening where teachers explicitly extend vocabulary, model precise language and create regular opportunities for purposeful, curriculum-focused dialogue so that children can articulate their thinking with clarity and confidence
- Involve children, parents/carers and the wider school community in childrens' learning and development

We want our leaders to:



- Continually review how well children have learned the intended curriculum and ensure that teaching adapts and evolves accordingly, based on how well children have learned what was intended
- Support teachers to make informed, effective choices about how subjects are taught, ensuring that the curriculum is implemented consistently and meaningfully across all classes
- Ensure curriculum subjects equip children with metacognitive strategies and provide scaffolding to support children to become better self-regulated learners
- Celebrate achievement

We want our governors to:



- Monitor that resources and funding are allocated effectively to support the school's approach teaching and learning
- Monitor the impact of teaching and learning strategies on childrens' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching and that these are being implemented

Planning

At Hungerford Primary School, we are committed to delivering the National Curriculum (2014) through a thoughtfully designed, unit-based approach. We understand that children at Hungerford Primary School learn best when they feel safe and valued; are engaged and motivated and can see the relevance of what they are doing. Therefore, we have created - what we believe - is a broad, balanced and creative curriculum that captivates our children's interests and equips them for the next steps of their lives.

Each subject is taught discretely so that children develop a clear understanding of what it means to think and work like a historian, a scientist, a geographer or an artist. Where links between subjects are meaningful, we use them to enrich learning. However, we avoid forcing connections that may reduce relevance or limit creativity. For example, the Year 3 History unit *Ancient Egyptians* is naturally enhanced by the DT textiles project in which pupils design and create *Egyptian collars*. In contrast, the Year 6 Geography unit *Fieldwork Frontiers* stands independently from the Art topic *Brave Colour*, where children explore how artists use light, form and colour to create immersive environments. Each subject is given the space and time it needs to be taught with integrity, depth and purpose.

In Religious Education, children learn to appreciate others' viewpoints, develop empathy and explore a range of beliefs while reflecting on their own. Evidence for RE is captured through a floor-book approach, showcasing



children's thinking and learning as a collective portfolio. Our PSHE curriculum is rooted in discussion and high-quality oracy practice, where talk is modelled, taught and used to deepen understanding.

Teachers are supported by clear curriculum overviews and long-term plans in every subject, including PE, Computing and French (see example in Appendix 1). These ensure that staff understand expectations for their year group and can prepare engaging and progressive units of study. Throughout their time at Hungerford, children also benefit from swimming lessons with specialist instructors at the local pool.

We are strongly committed to raising standards in foundational skills. By this, we mean ensuring that every child can read fluently, write confidently, speak clearly, and use mathematics effectively in order to access and succeed across the curriculum. While this work begins in the Early Years Foundation Stage (EYFS), it remains a focus throughout the school to secure strong learning at every stage.

Our EYFS curriculum overview and policy provide further outline the teaching and learning expectations in our early years setting, ensuring a strong start and smooth progression into the rest of the school.

Monitoring and evaluation

We monitor teaching and learning at Hungerford Primary School to make sure that all of our children make the best possible progress from their starting points. School leaders and curriculum leaders monitor and evaluate the impact of teaching on childrens' learning through:

- Conducting learning walks and pupil voice
- Reviewing marking and feedback
- Planning scrutinies
- Book scrutinies
- Termly pupil progress meetings
- Termly performance management meetings

Teachers and leaders track childrens' progress using a combination of formative and summative assessment. We provide regular targets for children, as well as support plans for children with additional needs.

Policies

This policy links with the following policies:

- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- SEND policy
- Marking and feedback policy
- Pupil Premium policy
- Gifted and Talented policy

This policy will be reviewed every year by Lucy Smith. At every review, the policy will be shared with the full governing board.

	Autumn 1 (7)	Autumn 2 (6)	Spring 1 (6)	Spring 2 (5)	Summer 1 (6)	Summer 2 (7)	
EYFS	Mouse and trackpad skills (6)	Keyboard skills (8)	Safety and Privacy (6)	Drawing skills (8)	Robots (8)	Quizzes (9)	Information Technology Computer Science Digital Literacy
Y1	Introduction to PM (3) Creative computing (4)	Data Explorers (6)	Animated stories (6)	Technology around us (4)	Coding (6)	Creating and following instructions (3) Making Beats (4)	
Y2	The Internet (4) Making Music (3)	Spreadsheets (6)	Coding (6)	Route Explorers (4)	Presenting ideas (4) Questioning (2)	Questioning (2) Creating Pictures (5)	
Y3	Branching Databases (4) Touch typing (3)	Touch Typing (1) Route Planners (5)	Spreadsheets (6)	Presentations (5)	Micro:bits (6)	Email (6)	
Y4	Logo (4) Sound Stories (3)	Animation (6) (this can also include using Zu3D stop animation software)	Micro:bits (4) Effective Searching (2)	Effective searching (2) Composing Beats (4)	Introduction to AI (4)	Unpacking hardware and software (4)	
Y5	Quizzing (5) Databases (2)	Databases (2) Concept maps (4)	Word Processing (6)	Game Creator (5)	Spreadsheets (6)	Coding (6) (Possibly scratch based)	
Y6	Networks (4) Blogging (4)	Spreadsheets (6)	Coding (6) (Possibly scratch based)	Introduction to Python (4)	3D Modelling (4) Data Detectives (2)	Data Detectives (2) Graphing (4)	