



Abbeys Primary School

Teaching and Learning – The Fundamentals

Our shared expectations for high-quality teaching, learning and curriculum implementation

AIM • ASPIRE • ACHIEVE

A practical, shared summary of the Abbeys teaching and learning expectations.

1. Our Abbeys approach to teaching and learning

At Abbeys, we believe every child is entitled to a broad, balanced and ambitious curriculum that builds knowledge, skills and understanding over time. Our curriculum has clear intent, carefully planned implementation and measurable impact.

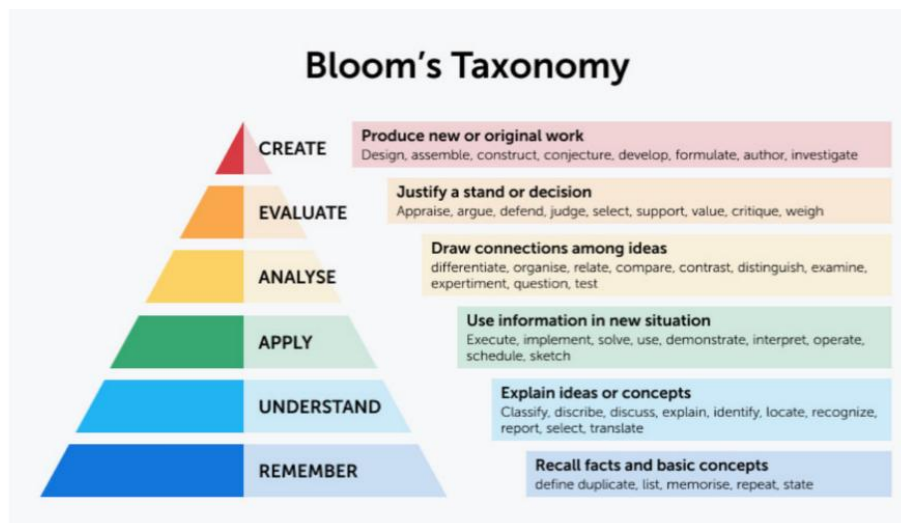
- Our ethos is AIM, ASPIRE, ACHIEVE.
- Our 11 values are aspiration, respect, resilience, kindness, independence, relationships, patience, honesty, perseverance, co-operation and pride.
- Learning builds securely on prior knowledge and prepares pupils for the next stage of education and wider life.
- We provide purposeful enrichment through trips, visitors, workshops and practical learning.
- We promote pupils' spiritual, moral, social and cultural development, mental health and wellbeing, physical development and responsibility for health.
- We provide equal access to learning, with high expectations and appropriate support and challenge.

2. What high-quality teaching looks like at Abbeys

- Clear learning intentions and success criteria/steps to success where appropriate.
- Explicit teaching and modelling of new knowledge and skills.
- Guided practice before independent work.
- Frequent checks for understanding and responsive teaching.
- High-quality questioning to deepen thinking.
- Planned opportunities to practise, retrieve and apply learning.
- Scaffolding that is gradually removed to promote independence.
- High expectations for every pupil.
- Professional autonomy to adapt teaching appropriately to the cohort.
- Rosenshine's principles, Bloom's Taxonomy and Maslow's Hierarchy of Need may inform planning and lesson structure.

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they had learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Re-teach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

Rosenshine's Principles – the teaching sequence and behaviours referenced in the Abbeys policy.



Bloom's Taxonomy – useful language for thinking, questioning and challenge.



Maslow's Hierarchy of Need – remembering the conditions pupils need in order to learn.

3. Planning and curriculum implementation

- Planning is focused on the overarching curriculum intent and progression of knowledge and skills.
- Learning is well sequenced, with small steps of knowledge acquisition and opportunities for consolidation.
- Core subjects have detailed planning with small steps where required.
- Non-core planning derives from the Progression of Knowledge document.
- Teachers show fidelity to agreed schemes while making appropriate adaptations.
- Retrieval is a golden thread: pupils regularly recall prior learning through questioning, quizzes, discussion and recap.

- Retrieval is spaced and cumulative to strengthen long-term memory and links between new and prior knowledge.
- Purchased schemes may be used directly where appropriate, with teacher adaptation for the cohort.

4. Learning environment

- Learning spaces indoors and outdoors are safe, clean and ready for pupils.
- Classrooms include purposeful areas such as reading corners and quiet areas where appropriate.
- Displays and resources support retrieval, vocabulary and pupils' ability to articulate learning.
- Working walls show current learning and key knowledge.
- Resources are accessible and seating allows pupils to see, participate and work with talk partners.

5. Adaptation, inclusion and independence

- Teaching takes pupils' backgrounds, needs and abilities into account.
- Adaptations remove barriers so pupils can access the same ambitious curriculum wherever possible.
- Adaptations are reviewed regularly and should promote progress and independence.
- Support may include flexible grouping, effective use of support staff, writing frames, word banks, scaffolding, pre-teaching and post-teaching.
- Teachers plan for pupils with SEND, EAL, disadvantaged pupils, low prior attainment and more able pupils with a range of adaptations readily available.

6. Oracy, vocabulary and technology

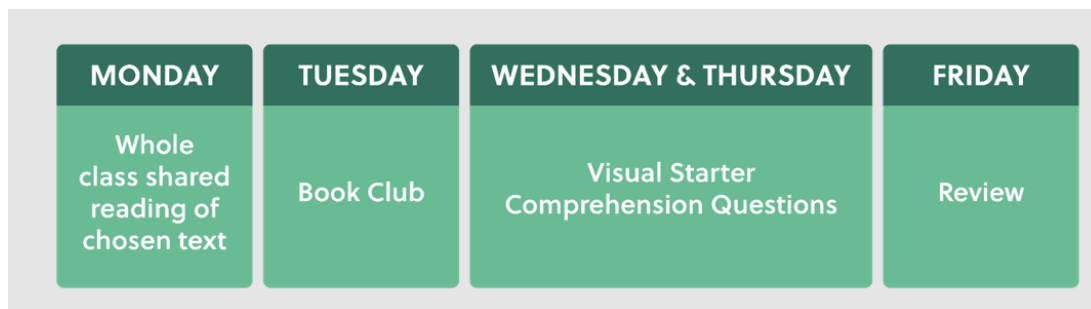
- Teachers plan purposeful opportunities for pupils to talk, explain, reason and debate.
- Talk partners, structured talk and sentence stems support pupils to articulate their thinking.
- Subject-specific vocabulary is explicitly taught, displayed and revisited.
- Technology is used where it enhances teaching and learning, accessibility, engagement or assessment and follows online safety expectations.
- Stem sentences and modelling are used in lessons to support language development.

7. English fundamentals

Reading

- Reading is prioritised across the curriculum.
- Read Write Inc. is used for phonics, with daily phonics and regular assessment/grouping adjustments.
- Phonics may continue into KS2 where needed, including 1:1 RWI tuition and RWI Fresh Start in Years 5 and 6.
- Children have access to books matched to their reading stage and opportunities to practice fluency.
- Master Readers is for pupils who have completed RWI. It usually starts around year 2.
- Master Readers provides whole-class guided reading, with a consistent sequence, comprehension, vocabulary, sentence stems and review of assessment gaps.
- Teachers read high-quality texts to classes daily- all classes read at 3pm.
- Every class has a book corner and independent reading opportunities.

- The lowest 20% of readers are a particular focus and should read daily in school where possible.
- Vocabulary walls and author collections support reading culture.



Master Readers five-day sequence used in the original Abbeys document.

Writing

- The school follows the IAACW – I am a Clever Writer – approach. Drawing club is used in Foundation stage.
- High-quality texts, WAGOLLS, Star Words, visual checklists, pre-teaching and shared writing support writing development.
- Spelling, handwriting and writing choices are explicitly modelled.
- The focus is on quality, precision and progressive skills rather than quantity.
- Retrieval and ‘I do, we do, you do’ support increasing independence.
- Extended writing and editing for improvement are included in weekly planning.
- Handwriting is explicitly taught, including RWI letter-formation phrases in Foundation.
- Star writes are assessed pieces of weekly work- within their English books.

8. Maths fundamentals

- Daily maths planning comes from medium-term plans, based on Mastering Number and/or White Rose as appropriate.
- Planning focuses on small steps, age-related progression, sequencing and appropriate adaptation.
- Challenge runs throughout the lesson rather than being added only at the end.
- Maths groups reflect the needs and range of the cohort and may change from year to year.
- Pupils experience concrete apparatus, pictorial representations and abstract problem solving.
- Retrieval, application and consolidation are planned, including Flashback 4 where appropriate.
- Maths is taught daily, with a daily maths meeting after lunch focused on retrieval of key concepts.
- Mental Mathletes, TT Rockstars and Numbots are used as appropriate.
- Times tables are taught progressively from Year 1, with additional focus in Years 3/4.
- Working walls include key vocabulary, stem sentences and the big teaching idea.
- Assessment uses low-stakes tasks, quizzes, White Rose assessments and Testbase to inform future planning.

9. Feedback, marking and assessment

- Feedback should explain what pupils have done well and what they need to do next.
- Verbal, in-the-moment feedback is the preferred method where it moves learning forward immediately.
- Assessment is formative and summative and informs future planning.
- Formative assessment includes questioning, low-stakes quizzes, spot checks and teacher knowledge.

- Summative assessment takes place termly and draws on a range of evidence and standardised tests.
- Pupils should have opportunities to respond to feedback and improve their work.

10. Home learning

- Home learning should strengthen links between school learning and the wider world.
- Tasks should be reasonable in length and challenge and have a clear purpose.
- Paper versions are available and placed in homework books.
- Reading, maths, spellings and times tables are prioritised.
- In KS1 and KS2, maths homework is set on Friday and due the following Wednesday.

11. Shared responsibilities

- Teachers plan and teach high-quality, inclusive lessons; follow agreed curriculum sequences; assess learning; adapt provision and maintain high expectations.
- Support staff know pupils well, support learning flexibly, use agreed assessment-for-learning strategies and provide feedback to teachers.
- Subject leaders maintain progression, vocabulary and curriculum intent; support sequencing; monitor impact and share effective practice.
- Senior leaders provide vision, coaching, CPD, resources and accountability.
- Pupils take responsibility for learning, demonstrate good behaviour for learning, attend ready to learn and know how to improve.
- Parents/carers support attendance, home learning, communication, readiness to learn and high aspirations.
- Governors monitor curriculum breadth, resources, teaching and learning impact and implementation.

12. Monitoring and evaluation

- Monitoring focuses on the impact of teaching on pupils' learning, including how well pupils remember and apply knowledge over time.
- Leaders use learning walks, lesson observations, book/planning scrutiny, pupil voice, pupil progress meetings, data reviews and discussions.
- Monitoring should support improvement, coaching, professional dialogue and shared practice.
- Subject leaders monitor how curriculum content is delivered and how pupils develop knowledge and skills over time.

14. Linked documents

- Marking and Feedback Policy
- Inclusion Policy and Information Report
- Early Years Foundation Stage Policy
- Home Learning Policy
- Equality Information and Objectives
- Online Safety and Acceptable Use Policies
- Staff Handbook