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Teaching and Learning Policy

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| February 2023 | February 2025 | 1 |

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| Single Equality Statement |
| The [Equality Information and Objectives](http://www.veritasmat.co.uk/_site/data/files/documents/373EE151B23C51FBADE7209B8A5B19F5.pdf) document, for Veritas MAT, provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school’s statutory duties in these areas. |
| Governor Statement |
| The headteacher in each school is the leader of their school. Each member school has autonomy over its curriculum and provision and, while upholding the three core values of the trust, we expect each school to have an individual character relevant to the community it serves.  Each school has a Regional Governing Body. Warden House and Pilgrims' Way Primary Schools share a Regional Governing Body while Mundella Primary has its own Regional Governing Body. The Regional Governing Body sits six times a year. Each Regional Governing Body reports up to the MAT Board and Trust Members who quality assure their work.  The Regional Governing Body is responsible for a hub of up to three academies. The Regional Governing Body reports up to the Trust Board who quality assure their work. Veritas MAT has two Regional Governing Bodies.  Key areas of responsibility for the Regional Governing Body are:  **Standards**, **Finance and Audit**, **Human Resources**, **Infrastructure and Procurement**  The Executive Board consists of the CEO and Company Secretary / Trust Business Manager who run a team that support core operational tasks across the trust.  Roles include finance, standards, research, training, school-to-school support and mentor-coaching. The CEO and a designated Trust Board Trustee also sit on the Regional Governing Body.  The Board of Trustees set the strategic direction, vision and ethos of Veritas Multi Academy Trust and are accountable to the Secretary of State for Education for standards across trust schools. |

**Aim of this Policy**

To set the guidelines of agreed principles and approaches that underpin the teaching and learning in our school.

**Aspire and Achieve**

**ASPIRE**

We believe that our children can be whatever they wish to be.

We want them to aim high and become members of society that really make a difference.

**ACHIEVE**

Our drive is to equip children with the skills that they

need to meet their academic and personal goals.

The school’s mission statement communicates the main tasks we have set ourselves.  It reflects our explicit desire to provide a relevant educational experience for all children, regardless of their ability, background, gender, age or ethnicity.  It is recognised that all children are different and unique.  Similarly, it is also recognised that the school has been set a task by society in general, to assist each child in their development, so that they may become a responsible and well-rounded adult of tomorrow.  Throughout our children’s time at Mundella they will grow in an atmosphere where all relationships are based on mutual respect and the belief that all children matter.  These relationships are seen to be the foundation on which our values like caring, creativity, respect, independence, collaboration and honesty will be built upon.

At Mundella Primary School we believe children learn best when:

* Learning activities are well planned, ensuring *good progress* in the short, medium and long term through appropriate levels of challenge.
* Teaching and learning activities enthuse, engage and motivate children to learn and foster their curiosity and enthusiasm for life- long learning.
* Modern technologies are embraced and used to enhance learning.
* Assessment informs teaching so there is provision for good progress, support, consolidation and extension of learning for each child, at each level of attainment
* The learning environment is ordered, the atmosphere is purposeful and children feel safe
* There are strong links between home and school, and the importance of parental involvement in their children’s learning is recognised, valued and developed
* All learning (in books and in the learning environment) is well presented and creative.

**Entitlement**

We believe each child is entitled to receive learning experiences that will enable them to reach their full potential.  Because all children are different, it is of paramount importance that each child receives appropriate learning experiences.  In many cases this may require an adapted curriculum in order to meet the special needs of individual children.  The school has a responsibility to do this so that all children benefit.

**21st Century Readiness**

It is clear to us that the society our present children will grow up in will have changed from the one we know today.  It is likely that the only consistent factor we can identify with any certainty is that society will undergo increasing change, and at rates not previously experienced.  Because of this, our children are given the opportunity to learn the skills which will equip them best for the challenges they will meet in the 21st century.

**Lifelong Learning**

Alongside this, we endeavour to ensure that each child will develop a positive attitude towards learning.  It is important therefore that school is a happy place and a place where each child can take advantage of the learning opportunities offered, without interference from others.  We hope that children will develop individual work habits which will lead them to exercise the qualities of experimentation, investigation and creativity.  It is our task to help each child to learn how to learn and behave.

**Creative Curriculum**

The school’s curriculum has undergone several changes in recent years.  In 2014, the government introduced a new national curriculum. This curriculum detailed the learning objectives to be taught throughout Key Stages 1 and 2 with a strong emphasis on English and Mathematics.

In order to make our curriculum unique, interesting, fun, creative and appropriate for the children, we discussed what curriculum strategies and content, in other schools and on the web, were successful and effective. We wanted to design a curriculum that fulfilled our unique requirements and principles. These requirements were that:

* It enabled English and Maths to be taught both discretely and through other topics
* Reading was high priority
* It was specific to the needs of our children
* It utilised the rich resource and history of our local community
* It supported our school ethos
* It enabled our pupils to leave the school as ‘well rounded’ individuals
* Parents played a part in its delivery
* It taught children skills and was creative in essence
* It contributed to high standards in English and Maths
* Children enjoyed it!

**Organisation and Planning**

We plan our curriculum ensuring we meet the requirements of the National Curriculum and the Foundation Stage Curriculum. We plan it carefully, so that there is coherence and full progression in its coverage. Our curriculum is designed to ensure that children develop the skills they need to become confident, self- motivated learners, who can engage with and solve challenges innovatively. We agree a long term plan for each year group which indicates which topics are to be taught in each term. We review our long term plan on an annual basis. The main body of the curriculum is taught in five week topics that include the formal requirements of the National Curriculum. Our medium term plans give clear guidance on the knowledge and skills children will learn within each topic.

**‘Off Plan’ Weeks**

In addition to these five week topics classes also have 'Off Plan' weeks at the beginning or end of a term during which teachers can explore broader aspects of the curriculum and explore new, exciting and bold strategies for learning linked to the National Curriculum programs of study.

Recent ‘Off Plan’ Week themes have included:

* Author’s Week
* Food and Fashion Week
* Culture and Festivals
* Performing Arts
* Outdoor Adventurous Activities
* Famous People
* Maths
* Technology that helps us

**Outdoor Learning and Enrichment (OLE)**

Outdoor Learning and Enrichment consists of a series of activities linked to the Design and Technology National Curriculum, either on our school field or off site; visiting locations, where pupils will engage in well-planned and appropriate learning stimulated by practical activities and new experiences,  necessitating collaborative work, effective communication and a range of new skills.

**Teaching and Learning Supported by Values**

Our six values of Caring, Creativity, Respect, Independence, collaboration and Honesty underpin all that we do in school. Throughout our curriculum, and through our learning qualities, we intend to encourage an intrigued, excited and enquiring mind. We aim to instil a thirst for learning leading to future success, whatever the children’s strengths.

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| **Our School Values** | |
| **Caring** | Develop the skills and ability to care for themselves, property, peers and the whole community and make a difference. |
| **Creativity** | Develop and explore skills, imagination, confidence and new ideas. |
| **Respect** | Treat each other, the environment, our community and possessions as we would wish to be treated in return. |
| **Independence** | Develop the initiative, confidence and self-esteem needed to achieve today and in the future. |
| **Collaboration** | Think together, work together, achieve together, celebrate together. |
| **Honesty** | Be true to yourself and to others even when it is tough. |

**Assessment**

**Day to day formative assessment**

Formative assessment underpins our curriculum and ensures that pupils master the curriculum we teach. It takes place on a daily basis and is integral to teaching and learning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved.

**In-school summative assessments**

There is a clear assessment overview which outlines any testing/assessments that are to be completed at any given time. The Monitoring Timetable and School Calendar is updated annually and this sets out when data is collected across the year.

End of year targets are set for each pupil at the beginning of Term 1. We currently collect which step on Sonar each child is on at the end of Term 1, 2, 3, 4, 5 and 6. This data will be entered into Sonar and used to track pupil’s achievement in terms of how they have attained and how they are progressing. SMT and phase leaders use the data on Sonar to analysis progress of intervention groups, individuals and cohorts of children to set targets and monitor progress and age related expectations. Through quality teaching, robust tracking and professional dialogue, (including pupil progress meetings) we will endeavour to ensure that all children are given the support and challenge they need.

Pupil progress meetings occur termly throughout the year, led by the Senior Leadership Team, and also through professional dialogue during Staff Meetings and PPA.

**Nationally Assessments:**

* EYFS Baseline Assessment
* Phonics Screener at the end of Year 1
* Phonics Screener retake at end of Year 2
* National Curriculum teacher assessments at the end of Key Stage 1
* Multiplication Tables Check at the end of Year 4
* National Curriculum tests (SATs) at the end of Key Stage 2

**The Learning Environment Mundella Primary School**

We provide pupils with a stimulating environment in which to learn. The learning environment must be safe, clean, well-organised and resourced. Displays are an integral part of the learning environment and they are expected to support and celebrate children’s work. They are language-rich and feature key vocabulary. Each classroom has a working wall for maths and English. Learning behaviours are displayed in classrooms.

**Learning Outside of the Classroom**

It is an expectation that teachers, as part of their classroom programme, explore and apply learning opportunities contextually outside of the classroom environment. We believe it is important to ensure pupils know how to manage themselves safely in their local community.

**Monitoring and Evaluation of the policy**

Evaluation is essential for the planning and development of the curriculum. The Deputy Headteacher is responsible for the curriculum. The SLT and Phase Leaders monitor this policy through: Learning walks, planning and book looks, moderation of pupils’ work, collecting pupil voice, parent surveys and feedback and pupil progress reviews. This monitoring supports the self-evaluation of subjects, planning training and support to colleagues and identifies next steps for improvement.

Our governing body is responsible for monitoring the way the school curriculum is implemented. Governor Monitoring Visits offer opportunities to liaise with the SMT and also with the relevant Phase Leaders, to monitor their identified actions and impact.