



## Teaching and Learning Policy

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## Vision

Mundella Primary School, as part of the Veritas Multi Academy Trust, is committed to providing an inclusive, innovative and inspirational education for all pupils. This policy outlines our approach to teaching and learning, ensuring that every child reaches their potential, in line with our school vision, aims, and the statutory requirements of the National Curriculum.

At Mundella Primary School, we aspire to create a caring, nurturing environment where every child feels valued, respected, and supported. We strive to inspire a love of learning, enabling children to become confident, capable, and compassionate individuals who are well-prepared for the challenges of the future.

This policy is designed to guide the work of our teachers, ensuring that they provide stimulating learning opportunities that are adapted for children where needed, with the aim of equipping them with the knowledge and skills needed for their future lives.

## Aims

- To provide a broad, balanced, and rich curriculum that inspires curiosity and a love of learning.
- To have a consistent approach to teaching and learning across Mundella Primary School.
- To ensure high standards in all areas of school life, promoting excellence and achievement for all.
- To value and promote the development of every child, fostering resilience, confidence, and independence.
- To create an inclusive and respectful learning environment where every child is encouraged to reach their full potential.
- To develop key skills, including communication, critical thinking, creativity, and collaboration.

## National Curriculum and Mainstream Core Standards

Our approach to teaching and learning is aligned with the Mainstream Core Standards, which focus on ensuring that all children, regardless of background, can access high-quality teaching. The policy also takes into account the requirements of the Primary National Curriculum, which sets out the essential knowledge and skills to be taught in all subject areas.

We adhere to these standards by:

- Ensuring all lessons are well-planned, structured, and adapted to meet the diverse needs of our pupils.
- Providing clear learning objectives, using formative assessment to track progress, and adjusting teaching methods as necessary.
- Fostering an environment of challenge and high expectations for all children.

## Planning

Subject leaders are responsible for creating a long term curriculum overview for each subject that highlights what each year group will be learning over the course of the academic year. For each subject a curriculum document has been written that details the progression of knowledge and skills the children will learn in each year group.

Teachers use the curriculum documents and long term overview to write the medium term plans. These are checked by the phase and subject leaders to ensure they match the key knowledge, skills and vocabulary planned in each subject curriculum document.

Teachers use our school planning formats to create short term planning document for core and foundation subjects where a scheme is not being used.

Teachers and subject leaders save curriculum and all planning documents on Teams so that Teaching Assistants have access to them before the lessons. This means everyone knows the learning objectives and which children they will be supporting or challenging in advance.

Where teaching assistants have planned cover, full planning should be sent at least a day in advance.

## Inclusive Learning Environment

At Mundella Primary School, we are dedicated to creating an inclusive learning environment where all children, regardless of their abilities or backgrounds, feel supported, valued, and empowered to succeed. Our learning spaces are carefully designed to meet the diverse needs of our pupils and to promote a sense of belonging and engagement.

### **Key Features of our learning spaces:**

- **Working Walls:** We use working walls in both English and Mathematics to support ongoing learning and to help children make connections between new and prior knowledge. These walls are interactive and regularly updated, providing visual prompts, vocabulary, examples, and resources to support children's understanding.
- **Visual Timetables:** To support children with additional needs, including those with SEND and EAL, we display a daily visual timetable in every classroom. The timetable uses Widgit Symbols, providing clear and accessible information about the day's events and activities. This helps all children to anticipate and prepare for the day ahead, fostering a sense of security and independence.
- **Purposeful Book Corner/Library:** Each classroom includes a purposeful book corner that is rich in a wide variety of high-quality texts. The book corner is designed to encourage a love of reading and is regularly updated to reflect different themes, genres, and authors. Children are encouraged to explore texts, share books, and develop their language and comprehension skills. The space also includes books that represent a wide range of cultures, backgrounds, and experiences, ensuring that every child can see themselves reflected in the books they read.
- **Easily Accessible Learning Resources:** We ensure that all children have easy access to resources that support their learning and development. These include:
  - Phonics resources such as Little Wandle sound mats or tricky word banks.

- Manipulatives for hands-on learning in subjects like mathematics (e.g., counters, base-ten blocks, number lines) to support concrete understanding.
  - Word Banks to aid vocabulary development, particularly for children with SEND and EAL. These word banks include visual symbols from Widgeo to support children in understanding and using key vocabulary across subjects.
  - Letter formation resources such as the alphabet, upper case or lower case letters.
  - Language Through Colour templates and resources.
  - Spelling word lists
- **Little Wandle Phonics Display:** Our EYFS and Key Stage 1 classrooms feature up-to-date phonics displays, aligned with the Little Wandle Phonics Programme. These displays incorporate Grow the Code, a visual approach that breaks down phonics into manageable steps, supporting children’s phonemic awareness and word decoding skills. The display includes visual prompts and the key sounds being taught, helping children to practice and embed their phonics knowledge.
  - **Language Through Colour Display:** To support writing and literacy development, we use the Language Through Colour system in our classrooms. This system visually represents different parts of speech, helping children to understand and apply grammar structures. The display acts as a tool for reference, supporting children as they write and develop their language skills.
  - **Handwriting Display:** Each classroom includes a handwriting display to support the development of accurate letter formation. The display provides clear models that reinforce correct letter shapes, size, and spacing. Posters are used to remind pupils of correct posture, pencil grip, and the rhymes used to support letter formation. Letters are grouped into families that link to our scheme of learning, helping pupils to recognise patterns and apply consistent formation.
  - **Foundation Subject Displays:** In each classroom, displays are dedicated to foundation subjects (e.g., History, Geography, Science, Art) and are carefully curated to support the inquiry-based learning approach. Each display includes:
    - **Clear Enquiry Questions** to provoke thought and direct learning.
    - **Concepts and Skills** that children will explore, making learning objectives transparent.
    - **Golden Threads** that link the learning across the curriculum, helping children make connections between different subjects and ideas.

These displays act as a visual reference for children throughout their learning, reinforcing key concepts, encouraging curiosity, and fostering deeper engagement with the curriculum.

- **Celebrating Children's Learning:** We believe that celebrating children's achievements plays a vital role in boosting self-esteem and motivation. Our classrooms contain displays that celebrate the learning journey of all pupils. Whether it’s through showcasing individual or group work, displaying children’s artwork, or highlighting project outcomes, we ensure that the effort and progress of every child is recognised and valued.

## Adaptive Teaching

At Mundella Primary School, we believe that all children can succeed when teaching is tailored to meet their individual needs. Our approach to adaptive teaching focuses on adjusting teaching methods, resources, and activities in real-time to ensure that every child is able to access the curriculum, make progress, and achieve their potential.

Adaptive teaching is not about providing one-size-fits-all solutions, but rather about recognising the diverse needs of our pupils and responding flexibly. By using a range of strategies, we ensure that learning is personalised and accessible to every child, including those with special educational needs, those learning English as an additional language, and those who may need additional challenge.

### **Adaptive Teaching Strategies:**

- **Differentiation:** Differentiation is embedded in our planning and delivery, ensuring that learning is appropriately challenging for all pupils. We differentiate by:
  - **Task:** Providing different tasks or activities that vary in complexity to meet the needs of learners at different stages.
  - **Outcome:** Allowing students to demonstrate their learning in different ways, whether through written work, oral presentations, or hands-on activities.
  - **Support:** Offering additional support such as scaffolding, visual aids, or peer assistance for pupils who require extra help.
  - **Resources:** Using tailored resources, such as visual aids, manipulatives, or adapted worksheets, to support students in accessing learning.
- **Responsive Teaching:** Teachers and teaching assistants continually monitor the progress and understanding of all students during lessons and respond dynamically. Through formative assessments, questioning, and in-the-moment feedback, teachers are able to adjust their teaching methods on the spot. For example:
  - If a child is struggling to understand a concept, the teacher might provide additional explanation, use visual aids, or rephrase the instruction.
  - If a child demonstrates mastery of a concept, the teacher may extend the learning by providing more challenging tasks or encouraging independent problem-solving.
- **Use of Scaffolding:** Scaffolding is a key aspect of adaptive teaching. Teachers provide the necessary support to help children reach the next step in their learning and gradually reduce that support as children become more independent. Scaffolding strategies include:
  - Modelling tasks or problem-solving strategies.
  - Breaking down tasks into smaller, manageable steps.
  - Providing sentence starters, word banks, or visual prompts to help children express their ideas or solve problems.

- Offering additional resources, such as manipulatives or templates, to support children's understanding.
- **Flexible Grouping:** In adaptive teaching, grouping strategies are flexible and fluid. Teachers assess the needs of the pupils and group them accordingly to encourage collaborative learning, peer support, and targeted interventions. Groupings may be:
  - **Ability-based:** To target specific learning needs or provide challenge for advanced learners.
  - **Mixed ability:** To encourage peer teaching and ensure that children can learn from each other's strengths.
  - **Interest-based:** To engage children by grouping them according to their interests or areas of curiosity, enhancing motivation.
- **Personalised Learning Paths:** Every child at Mundella is treated as an individual with unique learning needs. We aim to personalise learning wherever possible by using targeted interventions, specific resources, and bespoke plans to support the development of key skills. For example:
  - For pupils who require additional support, interventions such as small group work, 1:1 teaching, or targeted phonics or maths sessions may be provided.
  - For pupils who are excelling, extension activities are offered to provide further challenge and deepen understanding.
- **Supporting SEND and EAL Learners:** Adaptive teaching is particularly important for children with Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL) learners. We work closely with our inclusion team to provide tailored support, including:
  - Adjusting teaching materials to ensure they are accessible (e.g., providing texts with appropriate levels of difficulty, using visuals, and simplifying instructions).
  - Providing additional scaffolds such as Widgit symbols, sound mats, or phonics support.
  - Offering targeted intervention programs, both in and out of the classroom, to address specific learning gaps.
  - Prior access to knowledge organisers and key vocabulary
- **Ongoing Professional Development:** Teachers at Mundella engage in continuous professional development to enhance their knowledge and skills in adaptive teaching. By staying informed about the latest research and best practices, teachers ensure that they are equipped to respond effectively to the diverse needs of their pupils. Regular training on topics such as differentiated instruction, inclusive teaching strategies, and the use of learning technologies supports teachers in implementing adaptive teaching practices effectively.

### Teaching and Learning Strategies

**Purposeful Talk:** At Mundella, we believe in the importance of purposeful talk in the learning process. Children are encouraged to discuss ideas, solve problems collaboratively, and engage in meaningful dialogue about their learning. Talk is integral to the learning process, enabling pupils to develop their thinking and to make connections across subjects.

**Language Through Colour and Widgit Symbols:** To support inclusive learning and ensure that all children can access the curriculum, we use the Language Through Colour system, which helps children to understand grammar and sentence structure in a visual and structured way. In addition, we integrate Widgit Symbols to support language development, particularly for pupils with additional needs or those learning English as an additional language (EAL).

**Concrete, Pictorial, Abstract (CPA):** We follow the CPA approach in teaching mathematics and other subjects to ensure that children can build their understanding from concrete experiences (using physical objects), to pictorial representations (drawings, diagrams), and finally to abstract reasoning (numbers, symbols). This approach ensures that concepts are fully understood before moving on to more complex ideas.

**Questioning:** Effective questioning is key to deepening understanding and extending learning. Teachers use questioning techniques to encourage children to think critically, make connections, and explain their reasoning. Target questions are used to support and challenge children. Open-ended questions are used to foster discussion, encourage problem-solving, and allow for different perspectives. Teachers aim to provide opportunities for all children to respond to questions using different strategies such as mini whiteboards or hand gestures.

**Modelling:** Teachers model learning processes explicitly, providing clear examples and demonstrating techniques to guide children through new content. Through modelling, teachers help pupils understand how to approach tasks, see and hear the process, ask questions if they are unclear, discuss what they have seen and heard, solve problems, and apply new knowledge effectively.

**Challenge:** We believe in providing appropriate challenge for all children, ensuring that every pupil is stretched and supported in their learning journey. Through differentiation, scaffolding, and targeted tasks, we cater to the individual needs of all learners, ensuring that high expectations are set for all pupils, regardless of their starting point.

**In-the-Moment Feedback:** We understand that timely and targeted feedback is essential for children's development. All staff provide in-the-moment feedback during lessons, addressing misconceptions, extending thinking, and guiding pupils through their learning. This enables children to make immediate improvements, deepening their understanding and ensuring continued progress.

**Independent Practice:** We believe that independent practice is a crucial component of developing confident, capable learners. By ensuring that independent tasks are carefully designed, we help children progress from guided to independent learning, fostering a sense of responsibility for their own educational journey.

**Formative Assessment Techniques:** Assessment is a continuous process, and we use a range of formative assessment techniques to monitor progress, identify gaps in learning, and inform future teaching. These techniques include observation, questioning, peer and self-assessment, and mini-quizzes. Feedback from assessments is used to adjust teaching strategies and provide targeted support where necessary.

**Retrieval Practice:** By actively recalling information from memory, students strengthen their neural connections, improving long-term retention and fostering deeper learning. Integrating retrieval practice into the classroom encourages students to engage with the material more meaningfully, promoting active learning over passive review. It also supports metacognitive development, as students become more aware of what they know and what they need to focus on. It is an essential strategy to help children become independent learners who can apply their knowledge effectively across subjects.

**Closing the Gap Interventions:** At Mundella we understand the importance of targeted, same-day interventions to close learning gaps, address misconceptions, and accelerate progress. Timely and responsive interventions ensure that children remain on track, with potential misunderstandings identified and corrected before they become embedded. By prioritizing rapid support, we aim to create an inclusive and proactive learning environment that empowers all pupils to achieve their full potential.

**Sense of Pride in Children's Work:** We encourage children to take pride in their learning by presenting their work neatly and valuing their efforts. By celebrating achievements, we build children's self-esteem and motivation. We regularly display work in classrooms and throughout the school, ensuring children feel a sense of accomplishment and pride in their learning.

#### Review

This policy will be reviewed regularly to ensure its continued effectiveness and relevance to the evolving needs of our pupils and the school community.

#### Conclusion

Our Teaching and Learning Policy ensures that all children at Mundella Primary School are provided with a high-quality education that is inclusive, challenging, and engaging. By following evidence-based strategies and aligning our approach with the Mainstream Core Standards and the Primary National Curriculum, we strive to create an environment where every child can thrive, feel valued, and take pride in their achievements.