



Teaching and Learning Policy

Date of issue	Next review	Version	Signed: Chair of Governors	Signed: Headteacher
Sept 2021	Sept 2022			

Single Equality Statement

The [Equality Information and Objectives](#) 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. Recently, 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!

The main body of the curriculum would be taught in five week topics. The cross-curricular approach would engage pupils and, by making aspects more relevant, enable learning links at a deeper level.

'Off Plan' Weeks

In addition to these topics classes would also have 'Off Plan' weeks during which teachers can explore broader aspects of the curriculum and explore new, exciting and bold strategies for learning.

'Off Plan' weeks are blocks of time; usually 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. These are often seasonally themed; Christmas, Sports week etc., but are usually given a vague outline within which teaching teams can 'go wild'.

Themes this year include:

- Global Christmas
- Performing Arts
- International Easter
- Careers
- Decades
- Health and Sports

Outdoor Learning and Enrichment (OLE)

Outdoor Learning and Enrichment consists of a series of activities, 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.

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

There are a range of assessment procedures in place in school which fall broadly into two areas; Assessment for Learning (AFL) and assessment that tracks progress of individuals and groups.

Assessment for Learning (AFL)

Assessment for learning is on-going and our teachers continually assess pupil's understanding within lessons through a range of strategies including; questioning, self and peer assessment, learning conversations and target setting. Feedback, both oral and written, is given to learners during lessons and through the marking of books. It provides clear 'next steps' for children's learning. Self and peer assessment are valued strategies, which enable pupil's involvement and ownership of their own learning and progress.

Assessment to Track Progress

A clear assessment cycle is established in the school to support the robust tracking of progress of both individual children and groups of children. Challenging targets are set at the beginning of the academic year and agreed in partnership between the class teachers and the Headteacher or Deputy Headteachers. These form part of teachers' performance management. Pupil progress meeting are held every second term where children's progress and attainment are discussed. Less formal progress meeting are held more frequently. Specific provision is planned for identified pupils.

'Target Tracker' software is used to support, guide, monitor and present the tracking of progress and attainment.

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 and targets 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

The implementation of the policy will be monitored through:

- Learning walks
- Lessons observations
- Planning scrutiny
- Book scrutiny
- Pupil progress reviews
- Pupil interviews
- Parent surveys and feedback following project outcomes
- Governor Monitoring Visits