

MOSAIC SCHOOLS LEARNING TRUST



TEACHING & LEARNING POLICY

Staff responsible: Headteacher and Deputy Headteacher

Date of review: September 2026

Date of next review: September 2027

Teaching, curriculum and learning policy

This policy sets out Marian Vian Primary School's shared approach to curriculum, teaching, learning and assessment. It explains how we provide an ambitious, inclusive and coherently sequenced education that enables all pupils, including pupils with SEND, disadvantaged pupils and pupils facing other barriers to learning, to achieve well.

The policy applies from the Early Years Foundation Stage to Year 6 and should be read alongside the school's curriculum, assessment, SEND and inclusion, behaviour, attendance, safeguarding, early years, equality, homework and professional development policies.

Our approach is informed by the National Curriculum, the statutory Early Years Foundation Stage framework, the SEND Code of Practice, equality legislation and current statutory guidance. It reflects our school context and is implemented in a way that is manageable, evidence-informed and focused on pupils' learning rather than compliance or the production of paperwork.

Aims and ethos

Marian Vian Primary School provides an ambitious, broad, balanced and inclusive curriculum for every pupil. We have high expectations of what all pupils can achieve and do not allow disadvantage, additional need, disability or other barriers to become a reason for limiting access to important knowledge and experiences.

We aim to:

- provide a safe, welcoming and inclusive learning environment in which pupils are known, respected and able to participate fully;
- teach a coherently planned and sequenced curriculum that builds pupils' knowledge, vocabulary and skills from their starting points;
- prioritise communication, language, reading, writing and mathematics as foundations for success across the curriculum;
- identify and address barriers to learning, participation, attendance and achievement promptly;
- provide high-quality teaching, including effective adaptation, so that pupils with SEND and other vulnerable pupils learn successfully alongside their peers wherever appropriate;
- use assessment accurately and proportionately to identify what pupils know, remember and can do, and what they need to learn next;
- develop pupils' independence, curiosity, resilience, wellbeing and readiness for the next stage of education;
- promote equality, respect and understanding of protected characteristics and different backgrounds;
- work constructively with pupils, parents, carers, governors, trustees and external professionals; and
- support staff through purposeful professional learning, collaboration and manageable working practices.

Essential features of effective classroom practice at Marian Vian Primary School

1. Ambitious and inclusive curriculum

Leaders identify the important knowledge, concepts, vocabulary and subject-specific practices that pupils should learn. Curriculum plans set out a clear sequence from the EYFS to Year 6 and prepare pupils for the next stage of education.

All pupils are entitled to study the full curriculum. Adaptations should ordinarily enable access to ambitious curricular goals rather than replace them with less demanding activities. Where an individual pupil follows a materially adapted curriculum, decisions will be based on assessed need, made with appropriate professional and parental involvement, and reviewed regularly.

Subject leaders check whether the intended curriculum is being taught, learned and remembered. They use a proportionate range of evidence, including discussions with pupils and staff, curriculum plans, pupils' work, assessment information and lesson visits.

2. Secure subject and pedagogical knowledge

Teachers have secure knowledge of the subjects and phases they teach. They understand the curricular purpose of each lesson, how new learning connects with prior learning, and the common misconceptions or barriers pupils may encounter.

Where teachers or support staff require additional subject or pedagogical knowledge, leaders provide timely support, coaching, resources and professional development. Staff are expected to engage with agreed professional learning and apply it thoughtfully in the classroom.

3. Explicit, responsive teaching

Teachers explain and model new content clearly, select appropriate examples and representations, and provide supported and independent practice. They use questioning, discussion, retrieval and checks for understanding to determine whether pupils are ready to move on.

Teachers revisit important knowledge over time and help pupils connect new ideas to what they already know. Teaching should be responsive to pupils' understanding without losing sight of the intended curriculum.

No single teaching style, lesson structure or presentational format is required in every lesson. Teachers use professional judgement within the school's agreed curriculum and pedagogical principles.

4. High expectations and adaptive teaching

Staff communicate high expectations for learning, participation, behaviour and presentation. They assume that all pupils can improve and take care not to lower expectations because of pupils' backgrounds or identified needs.

Teachers anticipate barriers and adapt teaching through approaches such as explicit instruction, careful modelling, pre-teaching, scaffolding, adjusted resources, purposeful use of technology, flexible grouping and additional practice.

Adaptations are selected in response to assessed need and reviewed for impact. Scaffolds are reduced when pupils are ready so that they develop fluency and independence. Pupils should not routinely be separated from important curriculum content or receive excessive adult support that creates dependency.

5. Checks for understanding and assessment

Assessment is an integral part of teaching. Teachers use formative assessment during lessons to check pupils' understanding, identify misconceptions and adapt subsequent teaching. Summative assessment is used where it provides valid and useful information about attainment and progress.

Assessment should be purposeful, proportionate and appropriate to the subject and pupils' age. Leaders will not require data collection that does not improve teaching, identify need or support statutory accountability.

Assessment information is interpreted carefully alongside pupils' work, classroom responses and professional knowledge. It is not used in isolation to judge the quality of a teacher or lesson.

Statutory assessment arrangements, including reasonable adjustments and access arrangements, will be followed. The school will take steps to ensure that assessment is accessible and does not create avoidable barriers for pupils with SEND.

6. Feedback

Feedback aims to help pupils improve. It may be verbal, written, whole-class, peer-assisted or provided through self-checking and guided correction. The method chosen should reflect the age of the pupils, the subject, the nature of the task and the intended learning.

Teachers identify significant errors and misconceptions and give pupils meaningful opportunities to respond. Written comments are not required where another form of feedback is more effective. Staff are not expected to produce marking solely as evidence for leaders or inspectors.

7. Learning environment, routines and behaviour

Teachers establish predictable, inclusive routines that maximise learning time and help pupils feel safe. Expectations for listening, movement, discussion, collaboration, independent work and use of equipment are taught explicitly and applied consistently.

Classroom talk may be quiet or animated depending on its purpose. The key expectation is that pupils can learn without disruption and that communication is respectful, safe and productive.

Staff use the school's behaviour policy consistently and understand that some pupils may require reasonable adjustments or additional support. Adjustments should promote successful inclusion while maintaining high expectations and protecting the learning and safety of others.

Inclusion at Marian Vian Primary School

Inclusion is a shared responsibility. Leaders and staff seek to understand the needs, strengths and experiences of pupils who may face barriers to learning, participation, attendance or achievement.

This includes, but is not limited to:

- pupils with SEND;
- disadvantaged pupils and pupils eligible for pupil premium;
- children looked after and previously looked after;
- pupils who have or have had a social worker;
- young carers;
- pupils with medical needs;
- pupils who speak English as an additional language;
- pupils with protected characteristics;
- pupils experiencing poor mental health, bereavement, trauma or family difficulty;
- pupils with persistent or severe absence; and
- pupils receiving alternative provision, where applicable.

The school identifies needs and barriers as early as possible and takes timely, coordinated action. Teachers retain responsibility for the progress and participation of every pupil in their class, including when pupils receive support from teaching assistants or specialists.

The SENDCo works with teachers, leaders, parents, carers, pupils and external professionals to support effective provision. Parents and carers are treated as partners, and pupils' views are sought in ways appropriate to their age and communication needs.

Leaders evaluate whether provision improves pupils' access, participation, independence, learning, attendance and achievement. Provision is changed where it is not having the intended effect.

Reasonable adjustments

The school anticipates and makes reasonable adjustments for disabled pupils in accordance with the Equality Act 2010. Adjustments are communicated effectively to relevant staff and reviewed with pupils and families.

Reading and communication at Marian Vian Primary School

Reading is a central curriculum priority. We develop pupils' spoken language, vocabulary, word reading and comprehension from the EYFS onwards. Pupils encounter a diverse and ambitious range of texts across the curriculum.

Systematic synthetic phonics is taught with fidelity to the school's chosen programme *Little Wandle*. Teaching, books, practice and assessment are closely aligned. Pupils who are at risk of falling behind are identified quickly and receive prompt, targeted support from appropriately trained staff.

Pupils who have not secured age-appropriate reading knowledge continue to receive suitable teaching and practice beyond the early stages. Leaders monitor the impact of additional support and ensure that reading difficulty does not unnecessarily restrict pupils' access to the wider curriculum.

Teachers in all subjects explicitly teach the vocabulary and reading demands pupils need to access curricular content. Communication and language are prioritised in the EYFS and remain an important responsibility across the school.

Writing at Marian Vian Primary School

Writing is a key curriculum priority and an essential means through which pupils communicate, think and learn across the curriculum. We develop pupils' transcriptional and compositional skills systematically from the EYFS onwards, enabling them to write with increasing accuracy, fluency, stamina and purpose.

Pupils are taught the knowledge, vocabulary, grammar, spelling and conventions needed to communicate effectively for a range of audiences and purposes. Teaching includes explicit modelling, shared writing, guided practice and opportunities for independent application. High-quality texts and rich curriculum experiences provide meaningful contexts for writing.

Teachers support pupils to develop automaticity in handwriting, spelling and sentence construction so that cognitive capacity can be devoted increasingly to the content, organisation and effectiveness of their writing. Assessment is used to identify misconceptions and next steps, and pupils who require additional support are identified promptly and provided with targeted teaching.

At Marian Vian Primary School, writing is further strengthened through our Writing Mosaic Musts, which identify the essential knowledge, conventions and transcriptional skills that pupils are expected to secure at each stage of their writing journey. These progressive milestones provide clear expectations from the EYFS to Year 6, including handwriting, spelling, punctuation, grammar, sentence construction and composition. Teachers use the Mosaic Musts to inform teaching, assessment and feedback, ensuring that key aspects of writing become increasingly fluent and automatic over time.

Writing is valued across the curriculum, enabling pupils to apply and strengthen their knowledge in different subjects.

Maths at Marian Vian Primary School

Mathematics is a core curriculum entitlement and equips pupils with the knowledge and confidence required for future learning and everyday life. We teach a coherently sequenced mathematics curriculum that develops secure understanding, procedural fluency and the ability to reason and solve problems.

New mathematical concepts are introduced through carefully selected representations, structures and examples that help pupils make connections and deepen understanding. Teachers use explanation, modelling, questioning and practice to develop pupils' mathematical thinking and secure important knowledge in long-term memory.

Pupils are taught to recall and apply key facts and procedures efficiently while also explaining, justifying and communicating their mathematical thinking. Misconceptions are identified and addressed promptly through responsive teaching and assessment. Pupils who are at risk of falling behind receive timely support, while all pupils are encouraged to think deeply, recognise patterns and develop confidence in tackling increasingly complex mathematical ideas and problems.

At Marian Vian Primary School, mathematical understanding is further strengthened through our Maths Mosaic Musts, which define the essential mathematical knowledge, facts and procedures that all pupils are expected to master before moving on to more complex learning. The Maths Mosaic Musts provide a clear progression from the EYFS to Year 6, encompassing key aspects of mathematical development including number sense, place value, number bonds, multiplication and division facts, calculation strategies, formal written methods, fractions, decimals, percentages and algebraic thinking. Teachers use the Maths Mosaic Musts to identify strengths, address gaps and maintain consistently high expectations for all pupils. This approach ensures that foundational knowledge is secured and committed to long-term memory, enabling pupils to develop the fluency, confidence and flexibility needed to reason mathematically and solve problems successfully across the mathematics curriculum.

Outdoor learning and Bushcraft

Outdoor learning and Bushcraft are distinctive features of the Marian Vian curriculum and make a significant contribution to pupils' personal development, wellbeing and readiness for future life. Through a carefully planned programme led by a dedicated specialist, pupils develop practical knowledge and skills alongside important personal and social competencies that support success both within and beyond the classroom.

Pupils learn about the natural environment through first-hand experiences that encourage curiosity, responsibility and respect for the world around them. Activities including Bushcraft, allotment work and outdoor cooking help pupils understand where food comes from, develop independence and learn about sustainability, conservation and the impact individuals can have on their local and global environment.

The programme provides regular opportunities for pupils to work collaboratively, solve problems, manage risk responsibly and demonstrate resilience when faced with challenge. As pupils develop new knowledge and practical skills in unfamiliar contexts, they learn to evaluate decisions, persevere and adapt their approach when required. These experiences help to strengthen confidence, self-belief and independence, enabling pupils to approach future learning and life experiences with increasing assurance.

Outdoor learning and Bushcraft complement the wider curriculum by providing meaningful opportunities to apply knowledge, communicate effectively, work as part of a team and develop a strong sense of personal responsibility. Through these experiences, pupils develop the confidence, character and environmental awareness needed to become active, responsible and informed members of their communities.

Early Years Foundation Stage (EYFS)

Teaching in the EYFS follows the statutory framework and reflects the school's curricular ambitions. Practitioners identify the knowledge, language, concepts, routines and experiences children need to develop across the seven areas of learning.

Children learn through a carefully considered balance of adult-guided teaching, high-quality interactions and purposeful play. The indoor and outdoor environments are designed to support communication, exploration, sustained thinking, independence and appropriate challenge.

Practitioners know children well and use observation and interaction to decide what support or teaching is needed next. Assessment is proportionate and does not involve unnecessary recording or collection of evidence. Communication and language, personal, social and emotional development, and physical development provide essential foundations. The teaching of early reading, including systematic synthetic phonics where appropriate, is closely aligned with practice and assessment.

Children with SEND or other barriers are identified and supported promptly. Staff work with families and relevant professionals, and transitions into Reception and Year 1 are carefully planned.

Achievement and Impact

Pupils achieve well when they develop secure and increasingly complex knowledge, understanding and fluency across the curriculum; apply what they know in appropriate contexts; and are prepared for subsequent learning. Leaders consider achievement in the round. Evidence may include:

- pupils' responses and explanations;
- the quality and development of work over time;
- curriculum-aligned assessment;
- statutory and published outcomes;
- reading fluency and comprehension;
- successful application and transfer of knowledge;
- progress from pupils' starting points; and
- the achievement of groups that may face barriers.

Leaders compare attainment and progress with relevant national and similar-school information where available, while considering cohort size and school context. They investigate disparities rather than using context to excuse them.

Home-learning

Home-learning may be used to practise, consolidate or extend learning where it is likely to benefit pupils. Expectations will be appropriate to pupils' age and communicated clearly to families.

The school will consider equality of access to time, resources, technology and adult support. Pupils will not be disadvantaged because they cannot access particular resources at home. Alternative arrangements or support will be made where necessary.

Home-learning feedback will be proportionate to the task and may include acknowledgement, self-checking, whole-class review, verbal feedback or written feedback. Teachers are not required to write individual comments on every homework task.

For primary pupils, the policy could prioritise reading, phonics, number fluency and purposeful curriculum activities rather than generic worksheets.

Use of teaching assistants and interventions

Teachers are accountable for the learning of all pupils in their classes. Teaching assistants and other adults supplement, rather than replace, high-quality teaching. Additional adults will:

- receive clear information about the intended learning and pupils' needs;
- promote thinking, communication and independence rather than completing work for pupils;
- use prompts and scaffolds carefully and withdraw them when appropriate;
- communicate significant observations and misconceptions to the teacher; and
- deliver interventions only when suitably trained and supported.

Interventions will have a clear purpose, entry point, intended outcome and review process. Leaders will consider whether pupils are making gains and whether those gains transfer to classroom learning. Intervention should not unnecessarily remove pupils from the curriculum or important class teaching.

Professional development and leadership responsibilities

Role	Core responsibility
Trustees and governors	Assure themselves that the curriculum is ambitious, inclusive and compliant, and that leaders address weaknesses without creating excessive workload.
Headteacher and senior leaders	Establish curriculum and teaching expectations, resource implementation, evaluate impact and ensure safeguarding, equality and inclusion duties are fulfilled.
Subject and phase leaders	Define and support curriculum sequencing, develop staff knowledge, check implementation and evaluate what pupils learn.
SENDCo	Support early identification, adaptive teaching, reasonable adjustments, graduated provision and engagement with pupils and families.
Teachers	Know and teach the curriculum, assess responsively, adapt teaching and retain responsibility for every pupil's learning.
Teaching assistants	Support teaching under teachers' direction while promoting pupil participation and independence.
Pupils	Participate actively, follow routines, seek clarification, respond to feedback and treat others respectfully.
Parents and carers	Support attendance and learning, share relevant information and engage constructively with the school.

Professional development is aligned with school and curriculum priorities, staff needs and evidence about pupils' learning. It includes subject knowledge, pedagogy, assessment, SEND, safeguarding and inclusion. Leaders evaluate whether professional learning changes practice and benefits pupils.

Planning and workload principles

Planning should clarify what pupils need to learn, how content is sequenced, how understanding will be checked and how barriers will be addressed (including appropriate adaptations to meet all needs). It may take different forms according to subject, phase and teacher experience. The school does not require:

- individual written lesson plans for routine lessons;
- a prescribed lesson-plan template;
- separate tasks for every identified group;
- written learning objectives in every pupil's book;
- written marking of every piece of work;
- excessive photographic or written evidence; or
- documents produced solely for inspection.

Shared plans and published resources may be adapted where they support the intended curriculum. Teachers remain responsible for ensuring that materials are accurate, appropriate, accessible and responsive to pupils' learning.

Responsible technology and AI

Digital technology, including generative artificial intelligence, may be used by staff where it improves access, teaching, learning or staff efficiency. It must not replace teachers' professional judgement or meaningful pupil thinking.

Staff must follow the school's safeguarding, data protection, copyright and acceptable-use requirements. Personal or sensitive pupil information must not be entered into unapproved systems. AI-generated content must be checked for accuracy, bias, age appropriateness and accessibility before use.

Pupils will be taught to use digital tools safely, critically, ethically and in ways appropriate to their age. Teachers will establish when technological assistance is permitted and how pupils should acknowledge its use.

Pupils at Marian Vian Primary School are learning successfully when they:

- **understand the purpose** of what they are learning and connect it with prior knowledge;
- **develop secure knowledge**, vocabulary, understanding and fluency over time;
- **think hard** about suitably challenging content;
- **participate successfully**, with reasonable adjustments where required;
- **explain, discuss, practise and apply** what they have learned;
- **respond to feedback** and correct misconceptions;
- **remember important content** and use it in later learning;
- **read and communicate** with increasing confidence;
- **become more independent** as scaffolding is withdrawn; and
- **feel safe to make mistakes**, ask questions and seek support.

Where pupils are not learning successfully, staff investigate the possible reasons. These may include gaps in prior knowledge, unclear explanation, unsuitable task design, weak curricular sequencing, unmet SEND, language barriers, absence, emotional or safeguarding concerns, insufficient practice or disruption. Staff adapt provision and seek further support where needed.

Monitoring and quality assurance

Leaders evaluate the quality and impact of curriculum and teaching through a proportionate range of evidence over time. This may include curriculum discussions, lesson visits, review of pupils' work, assessment information, pupil and parent voice, staff discussion, attendance and behaviour information, and the experiences and outcomes of identified groups.

No single piece of evidence will be used in isolation to make high-stakes judgements about teaching. Feedback will be developmental, specific and linked to agreed curriculum or professional priorities. Leaders will pay particular attention to whether:

- the intended curriculum is taught coherently;
- teaching enables pupils to understand and remember important content;
- assessment identifies misconceptions and informs teaching;
- adaptations enable pupils with SEND and other barriers to participate and achieve;
- additional support has demonstrable impact;
- pupils learn to read successfully;
- disparities in participation, attainment and progress are identified and addressed; and
- staff receive the knowledge, resources and development needed to improve provision.

Related school/Trust policies

- Curriculum policy and subject curriculum documents
- Assessment policy
- SEND and inclusion policy/SEND information report
- Accessibility plan
- Equality information and objectives
- Behaviour policy
- Attendance policy
- Safeguarding and child-protection policy
- Early Years policy
- Reading and phonics policy
- Homework policy
- Relationships, health and sex education policy
- Supporting pupils with medical conditions policy
- Pupil premium strategy
- Looked-after and previously looked-after children policy
- Online safety and acceptable-use policy
- Staff professional development policy
- Data protection policy