

Unlocking Every Child's Potential as a Unique
Child of God

Teaching and Learning Policy

June 2026

Agreed by staff:

Ratified by Governing Body:

Review Date

In our school, our Christian vision shapes all we do.

Vision Statement: ***Unlocking every child's potential as a unique child of God***

Introduction

Our aim is to nurture every child by recognising and developing their unique strengths while providing an excellent academic, social, emotional, and physical education. Rooted in our core values - friendship, thankfulness, perseverance, respect, reverence, responsibility, and creativity - we promote a lifelong love of learning that is both enjoyable and rewarding. Through engaging teaching, we equip children with the skills, knowledge, and understanding they need to make informed choices and lead happy, fulfilling lives.

This policy is aligned with the EYFS statutory framework, National Curriculum and the Essex agreed syllabus for RE and the Education Inspection Framework.

Our aims

- To provide a safe and caring environment supported by Christian Values.
- For pupils to have a passion for creative learning and develop perseverance.
- To understand the importance of teamwork, independence and friendship.
- To respect and be thankful for the natural environment and God's world around us.
- To enable pupils to become responsible, happy, resilient citizens to ensure a successful future.

Curriculum

At Mountnessing, our curriculum is engaging, ambitious, carefully sequenced and appropriately challenging, meeting the needs of all pupils regardless of background or circumstance.

Curriculum planning ensures clear progression and coherence from EYFS to Key Stage 2, enabling pupils to build knowledge and remember more over time. Lessons are planned with clear learning objectives, build on prior knowledge and take account of all pupils' needs.

Teachers adapt teaching in response to pupils' understanding, ensuring all learners are supported and challenged. We maintain high expectations for achievement and learning behaviours within a broad, balanced and vocabulary-rich curriculum, encouraging every pupil to strive for excellence while developing their individual passions and talents.

We use the following range of carefully selected schemes to enhance teaching and learning, ensuring they align closely with our curriculum, desired outcomes and school values.

Links to the progression documents/whole school overview for each scheme can be found on our website.

Subject	Scheme
Early reading	Little Wandle Phonics
English Writing	Essential Writing
Maths	White Rose Maths
PHSE and RHSE	Jigsaw
DT	Kapow Primary
Computing	Kapow Primary
Music	Oak Academy
French	Language Angels
PE	Get Set 4 PE

Teachers plan the other subjects (science, RE, history, geography, art) in alignment with the school's curriculum documents, available on the website, ensuring lessons are creative, engaging and rich in subject-specific vocabulary to support high-quality learning for all pupils.

Effective Teaching

Teaching at Mounthessing is underpinned by high-quality, inclusive practice that promotes progress and deep understanding for all pupils. Teachers deliver Quality First Teaching, explicitly teaching key concepts, vocabulary and misconceptions.

Lessons are well structured, typically including clear explanation and modelling, opportunities for guided and independent practice, effective questioning, and time for review and reflection. Teaching builds on prior knowledge supports pupils to secure knowledge over time.

Teaching is adaptive and responsive to pupils' needs, using strategies such as scaffolding, targeted questioning, flexible grouping and appropriate challenge for all learners. Teachers plan effectively for the diverse needs within their classes, including pupils with SEND, EAL, disadvantaged pupils and those with high attainment.

A range of approaches ensures learning is engaging and accessible, and additional adults are deployed effectively. As a result, pupils develop confidence, secure understanding and thrive as independent learners.

Assessment for Learning

Assessment for Learning is integral to daily teaching and is used continuously to inform and adapt both planning and lesson delivery. Teachers use active observation, questioning, and targeted support to assess understanding and respond in real time.

Feedback, whether verbal or written, is timely, purposeful and focused on improving learning rather than simply correcting work. It is used to guide pupils in understanding how to improve.

Effort, strong presentation and achievement are recognised and celebrated through positive reinforcement, sharing of work, the school's reward systems, promoting motivation and confidence.

Summative assessment is used to track progress and inform future planning. It takes place termly and at key points across the school to measure attainment.

Statutory assessments include the EYFS Good Level of Development (GLD), Phonics Screening Check (Year 1/2), Multiplication Tables Check (Year 4), and Key Stage 2 SATs (Year 6).

Teacher assessments across core and foundation subjects provide an accurate picture of pupils' knowledge, skills and understanding, supporting the identification of strengths and next steps.

The Learning Environment

The learning environment at Mountnessing is well-organised, purposeful and engaging, enabling pupils to focus and succeed. Classrooms reflect current learning and promote curiosity and independence.

A safe and supportive environment ensures pupils feel valued and motivated, enabling them to succeed and develop a secure understanding of their learning.

Displays support learning through the use of working walls and key vocabulary, while also celebrating pupils' achievements. All pupils have access to appropriate resources to support and enhance their learning.

Learning Behaviours and Effective Learning

Learning behaviours at Mountnessing are underpinned by the school's behaviour policy, which promotes a positive, inclusive and purposeful climate for learning. Expectations are clear and consistently reinforced, ensuring pupils feel safe, respected and ready to learn.

Pupils are encouraged to take responsibility for their learning and behaviour, developing independence, resilience and self-regulation. Staff build strong, positive relationships based on kindness and respect, ensuring all pupils are valued and treated fairly.

Pupils experience a range of learning opportunities, including discussion, group work, independent tasks, investigations, outdoor learning and technology. Opportunities for creativity, physical activity and enrichment are embedded throughout. Pupils are encouraged to reflect on their learning. Learning is further enhanced through educational visits, fieldwork, guest speakers and links with the local community, providing meaningful context and engagement.

In every aspect of school life, all pupils, regardless of need or background, are supported to participate fully and thrive.

Inclusion, SEND and Equality

Inclusion is central to all aspects of school life. We are an **inclusive school where the** achievements, attitudes and well-being of every individual are valued.

All staff are committed to removing barriers to learning and ensuring that every pupil is supported and succeeds. Pupils are regarded as individuals, and their needs are carefully considered in both teaching and wider provision.

The school is committed to providing equal access to a broad and balanced curriculum. Through high-quality teaching, appropriate adaptations and targeted support, all pupils, including those with SEND, EAL, disadvantaged pupils and those with high attainment, are supported to thrive, achieve their full potential and develop as confident, independent learners.

Monitoring and Evaluation of Teaching and Learning

Teaching and learning is monitored by SLT through lesson visits, learning walks, book scrutiny, planning reviews, pupil voice and assessment data.

Findings are used to inform school improvement priorities and professional development, ensuring continued improvement in teaching and outcomes.

Out of hours learning (including homework)

The school provides a range of out-of-hours learning opportunities, such as clubs and enrichment activities, which may vary depending on staff expertise and availability.

Learning at home is an important part of a child's development. It helps to build independence and organisation, strengthens the link between home and school, and enables parents and carers to support their child's learning.

Teachers set weekly homework appropriate to their age-group. This typically includes reading, spelling or phonics, a maths activity and a topic or English-based task. Homework is designed to support learning while allowing time for other interests.

Parents/carers are encouraged to organise homework around the children's other interests. Expectations increase as pupils move through the school.

Pupils are encouraged to read daily with an adult at home.

Professional Development

Professional development is continuous and aligned with school priorities and individual needs. Staff engage in ongoing CPD to remain current with curriculum developments and effective teaching practices.

Teachers reflect on their practice and are supported through training, collaboration and external opportunities, promoting a culture of continuous improvement.

Roles and Responsibilities

- **SLT:** Set strategic direction, monitor quality as described above and support staff development.
- **Headteacher & Governors:** Ensure effective use of resources, monitor impact of teaching on pupil outcomes and uphold standards.
- **Teachers:** Plan and deliver high-quality lessons, use assessment to adapt teaching, and maintain high expectations.
- **Teaching Assistants:** Support learning and deliver targeted support.
- **Pupils:** Engage positively and demonstrate resilience and respect.
- **Parents/Carers:** Work in partnership with the school to support attendance, learning and wellbeing.

Policy Review

This policy will be reviewed every two years by the SLT and governors to ensure continued alignment with National Curriculum expectations and best practice.

Marking and Feedback Appendix.

Marking and feedback should be **manageable for teachers and meaningful for pupils**. It is used to inform assessment for learning (AfL), helping to plan or adapt subsequent lessons as well as helping pupils understand how to improve.

Learning objectives will be highlighted using a consistent colour-coded system across all subjects.

- **Green highlight:** learning objective achieved.
- **Yellow highlight:** developing understanding; further practice needed.
- **Pink highlight:** reteaching required or the objective needs adapting for the child.

In Maths:

- Children should understand their mistakes to support progress.
- Where appropriate, children can mark their own work during the lesson. This provides instant feedback when done properly.
- Children should mark work and complete corrections using purple pen.
- Errors must be corrected either independently by the child or with support.
- Time must be built into the lesson or the following day for children to make corrections.

In English:

- Teachers should either correct spelling, grammar and punctuation or indicate errors for the child to correct independently.
- Time must be built into the lesson or the following day for children to respond to marking.
- Children should complete corrections using purple pen.
- Independent writing at the end of a unit should be marked in greater depth to highlight strengths and next steps.

Marking Code
















All teachers mark in green pen.

They may use green highlighter or green ticks to highlight good examples of the success criteria, a great vocabulary choice or well used punctuation.

It is also used by the teacher to highlight some inaccuracies in spelling or grammar or in areas where improvement can be made. (not all spellings or grammatical errors are marked to ensure children are not left despondent)

For writing moderation, a teacher may note required features in the margin.

We do not use written feedback where a child is unable to read and understand it.

General Marking	
	This is correct or a good example
	This is incorrect
	The child worked with adult support
	This is an independent piece
	Is used by the children to edit work, make corrections, add details, complete interventions and peer mark.
	A teacher may choose to correct a word (with or without sound buttons) The child should copy that word.
Where children are expected to correct errors	
	Spelling correction for child to find or can be underlined by teacher.
	This needs changing eg a capital letter in the middle of the word.
	I'm not sure what this says/means. Please explain.
	Check the punctuation on this line.
	New paragraph
	Missing word or words
Self Assessment	
	Written by the child, next to the learning objective
	if they think they have achieved the learning objective and can confidently apply it.
	if they understood some parts of the lesson but need further practice to be secure.
	if they did not understand the lesson and did not achieve the learning objective.