

PRESTON HEDGES ACADEMY TRUST ALIGNMENT POLICY

This section should be completed following ratification of the Policy.

	Name	Signature	Date
Chair of the Trust Board	Becky Hickford		June 2020
Vice Chair of the Trust Board	Jane Murray		June 2020
Chief Executive Officer	Paul Watson		June 2020
Recommended Review Date:	September 2021 – With Buckton open.		

Ownership

Preston Hedge's Academy Trust is responsible for the production and maintenance of this document. It is issued by the Clerk, clerk@prestonhedges.org to whom any change requests or queries should be directed.

Version Control

This document is issued and maintained in accordance with Preston Hedge's Academy Trust procedures. Any change to the document will increase its version number. It is the responsibility of the reader to check with the Clerk that this is a currently valid copy.

Version	Date	Description of Change	Changed By
1	January 2019	First Draft	Exec Team
2	December 2019	Annual update	Exec Team
3	June 2020	Review as required before MAT growth	Exec Team

Preston Hedge's Academy Trust Alignment Policy

This policy is designed to provide an overview of the practise the Trust aligns across its schools to best fulfil its purpose and vision, thereby ensuring the best possible outcomes for all pupils.

Year R

All schools will fully adopt our Year R philosophies in relation to:

Transition arrangements

Phonics & Handwriting (see sections below)

A themed approach to curriculum that shapes expectations of practice around child and adult initiated learning, the promotion of language and number and the quality and use of the outdoor environment as outlined in the Early Years Policy.

Discrete Maths & English lessons

A commitment to moderation for Baseline, Mid-Year and End of Year

A commitment from all staff members to participate in MAT events, visits and meetings

Phonics

Phonics is introduced to Reception from September on a daily basis and there after continues formally in small groups following assessment from October and throughout Year 1.

Handwriting

As a Trust we follow the Cursive Script from Year R and throughout the rest of the school years. Reception have daily handwriting sessions from September and this continues throughout Key Stage One. In Key Stage Two the frequency of sessions is matched to the needs of the children.

Learning Structures

Objectives, Challenge Objectives & Success Criteria or Top Tips will be used in English and Maths from Years 1-6

A progressive approach to learning will underpin key learning in Mathematics and English from Years 1-6. This is supported by key Trust documents which enables learning to build overtime for all pupils in these areas.

Curriculum

All schools in the Trust share a commitment to adopting the MAT curriculum for all non-core areas. Schools have the freedom to introduce their own curriculum themes to cover the skills and knowledge outlined by the Trust. However, where this is not successful, the CEO reserves the right to adjust this, to ensure that the philosophies of the Trust's curriculum are clear.

At the end of each year, National Curriculum judgements should be reached for each child in each curriculum area.

SPAG

To be taught discretely from Year 3 (or Year 2 at the discretion of Principal) daily. SPAG will be included in the yearly assessment cycle.

Assessment Cycle

All schools will carry out the same tests at the same point as agreed by the Executive Team in September of each year. The tests included within this are:

Yr R Baseline and moderation

Phonics -As agreed by Principals in line with Assessment cycle.

Year 2 – Dec, Feb & Apr

Years 3-5 Dec, Mar & June

Year 4 Multiplication – Dec, Mar & June

Year 6 – At appropriate points as agreed by Executive Team and Phase 3 Leaders.

In Writing, all schools will follow the MAT Writing grid, with cross school moderation in Dec, Apr & June.

English & Mathematics Philosophies

Every term Maths & English leads or senior team members will meet to review Trust wide practice to inspire innovation and share best practice.

In Maths each school must adopt an interactive, progressive approach to teaching and learning, which includes an arithmetic focused day each week and a consistent focus on Reasoning as part of the curriculum.

English will follow a structure of Reading into Writing.

School Development & Improvement Plans

School leaders working with the CEO, will identify Trust wide priorities prior to the end of term 6, to be agreed by the Trust Board.

The MAT educational priorities will be agreed ready for the Trust Board by the end of the second week of term 1, ready of the approval of the Trust Board.

All individual school improvement plans and action plans will be finalised and approved by the end of September.

Further updates and reviews will occur in January and April.

School Evaluations will be completed by the end of September and reviews will occur in January and April.

Behaviour & Values

All schools must follow the agreed stages within the Trust Behaviour Policy.

Individual Rewards and sanctions can be applied locally.

Each school must have five or six school values. These can be individual to each context and thought must be given to how these reflect each school's individual character or uniqueness.

Exemption & Review

Any school wishing to be exempt from any aspect of the Alignment Policy must seek agreement from the Executive Team. The Executive Team must be fully in agreement of any change and this must be approved by The Chief Executive Officer.

Principals will review the policy annually in conjunction with the Chief Executive Officer and Trust Board.