



Curriculum Teaching and Learning Policy

Document Control

Organisation	The Saints’ Federation All Saints’ C/W Primary School St David’s Church in Wales Primary St Mellon’s Church in Wales Primary
Title	Curriculum Teaching and Learning Policy
Author	School
Owner	Executive Head Teacher and Governing Body
Protective Marking	NOT PROTECTIVELY MARKED
Review date	3 Years

Revision History

Revision Date	Revision	Previous Version	Description of Revision
	1.0	N/A	Policy created and signed off
May 2026		1.0	Name change to include St Mellon’s CiW Primary in The Saint’s Federation

Signed by Chair of Governors on behalf of the Governing Body

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Signed by the Executive Headteacher:

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Date approved: (by full Governing Body)

Rationale

At The Saints Federation we are committed to fostering a dynamic, inclusive and values-driven learning environment.

Our curriculum is designed to be holistic, expressive and enriched, embedding skills across all 'Areas of Learning and Experience' (AoLEs), through authentic, engaging, and meaningful experiences. Staff lead innovation and change is implemented collaboratively to ensure that all learners thrive and flourish.

Aligned with our schools mottos, we believe that learning is a lifelong journey for pupils and staff.

We aim to cultivate a culture of curiosity, resilience, and reflection that nurtures academic achievement and personal growth.

Aims

- Deliver a high-quality, inclusive education rooted in Christian values.
- Support all learners, regardless of background or ability, to achieve their full potential.
- Promote wellbeing through a caring, inclusive, and supportive ethos.
- Develop ambitious, capable learners prepared for lifelong learning.
- Inspire enterprising, creative contributors to participate fully in life and work.
- Shape ethical, informed citizens who respect others and contribute to society.
- Foster healthy, confident individuals ready for fulfilling lives.
- Cultivate high expectations, aspirations and celebrate success.
- Encourage independent thinking, problem-solving and deep questioning.
- Embed habits of lifelong learning: curiosity, resilience, collaboration, and imagination.
- Include importance of Welsh heritage and culture
- Rich, authentic learning within a diverse and anti-racist curriculum.
- Building strong positive relationships within the school's community

Core Values

Our Christian values are at the heart of the school life, deeply embedded in both our curriculum planning and the fabric of our school culture:

	Year A	Year B
Autumn	Term A - Generosity Term B - Compassion	Term A - Thankfulness Term B - Perseverance
Spring	Term A - Courage Term B - Forgiveness	Term A - Truthfulness Term B - Justice
Summer	Term A - Trust Term B - Peace	Term A - Friendship Term B - Respect

Curriculum Structure and Design

Our curriculum reflects the four purposes of the Curriculum for Wales, ensuring all pupils become:

- Ambitious, capable learners
- Enterprising, creative contributors
- Ethical, informed citizens
- Healthy, confident individuals

The four purposes are the starting point for all decisions around curriculum design. Our curriculum is planned in a way that supports all our learners to make progress towards them.

In the **Curriculum for Wales**, the **integral skills** are essential components that support the development of the **Four Purposes**, the overarching goals for learners in Wales.

These skills are not taught in isolation but are embedded across all 'Areas of Learning and Experience (AoLEs)' to ensure learners are well-rounded, adaptable, and prepared for the future.

The Integral Skills are:

1. Creativity and Innovation

- Encouraging curiosity, imagination, and the ability to generate and explore new ideas.
- Supporting learners to connect knowledge and experiences in novel ways and justify alternative solutions.

2. Critical Thinking and Problem-Solving

- Developing the ability to ask meaningful questions, evaluate evidence, and make reasoned decisions.
- Encouraging learners to analyse situations, identify problems, and propose thoughtful solutions.

3. **Personal Effectiveness**

- Fostering emotional intelligence, confidence, and independence.
- Promoting self-awareness, responsibility, and the ability to reflect on learning and personal growth.

4. **Planning and Organising**

- Helping learners set goals, manage time and resources, and adapt to changing circumstances.
- Encouraging reflection accuracy, and the ability to monitor progress and outcomes

These skills are designed to help learners:

- Create and recognise different types of value (e.g., social, cultural, financial, and learning value).
- Navigate complex and changing environments.
- Work across disciplines, synthesising and analysing information from various sources.
- Engage with global challenges such as sustainability and technological change.

Our bespoke curriculum is pupil-led, inclusive, and designed to foster cross AoLE connections and high engagement and is designed in a way that ensures learning and teaching encompasses all six Areas of Learning and Experience (AoLE); all AoLEs have equal status.

Our school curriculum provides opportunities for our learners to engage with and develop their understanding of the key concepts within all the Statements of What Matters. Our curriculum uses the WMS (What Matters Statements) to guide the selection of all curriculum content.

Progression and Principles of Progression

Progression is at the heart of curriculum design and when selecting the content of our curriculum and assessment, we use the principles of progression for each area to inform our approach to progression.

Our curriculum includes the following mandatory elements:

Welsh

Relationships and sexual education (RSE)

RVE

Cross-curricular skills (literacy, numeracy and digital competence)

Key Features of Progression:

- **Principles of Progression** guide how learning should develop across each **Area of Learning and Experience (AoLE)**.
- These principles focus on **increasing depth, complexity, and sophistication** in knowledge, skills, and experiences.
- Schools use these principles to **design learning experiences** that are developmentally appropriate and responsive to learners' needs.
- Progression is **not linear**—learners may move forward at different rates in different areas.

How It Informs Curriculum and Assessment:

- When selecting content, schools consider **how it contributes to long-term learning goals**.
- Assessment is used **formatively**, helping teachers understand where learners are on their journey and how to support their next steps.
- Teachers use progression to **plan, adapt, and personalise** learning pathways.

Mandatory Elements of the Curriculum for Wales

While schools have flexibility in designing their curriculum, there are **mandatory elements** that must be included to ensure a broad and balanced education:

1. Welsh

- All learners must be taught Welsh.
- The aim is to develop **bilingual competence** and foster appreciation of **Welsh language and culture**.

2. Relationships and Sexuality Education (RSE)

RSE is a statutory part of the curriculum for all learners.

- It is **age-appropriate**, inclusive, and grounded in **rights-based and ethical principles**.
- It supports learners to develop **healthy relationships**, understand **consent**, and respect **diversity**.

3. Religion, Values and Ethics (RVE)

- RVE replaces Religious Education and is mandatory for all learners.

- It encourages **critical thinking** about beliefs, ethics, and values.
- It is **inclusive and pluralistic**, reflecting a range of religious and non-religious worldviews.

4. Cross-Curricular Skills

These are essential for success across all learning and life contexts:

- **Literacy:** Developing communication skills in reading, writing, speaking, and listening.
- **Numeracy:** Applying mathematical understanding in real-life and cross-disciplinary contexts.
- **Digital Competence:** Using digital tools safely, creatively, and effectively.

These skills are **embedded across all AoLEs**, not taught in isolation, ensuring learners can apply them in varied and meaningful ways.

Cross-Cutting Themes

In the **Curriculum for Wales**, **cross-cutting themes** are important areas of learning that span across all **Areas of Learning and Experience (AoLEs)**. These themes are not standalone subjects but are intended to be **embedded throughout the curriculum**, helping learners make connections between different areas of knowledge and real-world contexts.

The Main Cross-Cutting Themes Are:

1. **Relationships and Sexuality Education (RSE)**

- A statutory requirement for all learners aged 3–16.
- Focuses on developing healthy, respectful relationships, understanding sexuality, and promoting equality and inclusion.
- Encourages learners to make informed decisions and understand their rights and responsibilities.

2. **Human Rights Education**

- Helps learners understand their own rights and the rights of others.
- Encourages respect, empathy, and active citizenship.
- Supports the development of ethical, informed citizens—one of the Four Purposes.

3. **Diversity**

- Promotes understanding and appreciation of different cultures, identities, and perspectives.
- Encourages inclusive attitudes and challenges prejudice and discrimination.
- Supports a curriculum that reflects the diverse society of Wales and the wider world.

4. **Careers and Work-Related Experiences (CWRE)**

- Prepares learners for the world of work by developing employability skills and career awareness.

- Encourages ambition, enterprise, and an understanding of the changing nature of work.
- Includes real-life experiences such as enterprise projects, workplace visits, and interactions with employers.

5. **Local, National, and International Contexts**

- Encourages learners to explore their identity and place in the world.
- Helps them understand how local actions can have global impacts.
- Promotes global citizenship and awareness of global challenges like sustainability and climate change.

These themes are designed to:

- **Enrich the curriculum** by connecting learning to real-life issues.
- **Support the Four Purposes** of the curriculum.
- **Promote equity, inclusion, and wellbeing** across all learning experiences.

Pedagogical Principles

This policy recognises the importance and value of the 12 Pedagogical Principles which underpin the Curriculum for Wales. All teaching staff are encouraged to collaborate with colleagues to develop these strategies, ensuring that all learners have the best possible learning experiences at The Saints Federation.

“Teaching is a lifetime’s craft. Every teacher needs to improve, not because they are not good enough, but because they can be even better.” (Professor Dylan William).

The 12 Pedagogical Principles are:

- Create authentic contexts for learning
- Encourage learners to take responsibility for their own learning
- Support social and emotional development and positive relationships
- Encourage collaboration
- Focus on the 4 purposes
- Use assessment for learning to accelerate progress
- Sustained pupil effort to reach but high but attainable goals (challenge and support)
- Employ a broad repertoire of teaching approaches
- Promote problem solving, creative and critical thinking

- Build on previous knowledge and experience to engage interest
- Make connections with and across the Areas of Learning
- Reinforce cross curricular responsibilities, literacy, numeracy and digital competency.

We believe that good teaching and learning should:

- maintain a consistent focus on the 4 purposes of the curriculum
- challenge all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.
- employs a blend of approaches, including direct teaching
- employs a blend of approaches including those that's promote problem solving, creative and critical thinking
- set tasks and select resources that build on previous knowledge and experience and engage interest
- create authentic contexts for learning
- employ assessment for learning principles
- cover a range within and across areas of learning and experience
- regularly reinforce cross curriculum responsibilities, including literacy, numeracy and digital competence, and provide opportunities to practise them
- encourage children and young people to take increasing responsibility for their own learning
- supports social and emotional development and positive relationships
- encourages collaboration

Our vision for learning and teaching across the schools is:

Teaching and Learning Expectations

All teaching in our schools is underpinned by high-quality interactions, responsive teaching, and purposeful learning. Lessons are expected to:

- Be active, engaging, and appropriately challenging for all learners
- Share clear learning objectives and child-friendly success criteria

- Incorporate pupil voice, questioning, and peer/self-assessment
- Make skills transferable through real-life, contextualised learning
- Use AfL effectively to adapt teaching in real time
- Emphasise oracy, reading, writing, numeracy and digital skills development
- Use high-quality resources and deploy support staff effectively
- Encourage pupil independence and responsibility for learning

Effective Teaching Strategies

Our approach is grounded in evidence-based pedagogy.

Effective teachers across our schools:

- Build strong relationships with pupils
- Use modelling, scaffolding and guided practice
- Provide timely feedback that leads to progress
- Use open-ended questioning to deepen thinking
- Create structured, well-paced lessons with appropriate challenge
- Make flexible use of grouping and differentiation
- Celebrate effort and progress consistently

Effective Learning Approaches

We recognise multiple learning styles and intelligences, encouraging:

- Active, experiential learning
- Problem-solving and inquiry-based tasks
- Pair, group, and independent work
- Reflective and metacognitive strategies

- The creative habits of mind: inquisitiveness, collaboration, discipline, imagination, persistence

Assessment and Feedback

Assessment is formative, ongoing, and used to inform planning. Pupils are involved in assessing their learning, with time given for response to feedback. Targets are individualised and regularly reviewed.

Assessment and feedback have two purposes; To enable pupils to act upon feedback to make progress over time; to inform future planning and teaching.

- Teachers must have a secure overview of progress data and target grades for all learners
- Feedback must be primarily formative and must be specific and positive giving clarity about what pupils must act upon.
- Feedback must be regular and timely
- Teachers must use the whole-school feedback codes
- Teachers must ensure that pupils reflect that they understand their work robustly and that they know clearly how to improve their work after teachers' oral and written feedback
- Teachers must give pupils time to act upon their feedback.

Our schools use a range of assessment strategies to support teaching and learning, including both summative and formative assessment arrangements. Progress is tracked through a variety of assessments across the year, alongside observations, marking, and feedback.

Feedback plays a central role in this process, as it is used not only to assess pupils' current understanding but also to provide clear, constructive guidance on next steps, ensuring pupils know how to improve and make progress.

Teachers use feedback to celebrate strengths, address misconceptions, and set achievable targets, which in turn informs future planning and teaching. There is a shared understanding of progression across the school, with staff working collaboratively to ensure consistency in expectations, and termly assessments are used to monitor pupil outcomes, evaluate progress, and identify areas where additional support or challenge may be required.

Progression Step One Provision

In Progression Step One, we prioritise play-based, first-hand learning experiences that enable our learners.

All staff are:

- Reflective of pupil interests and curiosity
- Balanced between adult-led and child-initiated learning
- Supported by consistent, high-quality interactions
- Set in both indoor and outdoor learning environments

Planning for Learning

Planning is a process not a product. Its primary function is to enable high quality delivery which meets the needs of all pupils.

- Be clear and precise about the knowledge / skills you want students to learn, not just what you want them to do – backward planning strategy
- Planned activities, including homework, must be designed to facilitate learning
- long-term planning includes schemes of work, mid-term overviews and short-term planning
- Differentiation must be incorporated into both long-term and short-term plans, ensuring that the needs of all pupils and groups of learners are met

Teaching

Classroom teaching has the greatest influence on pupils' learning.

- Teachers should ensure **excellent subject knowledge** and that the planning of tasks are accurate and manageable
- Teachers must **be clear about what they want the children to know** by the end of the session, lesson, or sequence of learning and share this with the pupils.
- Teachers should **link pupils learning to previous knowledge and understanding**.
- Teachers must **model what excellent looks like** and draw for the pupils what they need to do to be successful (**co-construct success criteria**).
- All pupils should be **challenged and supported** to ensure that they are working to their true abilities
- Teachers must **target the next steps in pupils' learning** rigorously to ensure that differentiation meets the needs of all pupils effectively. Learning support assistants should be deployed effectively.

- Teachers must ensure that the teaching and facilitation practices **ensure that all pupils remain engaged during tasks**
- Teachers must ensure that pupils reflect that they **understand their work** robustly and can articulate their learning.
- Pupils must know clearly **how to improve their work** after teachers' oral and written feedback
- All **pupils should** develop key strategies to become more independent.
- All teachers must deliver appropriate elements of the **three cross-curricular responsibilities** (literacy, numeracy and digital competence) and assess pupil progress in these skills
- **Go with the learning:** the flow of great progress is more important than sticking rigidly to the lesson plan
- Teachers must always ensure that **learning is embedded** through checking that it is incisive, systematic and effective

Equalities

Every child regardless of race, gender or disability will have access to the curriculum at a level appropriate to their individual needs, in order that every child may experience success personal development through their participation in learning.

Classroom Environment

Classrooms are engaging, inclusive and well-organised. Displays are used appropriately to enhance and support learning and celebrate pupil achievement. Resources are accessible to foster independence.

Support Staff Deployment

Support staff play an active role in lesson delivery and pupil support. Planning and feedback time with teachers is prioritised to ensure maximum impact.

Parental Engagement

We value strong home-school partnerships. Parents are informed about the curriculum and encouraged to support learning through:

- Workshops, newsletters and consultation evenings
- Home/school learning tasks
- Shared reading and learning conversations

Governance and Monitoring

Governors support and review teaching and learning through:

- Oversight of resources and curriculum design
- Monitoring progress and attainment
- Supporting staff development and wellbeing

While it is true that feedback, planning and teaching should adapt to suit the learners' needs; this policy outlines the whole-school "non-negotiables" in these three key areas.

If any detail is not included within the policy it is not required. That does not mean it cannot be used.

This policy defines consistent approaches to feedback and planning, alongside key whole-school teaching strategies. It will allow teaching staff to build up a repertoire of expertise, knowing that what they are doing in these key areas is consistent with what is going on in other classrooms across the school. It will also allow our teachers to support each other as we continue to improve the quality of teaching and learning across the curriculum.

Appendix 1

Assessment and Feedback

- 1. Teachers must have a secure overview of the starting points, progress and context of all pupils.**

A secure overview means that:

- a) all teachers understand and use the data held on each learner, as part of the whole-school tracking process, effectively.

This includes:

- i. Previous attainment data (reading ages, writing ages, spelling ages, maths ages etc.)*
- ii. School Support Plans and ALN One Page Profiles*

- b) Teachers should understand a pupil's overall strengths and weaknesses.

- c) Teachers must be aware of the link between pupil wellbeing and learning.

This entails:

- i. Ensuring that the Behaviour policy is adhered to

- ii. Maintaining an awareness of specific pupil wellbeing information that is shared with staff
- iii. To attend appropriate briefing sessions and liaise effectively with the ALN team

Where data is not available, teachers should find out what the pupils already know before teaching a unit of work/topic to be able to pitch their lessons correctly and to be able to target the **next steps in pupils' learning** rigorously. ensuring that differentiation meets the needs of all pupils effectively

2. Marking must be primarily formative, may be selective and may include a specific comment which is clear about what pupils must act upon.

Primarily formative means that the focus of your marking must be showing pupils how they can improve.

- a) Teachers must ensure that comments relate back to shared success criteria and encourage pupils to develop a growth mindset.
- b) Formative feedback should include frequent use of self and peer-assessment. Pupil judgements must be guided by shared success criteria
- c) Where possible, teacher feedback should be a combination of verbal feedback and live marking.
- d) Give time for pupils to respond to your feedback

This time must allow pupils to close any gaps in their knowledge, understanding and skills, to redo and improve work (e.g draft, re-draft) and to also talk about their learning and progress.

Pupils must be given suitable time to respond / correct / amend / add to their work and, where appropriate, these activities should help improve pupil progress. **(DIRT time)**

3. Marking and feedback must be regular.

If pupil work is marked regularly, it means they get regular feedback (written or verbal) and the opportunity to improve.

Detailed diagnostic marking (written feedback) must be completed linked to the LQ.

Marking varies by age group, subject and what works best for the pupils and teacher in relation to any learning activity. Teachers are encouraged to adjust their approach to feedback as necessary and are trusted to incorporate the outcomes of feedback into subsequent planning and teaching.

4. Teachers must use the whole-school marking code.

The marking code must be followed by all staff (see marking policy)

Planning For Learning

Planning is a process, not a product. It has one purpose, to enable high quality delivery which meets the needs of all learners.

1. Be clear and precise about the knowledge / skills students need to acquire.

Ask yourself:

1. Where are the pupils starting from?
2. Where do you want them to get to?
3. How will you know when they are there?
4. How can you best help get them there?

Breaking down what you want them to learn can often reveal skills or knowledge they have to acquire which needs to be taught.

2. There must be evidence of both long-term and short-term planning.

Teachers are not expected to produce individual lesson plans for individual lessons, but we do expect to see evidence of planning over time.

Long/Mid term plans should be in place to support coverage of descriptions of learning and to focus short term planning.

3. Differentiation must be incorporated into both long-term and short-term plans, ensuring that the needs of all pupils and groups of learners are met.

Differentiation is the first wave of intervention.

Effective differentiation should be seen in planning lessons and giving appropriate feedback.

Both planning and feedback should meet the needs of individual learners and groups of pupils.

Teachers must ensure that the level of challenge is right in the planning process.

4. Non- Negotiables

Teachers should always aim to adhere to the following:

Our Shared Commitment: The Four Purposes

- Ambitious, capable learners

- Enterprising, creative contributors
- Ethical, informed citizens
- Healthy, confident individuals

High-Quality Pedagogy

- Use a range of teaching strategies to meet diverse needs.
- Create authentic, engaging learning contexts.
- Promote critical and creative thinking.
- Ensure lessons are purposeful and progressive.

Assessment for Learning (AFL)

- Embed formative assessment in daily practice.
- Provide timely, constructive feedback.
- Encourage pupil self and peer assessment.
- Use assessment to inform planning and next steps.

Inclusive and Equitable Practice

- Differentiate effectively to support all learners.
- Foster a classroom culture of respect and belonging.
- Promote equity, diversity, and inclusion in all aspects of teaching.

Professional Standards

- Pedagogy: Effective teaching and learning.
- Collaboration: Working with others to improve outcomes.
- Leadership: Taking initiative and responsibility.
- Innovation: Embracing change and creativity.
- Professional Learning: Reflecting and improving continuously.

Curriculum Design and Ownership

- Contribute to the school's curriculum development.

- Ensure coherence and progression in learning.
- Embed cross-curricular skills: literacy, numeracy, and digital competence.

Welsh Language and Culture

- Promote the Welsh language daily.
- Celebrate Welsh heritage and identity.
- Integrate Welsh values across the curriculum.

Professional Learning and Reflection

- Engage in ongoing professional development.
- Use tools like the Professional Learning Passport (PLP).
- Reflect regularly and collaborate with colleagues.

These Non-Negotiables Are Our Foundation for Excellence

- They guide our practice, support our learners, and uphold the values of Welsh education.

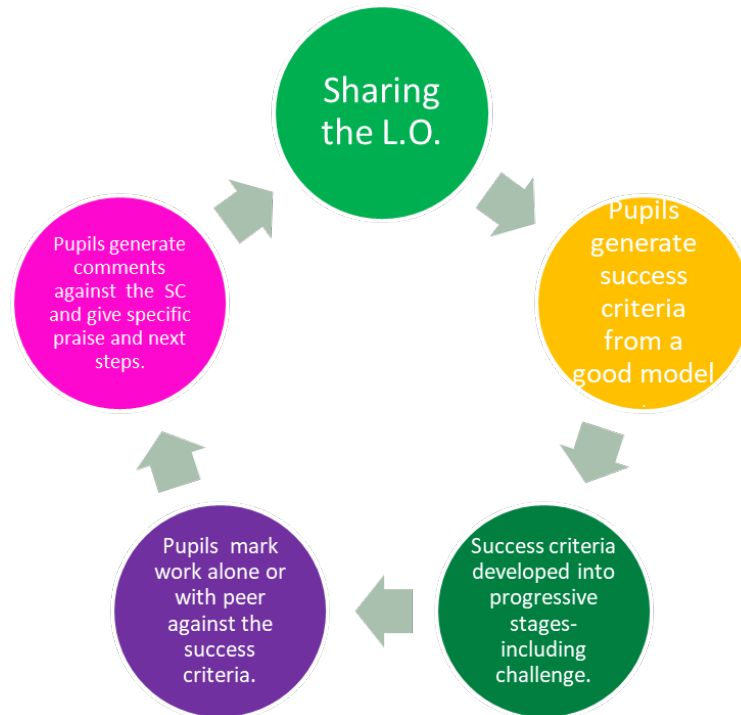
Teaching

Key points

1. Teachers must model what excellent looks like and draw from the pupils what they need to do to be successful (co-construct success criteria).

At The Saints Federation we follow the below Teaching and Learning model to develop independent learning and ensure challenge.

All of these principles support each other.



2. Go with the learning: the flow of great progress is more important than sticking rigidly to the lesson plan.

“Go with the learning” means teachers have the freedom to teach and veer off from lesson planning when necessary to ensure learning takes place. It is about valuing teachers who intuitively recognise whether pupils have learned what they have been taught and adjust the lesson accordingly.

3. All pupils aim to develop key strategies to become more independent.

We have a responsibility to ensure learners become independent.

It is essential that teachers ensure a high level of challenge is present in all lessons, thus preparing pupils for hard work for sustained periods. The level of challenge must be reflected in the differentiation and should always consider where individual learners are, compared to where they need to be.

Planned activities must ensure that onus is placed on the pupil to be more independent – remember they should be working harder than you. Your planning is key to this, particularly the lesson structure and how you adapt longer activities while teaching.

The start of the lesson can set the tone. Teach the learning behaviours and routines you want to see.

4. Teachers must ensure that pupils reflect that they understand their work robustly and can articulate their learning. Pupils must know clearly how to improve their work after teachers' oral and written feedback.

Time needs to be invested in allowing and ensuring our pupils act upon our feedback and can correct mistakes, re-do work and improve it. DIRT time needs to be planned for and incorporated into planning.

5. Teachers must consistently ensure that learning is deep, secure, and retained by checking that it is delivered in a way that is incisive, systematic, and effective.

The process of securing learning should be **integrated into all stages of lesson planning and delivery**—not reserved solely for the end of a lesson or unit. It must be a **continuous practice**, using strategies such as **mini-plenaries, questioning, and formative checks** throughout sessions to inform next steps and adapt teaching responsively.

Key strategies must include effective questioning, an informative plenary activity, regular learning check points, whole class response tools and of course more formal assessment opportunities.

6. All teachers must deliver appropriate elements of the three cross-curricular responsibilities (literacy, numeracy and digital competence) and assess pupil progress in these skills.

The quality of provision and assessment within these three key skills must form an integral part of teaching and learning.

In order to ensure this policy is followed:

School staff will:

- promote positive relationships between all members of the school community
- ensure that all pupils are supported and challenged appropriately to move towards their full potential
- provide a broad balanced and engaging curriculum which is appropriately differentiated according to the needs of the children
- promote a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others
- provide the skills which encourage children to become confident independent learners developing literacy numeracy and digital competency skills across the

curriculum

We seek to achieve this by ensuring that pupils:

- are given opportunities to work independently and collaboratively
- develop thinking skills questioning planning problem solving creative and critical skills
- are involved in the assessment of their own learning and are able to determine the next steps in their learning
- are encouraged to persevere with their learning and be resilient when faced with a challenge

Parents and carers are expected to support their child's learning by:

- promoting positive relationships between all members of the school community
- taking an active part in activities that extend the learning opportunities for their child e.g. home tasks reading parental workshops etc
- praising the effort that children have made in their learning
- communicating and working with the school whenever the child needs further support including social and emotional support

Governors will support the aims of the school through:

- promoting positive relationships between the governing body and all other members of the school community
- appointing a teaching and learning subcommittee to meet regularly to monitor progress in pedagogy and standards and report to the full Governing body as appropriate
- promoting and supporting the positive involvement of parents within the school
- attending training and other related events

Monitor and Review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.