Venn Education Policy

2026-2027

1	Owned and reviewed by	CEO
2	Approved by	Board of Trustees
3	Approval date	September 2026
4	Date of next review	September 2027
5	Version number	1
6	Related documents (if applicable)	
7	Applies to	☒ All staff ☐ Support staff ☐ Teaching staff
8	Available on	☐ Venn website ☐ School website ☒ SharePoint

Venn Academy Trust (VAT) is a charitable company limited by guarantee with registration number 09662303 and Sole Member of the subsidiary company Venn Education Group (VEG). Venn Education Group is a charitable company limited by guarantee with registration number 16743074.

Venn wide policies are centrally held policies and are the direct responsibility of VAT. Venn wide policies are created by the VAT Central Team and adopted by the VEG Board.

Contents

1. Purpose and Scope 3
2. Our Educational Ambition 3
3. The Venn Educational Framework 4
4. Curriculum and ASPIRE 5
5. Teaching 6
6. Assessment, Progress and Outcomes 7
8. Assess and Address 8
9. Inclusion 9
10. Universal Provision 9
11. Pupils with SEND and Education, Health and Care Plans 10
12. Targeted and Specialist Provision 10
13. Attendance, Behaviour and Participation 11
14. Evaluation and Accountability 11
15. Professional Learning and Development 11
16. School Improvement and Quality Assurance 12
17. Regional and Trust Oversight 13
18. School Reviews 13
19. Venn Leaders of Education 14
20. A Proportionate Improvement Offer 14
21. Quality Assurance and Impact 14
22. Governance Assurance 14
23. Leadership and Accountability 15
24. Monitoring and Review 16

1. Purpose and Scope

This policy establishes Venn Academy Trust's approach to the quality of education across its mainstream, specialist and alternative provision. It sets out the shared expectations for curriculum, teaching, inclusion, assessment and school improvement that apply across the Trust, while recognising that these expectations will be realised differently according to phase, context and the needs of pupils.

At Venn, curriculum, teaching, inclusion, assessment and school improvement form one coherent educational system.

- Curriculum defines what pupils are entitled to know, understand, experience and be able to do;
- Teaching determines how effectively that curriculum is delivered and learned;
- Inclusion ensures that barriers to learning and participation are identified and addressed;
- Assessment establishes what pupils know, understand and can do and informs what should happen next;
- School improvement enables leaders to evaluate the quality and impact of education and take action where improvement is required.

The policy does not prescribe a single model of classroom practice or require every Venn academy to operate in the same way. Schools serve different communities and pupils, and professional practice must respond intelligently to those differences. What is common across Venn is the expectation that every pupil receives an ambitious curriculum, high quality teaching, purposeful assessment and appropriate support to enable them to participate, learn, achieve and progress.

These expectations are expressed through the Venn Educational Framework;

- ASPIRE defines the curriculum and wider educational entitlement;
- INSPIRE defines the principles of teaching through which that entitlement is delivered.

The Venn Inclusion Strategy establishes how barriers are understood and addressed, while the Trust's approach to school improvement provides the evaluation, support, challenge and accountability required to secure and sustain the quality of education.

2. Our Educational Ambition

Across the Trust, every pupil is entitled to an ambitious education that reflects their starting points, builds securely on what they know and can do and prepares them for their next stage of education and adulthood. The curriculum, teaching and support that pupils receive will differ according to age, context and individual need, but expectations for the quality, ambition and purpose of education remain consistently high.

Pupils should develop secure and increasingly connected knowledge, the skills to apply what they have learned and the confidence and independence to participate successfully in education and wider life. Their education should also support personal development, positive relationships, resilience, self-regulation, citizenship and preparation for adulthood.

The complexity of a pupil's needs may change the curriculum pathway, teaching, support or specialist provision required. It should not diminish the ambition or purpose of their education. Across mainstream, specialist and alternative provision, the expectation is that pupils are appropriately challenged, participate meaningfully and make progress from their starting points.

Therefore, the quality of education should ultimately be understood through its impact on pupils. Leaders should know whether pupils are building knowledge, developing skills, participating in their education, becoming increasingly independent and making appropriate progress. Where evidence demonstrates that the quality or impact of education is not strong enough, leaders are responsible for ensuring that appropriate action is taken.

3. The Venn Educational Framework

The Venn Educational Framework provides the common framework for curriculum and teaching across the Trust. It comprises ASPIRE, which defines the curriculum and wider educational entitlement, and INSPIRE, which defines the shared principles of teaching.

ASPIRE establishes six curriculum expectations across Venn: Ambition, Strong Foundations, Personal Development, Inclusion, Rich Experiences and Excellence. These expectations apply across mainstream, specialist and alternative provision. Their application will differ according to phase, curriculum pathway, pupil need and school context.

- **Ambition:** schools maintain high expectations for pupils regardless of background, starting point or additional need;
- **Strong Foundations:** curriculum content is carefully selected and sequenced so that pupils develop secure foundations in knowledge, literacy, numeracy, communication and vocabulary, build understanding over time and apply their learning with increased confidence;
- **Personal Development:** addresses the wider development of pupils, including relationships, wellbeing, citizenship, equality and protected characteristics, life in modern Britain, staying safe, healthy relationships and preparation for adulthood, including future education, employment and career pathways where appropriate;
- **Inclusion:** requires curriculum planning and provision to enable pupils to access, participate in and make progress through the curriculum;
- **Rich Experiences:** ensures that the curriculum includes opportunities beyond individual subjects, including culture, creativity, sport, enrichment, enterprise and technology;
- **Excellence:** requires curriculum quality to be evaluated and improved through leadership, subject expertise, assessment and professional practice.

INSPIRE establishes seven shared principles for teaching: Intentional Curriculum Delivery, Nurturing Relationships, Subject Expertise, Purposeful Assessment, Inclusive Practice, Reflective Professionalism and Evidence Informed Teaching.

- **Intentional Curriculum Delivery:** requires teaching to follow the intended curriculum and connect new learning with prior learning;
- **Nurturing Relationships:** requires classrooms to be safe, respectful and purposeful, with clear expectations for learning, behaviour and participation;
- **Subject Expertise:** requires teachers to understand the content they teach, its progression and likely misconceptions;
- **Purposeful Assessment:** requires teachers to check understanding, identify misconceptions and use assessment to inform subsequent teaching;
- **Inclusive Practice:** requires appropriate adaptation of teaching while retaining the intended curriculum and supporting increasing independence;
- **Reflective Professionalism:** requires teachers to develop their practice through professional development, collaboration, coaching and reflection;
- **Evidence Informed Teaching:** requires teachers to draw upon appropriate educational evidence alongside professional expertise and their knowledge of pupils.

ASPIRE and **INSPIRE** are used together. Curriculum evaluation should consider both the quality of what has been planned and the extent to which pupils are learning the intended curriculum. Evaluation of teaching should therefore be rooted in curriculum rather than based on preferred teaching styles or a prescribed lesson format. They provide a common educational framework across Venn while allowing academies to retain and develop their individual identity and values. Principals are responsible for ensuring that staff understand the framework and can explain how ASPIRE and INSPIRE are reflected through their academy's curriculum, teaching and wider educational practice. Academy values should complement the framework and reflect the particular character, context and community of the school rather than be replaced by it. The framework will be embedded through Principal and leadership development, Trust professional learning, curriculum and subject networks, induction and school improvement activity.

Leaders should ensure that staff understand the principles sufficiently to apply them within their own professional practice rather than treating ASPIRE and INSPIRE as an additional set of statements or a compliance exercise.

4. Curriculum and ASPIRE

Each academy is responsible for establishing a curriculum that meets statutory requirements and reflects the Venn Educational Framework. The curriculum should identify the knowledge, skills and experiences pupils are expected to develop and provide a clear basis for teaching, assessment and evaluation.

Curriculum planning should identify the important knowledge pupils need to acquire and the sequence in which it will be taught. New learning should build on appropriate prior knowledge and provide sufficient opportunities for pupils to revisit, practise and apply what they have learned. Leaders should consider progression within subjects and across phases so that curriculum content develops coherently over time.

Reading, communication, language, vocabulary, literacy and oracy should be deliberately developed because they support access to learning across the curriculum.

In primary provision, this includes securing the foundations of phonics, reading, writing and mathematics.

In specialist provision, curriculum pathways may require significant adaptation according to pupils' cognitive, communication, sensory, physical or other needs.

The curriculum should remain purposeful and sequenced, with clarity about what pupils are expected to learn and how this develops over time. Curriculum design should take account of barriers that could affect access, participation or progress. Adaptation should begin with the intended curriculum and consider what changes to teaching, communication, resources, environment, pace or support are necessary. Where pupils require targeted or specialist provision, this should complement their curriculum rather than operate as an unrelated programme of activity.

Enrichment forms part of the curriculum entitlement described through Rich Experiences within ASPIRE. Each academy should provide a planned range of opportunities beyond the taught curriculum, including culture, creativity, sport, the arts, enterprise, technology and educational visits.

Leaders should know whether pupils have equitable access to these opportunities and identify where additional needs, financial circumstances, attendance, behaviour or other barriers restrict participation. Opportunities across Venn and through external partnerships should be used where they strengthen the offer available to pupils.

Enrichment should be evaluated through participation and pupil experience, including its contribution to personal development, confidence, independence and preparation for the next stage.

Curriculum leaders are responsible for knowing the quality of the curriculum within their areas of responsibility. This includes understanding whether the intended curriculum is being taught, whether teaching reflects the planned sequence, whether assessment provides useful information about learning and whether pupils are developing the intended knowledge and skills.

Evaluation should draw on appropriate evidence, including pupils' work and outcomes, assessment, discussions with pupils and staff, and direct evaluation of curriculum implementation.

Principals are responsible for ensuring that curriculum leadership is effective and that identified weaknesses are addressed. Where evaluation identifies variation in curriculum quality, implementation or impact, improvement activity should address the specific issue identified and be reviewed to determine whether it has resulted in improvement.

5. Teaching

Teaching should secure the intended learning of the curriculum. Teachers are expected to know what pupils have previously been taught, what they need to learn next and the important knowledge, concepts and skills that need to be secured over time.

Teachers should present new learning clearly and accurately, make appropriate connections with prior learning and provide sufficient opportunities for explanation, modelling, practice and application.

The pace and structure of teaching should reflect the complexity of what is being learned and the needs of pupils rather than follow a prescribed lesson format.

Teachers should check learning routinely and respond to what they find. Where pupils have not understood or retained important knowledge, teaching should address this before subsequent learning becomes dependent upon insecure foundations. Feedback should be purposeful and proportionate and should help pupils understand how to improve.

Teaching should enable all pupils to participate meaningfully. Teachers should know the pupils they teach and make appropriate adjustments where barriers affect access to learning. Support from other adults should be planned and deployed so that it contributes directly to learning and, wherever appropriate, develops rather than limits pupil independence.

Classrooms should be purposeful environments in which expectations, routines and relationships support learning. Time should be used effectively, disruption should be addressed and pupils should understand what is expected of them. Resources and the learning environment should support the curriculum being taught and be accessible to the pupils using them. Teachers are responsible for maintaining and developing the professional knowledge and expertise required for their role.

The quality of teaching should be evaluated through its impact on learning over time. No single lesson, teaching style or prescribed methodology should determine a judgement about teaching quality. Leaders should consider a range of evidence to establish whether pupils are learning the intended curriculum, whether expectations are consistently high and whether identified weaknesses in teaching are being addressed.

6. Assessment, Progress and Outcomes

Assessment across Venn should establish what pupils know, understand and can do, the progress they are making through the curriculum and what needs to happen next. Teacher assessment and standardised testing have distinct but complementary purposes. Teacher assessment provides the continuous picture of pupil learning and progress, while standardised testing provides an external reference point for attainment against national expectations and relevant contextual comparators.

7. Assessment of Learning, Progress and Attainment

Teacher assessment should be used throughout a pupil's educational journey, across every year group and curriculum pathway. It should be rooted in the curriculum taught and enable teachers to identify what pupils have secured, what remains insecure and what needs to be taught, revisited or practised next.

Teacher assessment should provide leaders with a current understanding of progress from individual starting points. This is particularly important where pupils are working below national or age-related expectations.

Assessment should inform teaching. Teachers should use what they know about a pupil's learning to adapt subsequent teaching, address misconceptions and insecure knowledge and ensure that new learning is not routinely built upon weak foundations.

Where summative or standardised testing is used, it should contribute to the overall assessment of pupil attainment. Testing provides an important external or standardised check on what pupils know, understand and can remember and, where appropriate, provides pupils with experience of formal assessment processes. A test alone should not determine a pupil's attainment (apart from in year 6, where Statutory Assessment Tests are administered); rather they should be used alongside teacher assessment information to come to a rounded judgement of where a child is working, what gaps they have, and what needs to happen next for them to make progress. The Trust recognises that the testing process may present additional barriers for some pupils, and therefore their performance in a test may not be a true reflection of their abilities.

Where there is a significant difference between a test outcome and teacher assessment, teachers and leaders should consider the available evidence to establish the most accurate assessment of the pupil's attainment. This should not involve disregarding an assessment outcome simply because it differs from teacher judgement.

At assessment points during the year, teachers should determine whether pupils are **'on-track'** to meet the relevant expectations by the end of the academic year. Judgements about whether a pupil is **'on-track'** should take account of the curriculum taught to that point and recognise that pupils will not yet have been taught the full curriculum for the year. Therefore, when inputting data on Insight about a pupil's attainment, other than at the end of an academic year, teachers and leaders should default to **'on-trackness'**. At the end of the academic year, assessment should reflect what the pupils has attained through the curriculum for that year. This should provide the receiving teacher with a clear starting point for subsequent teaching so that learning builds upon what pupils know and can do, and high expectations are maintained as pupils progress through the school.

Teacher assessment and test information should therefore be considered together rather than as competing measures. Leaders should distinguish between progress and attainment and understand where pupils are making secure progress from their starting points, but remain below national expectations, where attainment is strong but progress requires further consideration and where both progress and attainment indicate a need for action.

At academy, regional and Trust level, assessment information should be used to identify patterns, variation and underachievement, and to test the impact of curriculum and teaching. The purpose of assessment is not simply to generate information; it is to ensure that teachers and leaders know how well pupils are learning, refine teaching in response to that evidence and take appropriate action where progress or attainment is not as expected.

8. Assess and Address

Teacher assessment informs Venn's Assess and Address (AA) process across every year group. Principals and year group leaders are responsible for knowing their data

and maintaining a current understanding of the progress being made by individual pupils and groups. They should be able to identify where progress is secure, where it is inconsistent and where further action is required.

AA should connect assessment directly to the continual refinement of teaching. Where progress is not consistent, leaders should identify the pupils and areas of learning concerned, establish what the evidence indicates about the effectiveness of teaching and determine what needs to change. Subsequent review should establish whether those changes have strengthened learning and resulted in more consistent progress.

The process should operate throughout the year so that leaders respond to emerging evidence rather than waiting for end point outcomes. Its purpose is to ensure that Principals and relevant curriculum, phase or provision leaders know their pupils, understand the impact of teaching and take timely action to maximise progress and ensure all pupils achieve their potential.

9. Inclusion

Inclusion across Venn is the identification, reduction and removal of barriers to learning, participation, achievement and progression. It applies to all pupils and is not dependent upon a diagnosis, an Education, Health and Care Plan, SEND identification or access to specialist provision.

Schools should identify barriers early and use evidence to understand what is preventing successful learning or participation. This should include, where relevant, learning and assessment, communication, attendance, behaviour, relationships, pupil and family voice, family knowledge and professional advice. Identification should lead to action, with clarity about the barrier identified, the response required and the intended impact.

In evaluating inclusion, leaders should pay particular attention to pupils with SEND, disadvantaged pupils, pupils known or previously known to children's social care and pupils experiencing other barriers to learning or wellbeing, while avoiding assumptions based solely on group membership.

10. Universal Provision

High quality curriculum and teaching are the starting point for inclusion. The universal offer comprises the curriculum, teaching, assessment, relationships, environment and wider educational experiences routinely available to pupils. It should anticipate commonly occurring barriers and enable pupils to access and participate in education without requiring additional identification or intervention wherever this can reasonably be achieved through universal practice.

Universal provision should be responsive to pupil need. Teachers should use their knowledge of pupils and assessment of learning to adapt explanation, modelling, communication, questioning, scaffolding, practice, resources, pace and the learning environment where necessary. Adaptation should enable access to the intended learning while maintaining appropriate ambition and supporting pupils to become increasingly independent.

11. Pupils with SEND and Education, Health and Care Plans

Pupils with SEND should have access to an ambitious and appropriate curriculum. Teachers must have precise knowledge of the needs of the pupils they teach and understand how those needs affect access, communication, participation and learning. Teaching should be adapted in response to identified need.

Adaptation should enable pupils to access the intended learning and should not routinely result in simplified content, reduced challenge or unnecessary dependence on adult support. The nature and extent of adaptation should reflect the needs of the pupil and the learning intended.

Teachers remain responsible for the learning and progress of pupils with SEND, including where teaching assistants, specialist staff or external professionals are involved. Additional support should be planned around the curriculum and should enable pupils to participate, learn and develop increasing independence.

For pupils with an Education, Health and Care Plan (EHCP), schools must secure the special educational provision specified in Section F. Teachers should understand the relevant needs and provision within the plan and how these should be reflected in curriculum access and classroom practice. Leaders should assure themselves that specified provision is being delivered and evaluate its impact on the pupil's learning, progress and wider outcomes.

Progress towards EHCP outcomes should be considered alongside progress through the curriculum. Annual review should use current evidence to establish whether needs remain accurately described, provision remains appropriate and the pupil is making progress towards the outcomes identified within the plan.

12. Targeted and Specialist Provision

Where universal provision is not sufficient to address an identified barrier, targeted support should be provided. Leaders should establish the pupil's starting point, the barrier being addressed, the purpose of the provision, the intended outcome and how and when its impact will be reviewed. Specialist expertise should be used where the nature or complexity of need requires it. This may include expertise available within the academy, across Venn or through external services. Expertise from mainstream, specialist and alternative provision should be shared across the Trust where this strengthens the education and support provided to pupils.

Targeted and specialist provision should complement the pupil's curriculum rather than become an unrelated programme of activity. Additional provision should strengthen access, participation, learning, progress and independence. Where evidence demonstrates that provision is not having the intended impact, it should be reviewed and changed.

13. Attendance, Behaviour and Participation

Attendance, behaviour, safeguarding and participation provide important evidence about whether pupils are successfully accessing their education. Persistent absence, changes in behaviour, disengagement or reduced participation should prompt consideration of the underlying factors and whether further assessment, adaptation or support is required. Understanding the needs or circumstances contributing to behaviour does not remove appropriate expectations or boundaries. It should enable schools to make informed decisions about teaching, support and intervention while maintaining a safe and purposeful environment for all pupils.

Physical presence alone does not demonstrate successful inclusion. Leaders should know whether pupils are participating meaningfully in lessons, the wider curriculum, enrichment and school life and whether particular pupils or groups experience disproportionate barriers to participation.

14. Evaluation and Accountability

Principals are responsible for ensuring that inclusion is embedded within curriculum, teaching, assessment and school improvement rather than operating as a separate system. Leaders with specific responsibilities for SEND, attendance, behaviour, safeguarding and personal development should contribute their evidence to the academy's overall evaluation of pupil experience and outcomes. Schools should know which pupils and groups experience barriers, the provision they receive and whether it is effective. Evaluation should consider progress and attainment alongside attendance, participation, communication, independence, personal development and other outcomes relevant to the pupil and their curriculum.

The effectiveness of inclusion should be judged by its impact rather than by the amount of additional provision provided. Leaders should establish whether barriers are being reduced, whether pupils are accessing and participating in an ambitious education and whether provision is improving learning, progress and independence. Where it is not, the response should be reviewed and changed.

15. Professional Learning and Development

Professional learning across Venn should respond to identified need and contribute directly to improving the quality of education. Leaders are responsible for ensuring that staff have the knowledge, expertise and professional understanding required for their roles and for the pupils they teach.

Professional learning priorities should be determined through evidence. This should include pupil progress and attainment, assessment, Assess and Address, school improvement priorities, Trust priorities, evaluation of curriculum and teaching and identified variation in practice. Attendance, behaviour, safeguarding and inclusion evidence should also inform professional development where this identifies a need to strengthen staff knowledge or practice.

Professional learning should respond to the needs of particular pupils and groups where additional knowledge or expertise is required. This is particularly important where pupils have specific SEND, communication, sensory, physical, medical, SEMH or behavioural needs. Staff should understand how identified needs affect learning and participation and how curriculum access, teaching, communication, resources, support or the environment should respond.

Curriculum and subject leaders should identify where further subject, curriculum or pedagogical expertise is required. Development should strengthen staff understanding of curriculum progression, assessment, common misconceptions and effective teaching within their areas of responsibility.

Where evidence identifies a common need across academies, Trust wide professional development should provide a consistent response. Expertise from across Venn's mainstream, specialist and alternative provision should be used wherever it can strengthen practice, alongside appropriate external expertise where this adds value.

Professional learning may include training, coaching, professional reading, moderation, observation, collaborative practice, Trust networks and working alongside colleagues with relevant expertise. The approach should be determined by the development need and the change in knowledge or practice required rather than treating attendance at training as the default response. Leaders are responsible for providing appropriately tailored opportunities for professional learning that respond to academy priorities and the identified development needs of individual staff.

Professional learning should build leadership capacity, support career development and contribute to succession planning. Venn's established development pathways, including Artisan Teacher, Aspirant Leader and development for those new to headship, should provide structured opportunities for staff to develop expertise and prepare for increased responsibility.

The impact of professional learning should be evaluated against the need that prompted it. Leaders should establish whether staff knowledge has strengthened, whether professional practice has changed and, where relevant, whether this has improved curriculum, teaching, provision or pupil outcomes. Participation in or completion of professional development should not, in itself, be regarded as evidence of impact.

16. School Improvement and Quality Assurance

School improvement across Venn is based on an accurate understanding of each academy and the quality of education it provides. Evaluation should identify strengths, variation, emerging concerns and priorities for improvement so that support, challenge and Trust capacity are proportionate to need.

Principals are responsible for the educational performance of their academies and for the accuracy of the assessment and performance information used to evaluate it. They should know the progress and attainment of pupils across every year group,

understand significant variation between pupils and groups and ensure that appropriate action is taken where progress or attainment is not as expected.

Assess and Address provides a consistent process through which Principals and relevant leaders maintain a current understanding of progress and attainment across every year group. As established within the Trust's approach to assessment, it connects knowledge of pupil progress with the continual refinement of teaching and enables emerging variation or underachievement to be identified and addressed throughout the year.

17. Regional and Trust Oversight

Regional Directors are responsible for knowing the educational performance of the academies within their regions. They should maintain a current understanding of regional progress and attainment, identify patterns and variation between academies and test the evaluation and actions presented by Principals. Where performance gives cause for concern, Regional Directors are responsible for ensuring that appropriate improvement action is agreed, implemented and reviewed.

The Director of Standards provides Trust wide assurance of educational standards and the accuracy of the performance picture presented by academies and regions. This includes scrutinising assessment and outcome information, identifying significant variation, testing the accuracy of evaluation and determining where further validation or scrutiny is required. Where evidence is inconsistent, inaccurate or does not provide sufficient assurance, the Director of Standards should undertake further investigation and ensure that appropriate remedial or improvement action is taken.

The CEO holds overall executive accountability for educational standards across Venn. The CEO maintains oversight of Trust performance and has the authority to challenge evaluation and performance at academy, regional and Trust level and to require further scrutiny, support or action where sufficient assurance has not been secured.

18. School Reviews

School reviews provide structured evaluation of identified aspects of an academy's provision. The focus of a review should be determined by evidence and may include curriculum, teaching, assessment, inclusion, leadership or other identified priorities. Reviews should draw on an appropriate range of evidence, establish strengths and areas requiring improvement and result in clear actions where these are required.

Findings from school reviews should inform academy improvement priorities and both Director of Standards and Regional Director oversight. Where effective practice is identified that is relevant beyond an individual academy, this should be shared across the Trust.

19. Venn Leaders of Education

Venn Leaders of Education (VLE) provide additional expertise and improvement capacity across the Trust. VLEs should be deployed where their knowledge and experience match an identified academy, curriculum, teaching or leadership need. VLE activity may include evaluation, coaching, modelling, curriculum support, leadership development and direct improvement work. Each deployment should have a clear purpose, expected outcome and timescale. Its impact should be reviewed against the need that prompted the deployment.

20. A Proportionate Improvement Offer

All academies participate in the Trust's universal improvement offer, including agreed quality assurance processes, school reviews, Assess and Address, professional networks, moderation and access to Trust and VLE expertise. Where evidence identifies a specific weakness or increased risk, targeted support should be agreed. Where concerns are significant or persistent, enhanced support should establish clear priorities, responsibilities, timescales and measures of improvement. The level and nature of support should be reviewed in response to evidence of progress and continuing need.

Trust expertise should be deployed according to the issue identified. This may include curriculum and subject expertise, SEND and inclusion, behaviour and attendance, safeguarding, experienced Principals, Executive Principals, VLEs and other leaders with relevant expertise. External support or evaluation should be used where additional expertise or independent assurance is required.

21. Quality Assurance and Impact

Quality assurance should draw on evidence appropriate to the area being evaluated. This may include assessment and outcome information, curriculum evaluation, pupils' work, discussions with pupils and staff, school visits, moderation, attendance and behaviour information, safeguarding evidence and evaluation of provision. No single visit, data set or activity should determine the evaluation of an academy or an aspect of its provision. Improvement activity should identify what needs to change, the action required, who is responsible, the timescale and how impact will be evaluated. Where the action taken has not secured the required improvement, the response should be reviewed and adjusted.

22. Governance Assurance

The Standards Committee provides detailed governance scrutiny of educational standards on behalf of the Board of Trustees. It should receive sufficient evidence to understand performance across the Trust, variation between academies and regions, significant areas of concern, the action being taken and whether that action is having the intended impact. The Committee should challenge executive leaders where assurance is insufficient and report significant matters to the Board of Trustees.

The Board of Trustees retains ultimate governance accountability for educational standards across Venn. Trustees should receive sufficient assurance that the Trust has an accurate understanding of educational performance, that identified weaknesses are being addressed and that improvement activity is securing the required impact. School improvement and quality assurance should provide a clear line of accountability from the performance of individual pupils and academies through regional and Trust oversight to executive and governance assurance.

23. Leadership and Accountability

The quality of education is a shared Trust responsibility, with clear accountability at academy, regional, Trust and governance level. Responsibility for delivery should sit as close as possible to the work being undertaken, supported by appropriate challenge and assurance through the wider Trust structure.

- Teachers: are responsible for the quality of teaching and learning for the pupils they teach. They should know their pupils, understand the curriculum they are responsible for delivering, use assessment to inform teaching and make appropriate adaptations to enable pupils to access, participate in and progress through the curriculum;
- Curriculum and subject leaders: are responsible for the quality of curriculum and teaching within their areas of responsibility. They should know the intended curriculum, how effectively it is being implemented, the progress and attainment of pupils and any significant variation or barriers affecting learning. Where weaknesses are identified, they are responsible for taking appropriate action and evaluating its impact;
- Principals: are accountable for the quality of education within their academies. They are responsible for ensuring that curriculum, teaching, assessment, inclusion and professional development are effective and that leaders at all levels discharge their responsibilities. Principals should maintain an accurate evaluation of their academy and ensure that identified weaknesses result in timely and effective improvement action;
- Regional Directors: are accountable for the performance and improvement of the academies within their regions.
- The Director of Standards is responsible for Trust wide scrutiny and assurance of educational standards and the accuracy of academy and regional evaluation;
- The CEO: holds overall executive accountability for the quality of education across Venn and is responsible for ensuring that appropriate systems of leadership, improvement, challenge and assurance operate effectively across the Trust;
- The Standards Committee: provides detailed governance scrutiny of educational standards on behalf of the Board of Trustees;
- The Board of Trustees: retains ultimate governance accountability for the quality of education across Venn and holds the CEO and executive leadership to account for educational performance.

Accountability at every level should be based on evidence and impact. Where performance or provision is not at the expected standard, responsibility for improvement, the action required and the timescale for review should be clear.

24. Monitoring and Review

Implementation of this policy will be monitored through the Trust's established school improvement and quality assurance processes. Evidence from curriculum and teaching evaluation, assessment and pupil outcomes, inclusion, attendance, behaviour, safeguarding and pupil experience will contribute to the Trust's understanding of the quality and impact of education across its academies. Evidence from implementation should inform academy, regional and Trust priorities, professional development and improvement activity. Where monitoring identifies variation, weakness or insufficient impact, appropriate action should be taken through the accountability and school improvement arrangements established within this policy.

This policy will be reviewed through the Trust's agreed policy review cycle and in response to significant changes in statutory requirements, the Venn Educational Framework or Trust strategy. Review should consider evidence from implementation and evaluation across Venn so that the policy continues to reflect the Trust's educational expectations and improvement arrangements.