



Waverley Abbey School

All things are possible for one who believes. Mark 9:23



Teaching, Learning and Homework Policy

Date: Autumn 2024

Review: Autumn 2025

Rationale:

Learning should be a rewarding and enjoyable experience for everyone and enable children to make expected or accelerated progress.

Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future.

High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future.

Children learn best when:

1. Learning activities are well planned, ensuring progress in the short, medium and long term
2. Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
3. Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment

Planning:

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

When planning staff should:

- Be clear and precise about the knowledge/skills students should learn
- Evidence use of progression documents, ensure medium term and short-term planning are on the system (saved on SharePoint)
- Plan differentiation over time through medium term plans in foundation subjects and weekly plans in core subjects showing an approach which meets the needs of all pupils and groups and maximises the use of any additional adult(s) in the room

Evidence in the learning environment of:

- Effective explanation and focussed learning activities with clear objectives and outcomes
- A clear understanding by all the children of the method and purpose of activities in which they engage
- Progress in the children's learning (in their books, in conversation, in their learning behaviour)
- Appropriate and effective use of resources
- Effective deployment of additional adults

Teachers will ensure that:

- Work is planned, termly, weekly and daily
- Planning is holistic, recognising connections between areas of learning and considering the role

teaching has in promoting the children's spiritual, moral, social and cultural development

- Planning of residential, day trips and visitors to provide children with first hand learning experiences

Whole school implications:

- Where there are agreed schemes of work in place, these are known to all and are detailed in the relevant progression documents and in medium term planning
- Subject specific curriculum policies are in place where required
- A monitoring cycle is in place to support the progress of individuals and groups of learners (see monitoring document)



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Teach:

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 Wiliam)

- We are all teachers of literacy and numeracy. The quality of both pupils' and teachers' language, such as in the delivery of instructions and questioning, are significant determinants of progress.
- Teachers must be explicit about learning outcomes and key vocabulary, children should know what they are learning and why
- Go with the learning: the 'flow' of great progress is more important than following a lesson plan to the letter – ensuring outcomes are achieved by all is key
- Ensure that learning has stuck, through assessment for learning and retrieval that is incisive, systematic and effective

There will be evidence of:

- Teaching that ensures the construction of knowledge and skill structures, making learning accessible and motivating for children
- Learning activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- A pace of learning that is optimised for progress and high quality outcomes
- Children's homework being valued
- Opportunities for children to learn independently – regardless of ability
- Children collaborating
- Application of knowledge

- Opportunities to deepen learning and recap previous learning through retrieval activities

Teachers will make sure that:

- Well-judged and effective teaching strategies successfully engage pupils in their learning
- They use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- Well framed questions, knowledgeable answers and the use of discussion, promotes deep learning
- Appropriate homework is set to develop their understanding in areas under study

Within our classrooms, there will be an atmosphere of mutual respect between adults and children (see relationships and behaviour policy). Children should be comfortable to take risks in their learning and understand the importance of learning from their mistakes.

Equality, Diversity and Inclusion:

The curriculum is crucial to tackling inequalities for pupils, including gender stereotyping, preventing bullying and raising attainment for disadvantaged groups. The principles of equality and diversity are embedded in our academic and wider curriculum.

The curriculum will aim to:

- Normalise diversity in the content and examples utilised
- Stress the contribution and achievements of all kinds of individuals and cultures, actively challenging bias and stereotyping
- Reinforce the importance of embracing difference and of equality of opportunity as a desirable aim
- Provide inclusive and accessible activities, including educational trips and further curriculum enrichment

Resources and activities will be monitored for possible bias, reinforcing stereotypes and ethnocentric elements.



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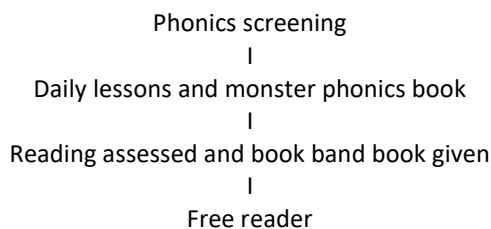
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Phonics:

At Waverley, Monster Phonics is used which is a DfE validated phonics programme to support children who are in the early stages of reading.

At the start of Year 3, children may be asked to complete a phonics screening check. Following on from this check, some children will take part in daily phonics lessons. These children will also be given a monster phonics reading book. This book will be changed weekly and will link to the sounds that the children are learning/revising in their phonics lessons. When the children are ready to stop phonics lessons, their reading will be assessed using PM benchmarking and they will then have a book band book. This will be assessed regularly, and when they reach stage 11, they will be a free reader.



Homework:

We define homework as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. At Waverley Abbey we have a strong commitment to parental involvement and see homework as one way of developing this partnership.

Why give homework?

- It can inform parents about work going on in class
- It can further stimulate enthusiasm for learning
- It takes advantage of the home environment and resources and the chance for someone to one adult time
- It can be a great source for gathering topic information to share with all the children
- It is a great opportunity to rehearse key skills such as times tables, doubling facts, addition sums, spellings, handwriting and other key facts
- It helps to foster good habits of organisation and self-discipline in preparation for the demands of Secondary School

Our expectations

Where needed, the work will be explained and discussed in class before coming home; it may be a continuation of classwork, or a task already familiar to your child. If further explanation is needed, this will be given alongside the work so that parents/ carers are clear about the task.

It is our intention, and good practice, not to send work home that a pupil cannot already do i.e. parents are not expected to teach new skills. However, a piece of homework set may be a research task to prepare the pupils for a new set of learning

There should be a clear explanation/reminder from the teacher of what is expected.

Marking and feedback of homework:

Teachers will respond or give feedback, for example, sharing results in class discussion, putting work onto a display or transferring work into class books. Although basic punctuation and spellings will be corrected; homework will not necessarily be subject to written marking (see feedback policy).

Homework expectations are broadly as follows:

- Years 3 – daily reading, weekly times tables (TT rockstars) a longer weekly task alternating between English, maths or a foundation subject



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- Year 4 - daily reading, weekly times tables (TT rockstars) a longer weekly task alternating between English, maths or a foundation subject
- Years 5 and 6 - daily reading, weekly times tables (TT rockstars), SPAG and two longer tasks each week - English/foundation subject and maths.

Occasionally extended projects running for a few weeks, or over a half term will be set in addition to the weekly expectation.

We expect children to maintain the same standards for presentation of homework as we set in school.

Use of the internet:

Increasingly teachers are using Teams to set and receive homework. All classes are given access Teams alongside the 'My maths' website in order to practise their maths skills. Pupils also have access to 'TT Rockstars' to practise times table skills.

Leave of absence and school holidays

It is our policy not to give homework over the school holidays and half term breaks. The exception will be where the parent and teacher agree extra work would be beneficial. This in particular is the case before Year 6 SATs when Easter holiday homework will be given if the teacher feels it beneficial.

Teachers may send specific tasks home to support the learning of the children they support. Again, this will be discussed with parents.

If children take a leave of absence during term-time, something we actively discourage, parents may not request work from the teacher.

What to do if you have concerns

If you find the homework unsuitable for your child, if they lack interest, if it becomes a battleground or if you are concerned about a homework related matter, please talk with your child's teacher in the first instance. Please note, the school also operates a homework club for the first half an hour of lunch, should pupils wish to do their homework in school.