



Waverley Abbey School

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

Teaching, Learning and Homework Policy

Date: September 2026

Review: September 2027

Rationale

Learning at Waverley Abbey is designed to be engaging, purposeful, and rewarding, enabling all pupils to make expected or accelerated progress. High-quality teaching equips children with the knowledge, skills, and understanding to make informed choices and contribute positively to society.

Effective teaching and learning should demonstrate:

- Intent: a well-designed curriculum shaped by clear objectives
- Implementation: skillful teaching and planning
- Impact: progress in knowledge and skills over time

Children learn most effectively when:

1. Learning activities are strategically planned and sequenced for progress in the short, medium and long term
2. Lessons are engaging, inclusive and designed to foster intrinsic motivation, curiosity and a love of learning.
3. Ongoing assessment is used to address gaps, extend thinking, and support all learners appropriately.

1. Planning for Learning

1.1. Non-Negotiables for All Subjects

Planning is a process designed to support high-quality delivery and should always be driven by the needs of learners. Teachers must:

- Identify specific knowledge and skills pupils are expected to learn.
- Refer to curriculum progression documents and ensure MTPs and flipcharts are uploaded to SharePoint.
- Use Nelson font (NTPreCursivefk or NTFPreCursivefk) in all children's resources.
- Where appropriate apply a plain background on flipcharts as a dyslexia-friendly measure
- Include widgets in starter slides to support retrieval and sticky knowledge
- Complete MTPs for all subjects, detailing:
 - Resources
 - Assessment opportunities
 - Adaptation strategies for different groups of children

1.2. Subject-Specific Planning Expectations

English

- All STPs are presented through ActivInspire flipcharts, providing a consistent structure for writing lessons across the school.
- Use consistent widgets for teaching grammar and identifying key writing features across the school.
- Use boxed-up success criteria where they support pupils in understanding the purpose and expectations of the writing, without adding to cognitive overload.
- Writing units should follow the writing process of planning, drafting, revising, editing, redrafting, sharing and, where appropriate, publishing.
 - 1–3 planning lessons, depending on the text type and needs of the pupils
 - At least 2 extended writing lessons
 - 1 revising and editing lesson
 - 1 redrafting lesson
 - Opportunities for sharing writing at the end of every unit.
 - A publishing lesson where appropriate
- Each unit should have one clear grammar focus, linked to the text type and relevant National Curriculum objectives. A separate grammar lesson is not required every week; the focus should be explicitly taught and then applied within pupils' writing.
- Use retrieval activities within grammar, punctuation and spelling starters to support pupils in retaining and applying prior learning.
- Starters could also be a 10 minute handwriting lesson or activity.



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- Explicitly teach and reinforce statutory spellings for Years 3–4 and Years 5–6, providing opportunities for pupils to apply these within their writing.
- Publishing should take place at least once every half term, with the finished piece presented and stuck into pupils' publishing books.

Maths

- Starters to involve a mixture of calculation and FDP questions for some lessons and two lessons of flashback 4 questions. The year 4's may focus more on times tables starters in some lessons.
- Stem sentences used weekly help pupils articulate their thoughts
- End of unit assessments to be used and to highlight any misconceptions
- Flex days used where possible to address misconceptions and provide challenge
- Interventions – pre-teaching and revision led by teachers
- Knowledge organiser to be on the working wall for the current topic
- Year knowledge organiser to be at the front of pupils' books.
- RPS questions to be used where possible for all members of the class

Foundation Subjects

- Stick knowledge organisers into books with pre-matched vocabulary
- Ensure learning journeys are visible in books (created via Canva)
- Use clear LOs, except for History, Science and RE, where LQs are used
- Retrieval starters draw on previous units and years
- Include wdigits for sticky knowledge and use Plickers quizzes
- End of unit POP tasks used to assess learning

1.3. The Learning Environment

There should be clear evidence of:

- Explanation, modelling and structured learning activities
- Explicit learning intentions and visible success criteria
- Pupils understanding of the purpose of their tasks
- Effective deployment of resources and support staff
- Progress reflected in books, positive responses and learning behaviours

1.4. Planning Considerations

- Include termly/weekly/daily plans that show sequencing and links to wider learning
- Integrate SMSC development opportunities
- Plan for LOTC opportunities
- Plan for trips, visitors and residentials that enhance curriculum intent
- Ensure consistency and shared understanding of any adopted schemes of work
- Refer to monitoring routines outlined in the school's Monitoring document

2. Delivery – Effective Teaching - 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)

Teaching quality is key to pupil outcomes. Teaching should:

- Be explicit in intention and purpose. Pupils should understand what they are learning and why.
- Prioritise deep learning over rigid timings; teachers are encouraged to 'go with the learning'.
- Use Assessment for Learning techniques (AfL) systematically to ensure knowledge has 'stuck'.

2.1. Indicators of Excellence in Teaching

The following should be consistently evident:

- Lessons scaffold and build cohesive knowledge and subject fluency
- Tasks are engaging, challenging and inclusive
- Pupil perseverance is promoted through stimulating and purposeful tasks
- Activities enable independent and collaborative learning
- Disciplinary and substantive knowledge is applied and deepened
- Retrieval strategies are used to support long-term memory

2.2. Staff Responsibilities



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- Employ effective pedagogy to maximise impact on learners
- Use subject knowledge to develop conceptual understanding
- Build learning through well-crafted questions, expert responses and guided discussion
- Assign purposeful homework tasks to consolidate or pre-teach content

3. Classroom environment

Classrooms should model mutual respect. Pupils should feel empowered to:

- Take risks and learn from mistakes
- Share ideas
- Ask questions
- Collaborate with peers
- Be exposed to differences in opinion and lived experience respectfully
- Learn to disagree well
- Live school values

4. Equality, Diversity and Inclusion

In accordance with the Equality Act 2010 and the DfE guidance on 'Promoting Fundamental British Values' (2014), the curriculum must reflect and celebrate diversity.

The curriculum will:

- Embed representation of race, gender, religion, culture, disability and socio-economic background
- Avoid tokenism: diversity is to be normalised and integral
- Actively challenge offensive language, bias or stereotyping
- Promote equal access and opportunity through resourcing and inclusion
- Foster values of empathy, tolerance, fairness and justice across school life

Monitoring will include a review of lesson resources, displays and trips to identify bias or lack of diversity.

5. Phonics and Early Reading

In line with DfE recommendations ("The Reading Framework", July 2023), the teaching of early reading should be systematic and phonics-based.

- Waverley Abbey uses Monster Phonics, a validated phonics programme
- Some Year 3 pupils may undertake phonics screening where appropriate
- Targeted daily phonics and matched home reading books are provided when required
- PM Benchmarking is used for ongoing assessment
- Pupils transition from phonics to banded books, becoming free readers when secure
- Reading progress is tracked and updated regularly

Progression:

Phonics screen → Daily phonics sessions → PM benchmarked → Book band level → Free reader (when reached stage 11)

6. Homework Policy

6.1. Purpose and Rationale

At Waverley Abbey, we view homework as an extension of learning and a bridge that links school learning with home support. In accordance with the Education Endowment Foundation (EEF) research, homework in primary settings has the most impact when it is well-integrated into objectives and promotes retrieval and practice of core skills.

Homework vision at Waverley Abbey:

- Reinforces curriculum content
- Supports Independence, organisation and academic habits
- Prepares learners for secondary schooling

6.2. Expectations by Year Group

Year Group	Daily Homework	Weekly Homework	Additional
Years 3–4	Reading	Times Tables and maths skills (Numbots & TT Rockstars)	
Years 5–6	Reading	TT Rockstars, Mymaths	Use of Teams ; Y6 - English grammar



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Year Group	Daily Homework	Weekly Homework	Additional
All Years	Extended projects as appropriate		

6.3. Role of the Teacher

Teachers will:

- Ensure tasks are understood before setting
- Avoid new content unless supported as research
- Provide feedback that values effort and presentation
- Mark selectively in line with the Feedback Policy

6.4. Use of Technology

Homework may be set via:

- Microsoft Teams
- MyMaths
- TT Rockstars and Numbots

These platforms support accessibility and reinforcement but do not replace the value of written homework.

6.5. Homework during term time leave of absence or absences through illness

- Homework is not set during holidays, with exceptions for pre-SATs revision
- Extended absences (e.g., holidays in term-time) will not receive homework packs
- Any additional support should be discussed with class teachers

6.6. Addressing Concerns

Parents are encouraged to:

- Notify teachers if a task is unsuitable, too difficult or causes stress
- Attend discussions or workshops intended to support homework routines
- Utilise school-based support, including lunchtime homework clubs