



Waverley Abbey School
All things are possible for one who believes. Mark 9:23
Teaching, Learning and Homework Policy



Date: Spring 2021 Review: Spring 2022

Every member of Waverley Abbey is a child of God who learns to live a life of love, compassion and hope within our school family on their way to fulfilling their God-given potential. We want children to leave having grown in faith and courage and established on their spiritual journey.

At Waverley Abbey, we want our children to develop a strong sense of who they are and an understanding that they are part of a wider community. We aim to teach children to love themselves and love each other, relish challenges, be ambitious and have a positive Growth Mindset.

The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education. It is important that the curriculum considers the development of the whole child. The curriculum is underpinned by the school's Core Values (hope, courage, growth, love, honesty and compassion) and these are taught on their own and through other areas of the curriculum, including assemblies.

Rationale:

This policy offers clarity about the expectations of teachers working at Waverley Abbey.

This policy defines the consistencies and key teaching strategies, so that teachers can build up a repertoire of expertise, knowing that what they are doing in these key aspects is the same as what happens in other classrooms across the school.

Our primary aim is delivering a high quality education to all children by providing teaching that:

- Is relevant to the needs and interests of all children giving them the opportunity to develop self-knowledge and self esteem
- Provide children with the essential basic skills and instils a love of learning
- Promotes high expectations celebrating both success and effort
- Challenges and supports to empower all children including those with special needs and the most able
- Enables children to take ownership of their learning with the confidence to question and be independent

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.

- Be clear and precise about the knowledge/skills you want students to learn, not what you want them to do.
- There must be evidence of long-term planning from schemes of work and short-term planning on the system saved in year group folders on the T drive.
- Differentiation should be planned over time to ensure a Quality First approach which meets the needs of all pupils and groups and maximises the use of any additional adult(s) in the room.



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THERE WILL BE 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, on the walls, 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
- Termly and weekly plans adhere to the progression of skills and distribution of knowledge defined in the whole school Curriculum Maps and subject specific progression maps.
- Planning is holistic, recognising connections between areas of learning and taking into

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. Make the implicit explicit
- Teachers must be explicit about learning outcomes and key words
- Go with the learning: the 'flow' of great progress is more important than following a lesson plan
- All students must be working harder than the teacher, over time and be able to use the key strategies
- Ensure that learning has stuck, through checking that is incisive, systematic and effective

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Teaching that ensures the construction of skill and knowledge 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 home learning being valued
- Children learning independently
- Children collaborating on projects

account 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

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- There is a Curriculum Map for each term for all year groups across the school that is broad and balanced
- Where there are agreed schemes of work in place, these are known to all (Maths, R.E and RHSE)
- A monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, book scrutiny and learning walk

- Application of knowledge
- Opportunities to deepen learning

TEACHERS WILL MAKE SURE THAT:

- Well-judged and effective teaching strategies successfully engage pupils in their learning – a hook, learning journey and high quality outcome will be in evidence in each unit of 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



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- Well framed questions, knowledgeable answers and the use of discussion, promotes deep learning
- Appropriate home learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas under study

Marking and Feedback:

Teachers trusted to do what works best for them and their class to ensure impact and progress





What we will see in books – Any of the following:

- Teachers mark in black pen
- Pupil Conferencing
- Quick Teacher marking (which can happen in lessons)
- Verbal Feedback given
- Peer marking (using codes and green and pink highlighters)
- Self - marking
- Deep Marking (Quality Marking) – where and when teacher feels appropriate.
- Whole class feedback on long writes – when teacher feels appropriate. Use 'Whole Class Feedback' sheets when appropriate
- If LSA's have worked with a group or child – they will need to make that clear in the books.
- Books must show evidence of success and improvements taking place regularly.
- Ensure that children are given time to respond to feedback on a daily basis – DIT.

See Feedback and Marking policy for full details.



Use of TEEP:

Teep Cycle – What should be happening at each stage?			
Stage	Teacher	Student	Ask Yourself
 <p>Prepare for learning</p>	<p>You need to plan to:</p> <ul style="list-style-type: none"> ▪ Connect new learning to prior learning and existing knowledge ▪ Make connections with world outside of the classroom ▪ Stimulate thinking about new learning to come 	<ul style="list-style-type: none"> ▪ Students engage with learning the moment they walk through the door by making connections with what they already know either individually, in pairs or in groups. ▪ There is an expectation that they are partners in the learning process by being ready to learn. (equipment, routines) 	<p>How will I find out what my students already know? What will I do to organise the classroom for learning? How will I communicate my expectations?</p>
 <p>Agree learning outcomes</p>	<p>Initiate a brief discussion of learning outcomes by talking about what is going to be learnt (content), how it is going to be learnt (process) and why (benefits)</p>	<p>Students ask questions; seek clarification of what is to be learnt, how they will learn it and how it will be evaluated.</p>	<p>Do the outcomes take the students' knowledge and understanding further? Are the outcomes more than tasks to be completed? How will I know if the outcomes have been achieved?</p>
 <p>Present new information</p>	<p>You should consider the best way to present new information so that it is inclusive and has maximum impact.</p>	<p>Students are actively listening, asking good questions and/or presenting and/or sharing information.</p>	<p>Do I use a variety of approaches? Will this stimulate the interest and enthusiasm of my students? Have I considered using all the senses?</p>
 <p>Construct meaning</p>	<p>You should outline the activity and check for understanding. Hand over the learning to the students and facilitate this by;</p> <ul style="list-style-type: none"> • Probing understanding • Asking good questions • Being a resource for them <p>Listens/observe and judges when it is appropriate to review learning (content and process) with the class or individuals and addresses any misconceptions before moving on.</p>	<p>Students might work individually, in pairs or small groups. They are active in their learning, thinking about the information they have been given, researching further information, making decisions, discussing ideas and arguing points of view.</p> <p>They are also practising learner skills and developing learner attributes. Students will be involved in exploratory talk and discussion. They will be encouraged to monitor their own progress against the success criteria.</p>	<p>Will this allow my students to explore the concepts that they need to understand? Will they have an opportunity to learn from each other? What resources do I need to provide to support their enquiry? How will they record their attempts?</p>



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<p style="text-align: center;">Apply to demonstrate</p>	<p>When planning, you should consider:</p> <ul style="list-style-type: none"> How your students will demonstrate progress towards the learning outcomes. How they can apply new understanding in new contexts or different situations. A range of ways in which they can share their new knowledge and understanding. <p>This is a key AfL opportunity and should inform next steps in teaching and learning. There is less input from you in this phase of the cycle.</p>	<p>Students present what they have learnt to the class, the teacher or to each other.</p> <p>Student work is generally independent of the teacher but may include team or collaborative work.</p>	<p>What will best show me what my students have learnt? Who needs to know what my students have achieved? What do I need to know?</p>
<p style="text-align: center;">Review</p>	<p>Prioritise opportunities to:</p> <ul style="list-style-type: none"> Pose questions to summarise, organise and store what has been learnt Pose questions to encourage metacognition and reflection on how learning took place (process) Identify what should happen next Check against the proposed learning outcomes for the lesson. 	<p>Students review and articulate their understanding to consolidate what learning took place by:</p> <ul style="list-style-type: none"> Considering learning outcomes and success criteria Listening and responding to feedback from others Planning next learning steps Comparing the end result with the starting point Considering process and content. 	<p>How will this help my students' learning? How will what I have seen and heard influence my teaching? How reflective have my students been?</p>

After being trained by Teacher Effectiveness Enhancement Programme; as a school, all members of staff will use the 6 cycles of TEEP, when planning, teaching and marking.

Other areas Waverley Abbey view important to children's development:

- The learning environment is ordered, the atmosphere is purposeful and children feel safe
- There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

Within our classrooms, there will be an atmosphere of mutual respect between adults and children. Children are comfortable to speak and act freely. Children have high self-esteem and feel valued and secure. They are willing to take risks in their learning and understand the importance of learning from their mistakes. Each class adheres to the schools behaviour policy, children are aware of the school's expectations and strategies are underpinned by a range of rewards and sanctions. Children's home learning is valued and an important aspect of strong links with home and school.

Remote Learning:

At Waverley Abbey, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or for many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

The school utilises a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

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| <ul style="list-style-type: none"> Work booklets Email Current online learning portals Educational websites | <ul style="list-style-type: none"> Reading tasks Zoom meetings Pre-recorded video or audio lessons |
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Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

As a school we review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs, which can easily be printed from a mobile device. Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school weekly. Teaching staff will liaise with the Inclusion Lead and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. The Inclusion Lead liaising with teaching staff may arrange additional support for pupils with SENd which will be unique to the individual's needs, e.g. via weekly phone calls/emails.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees an alternative with individual families. Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work, see our Remote Learning Policy for full details.

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

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.

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. Basic punctuation and spellings will be corrected and a comment made on effort; homework will not be marked in detail.

Broadly speaking these are current expectations:

- Years 3 – daily reading, weekly times tables (TT rockstars) spellings (SpellingShed) and a longer weekly task alternating between English, maths or a foundation subject
- Year 4 - daily reading, weekly times tables (TT rockstars) spellings (SpellingShed) and a homework grid, which allows you and your child to choose which homework they would like to complete for that week; they do not need to be completed in the order on the grid.



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- Years 5 and 6 - daily reading, weekly times tables (TT rockstars), spellings (SpellingShed) and 2 longer tasks each week - English/foundation subject and maths.

Occasionally extended projects running for a few weeks will be set.

We expect children to maintain the same standards for presentation of homework as we set in school i.e. to use their best handwriting and a sharp pencil or blue pen.

As far as possible, homework will be related to class topics. To support enthusiasm and enable parents to gain a better understanding of their child's learning.

Use of the internet:

Increasingly teachers are using the web for homework. This may be directing children and parents to play a specific game from interactive resources or, to research a particular area of interest. All classes are given access to the 'Mymaths' website in order to practice their maths skills and have access to 'TT Rockstars' to practise times table skills. Children also have a 'SpellingShed' account to support their learning and understanding of spellings. Some classes may also be required to log in to Purple Mash for homework.

Holidays

It is our policy, not to give homework over the 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 believes 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 inappropriate for your child, if they lack interest, if it becomes a battleground or if you are concerned that homework is given inconsistently please talk with your child's teacher in the first instance.