

Teaching and Learning Policy 2023-24



Our Mission

'At SS John and Monica's we learn through the example of Jesus to love, respect, understand and value each other'

One Page Teaching and Learning Summary



To learn through the example of Jesus to Love, Respect, Understand and Value each other

AIM: To deliver high quality engaging learning ensuring that all of our pupils will grow to make positive contributions to the community we serve both now and in the future.

We will build upon eight essential skills to support our children both now and in the future



RELATIONSHIPS: We recognise that successful teaching and learning is built upon positive relationships. As a school our teaching philosophy is centred on positive interactions between staff, pupils and the community.

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

- Planning must be **clear and precise** in terms of the **knowledge and skills** we want the children to learn
- Tasks should have a **clear purpose** and **designed to facilitate learning**
- Differentiation should be planned for to **ensure a Quality First approach** which **meets the needs of all children** of different abilities
- Plan to **maximise the IMPACT** of any additional adult in the room

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)

- Teaching should be an **interactive process**
- **Explicit instruction** and explanation ensuring **rich use of language** and **key vocabulary**. This includes modelling outcomes and subject specific terminology
- Ensure that **learning has stuck**, through checking that is **incisive, systematic** and effective.
- Children over time should be working harder than staff and **make use of strategies** they have been taught

Assess and Feedback: Assessment should inform planning and feedback should be regular, so that children can act upon advice and guidance making progress over time

- All work should be **interacted with** following the school feedback policy (see additional guidance)
- Feedback should **be explicit** and the children should have **time to reflect** upon suggestions and make amendments if necessary
- All assessment whether formative or summative should **inform future planning**
- Children should have the opportunity to **reflect upon and assess what skills and knowledge they have acquired** throughout a lesson or unit of work

Policy on Teaching and Learning
Ss. John and Monica is a Catholic School enriched by a variety of cultural and faith backgrounds. It is founded on a partnership with parents and parish.

INTRODUCTION

At SS. John and Monica Primary School we are committed to **high quality teaching** and learning to raise standards of **achievement for all our children**. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires.

This policy should be read in conjunction with our subject policies.

PRINCIPLES OF TEACHING AND LEARNING

Learning is the purpose of the whole school and is a shared commitment. At SS. John and Monica's we recognise that education involves pupils, parents, staff, governors and our community and that for optimum benefit all should work closely together to support the process of learning.

Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of all pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop confidence and capacity to learn and work independently, creatively and collaboratively;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and our British Values.

Building skills for life

S.s John and Monica School works with The Skills Builder Partnership to ensure every learner has opportunities to build eight essential skills to support them now and in the future.

Research has shown that building these eight essential skills can support the emotional wellbeing and academic success of children and young people, as well as preparing them for life beyond school. Skills Builder has developed a Universal Framework that breaks each of these essential skills down into 16 teachable steps.

We use this framework to teach and practise each of the eight skills at the appropriate level throughout school life.

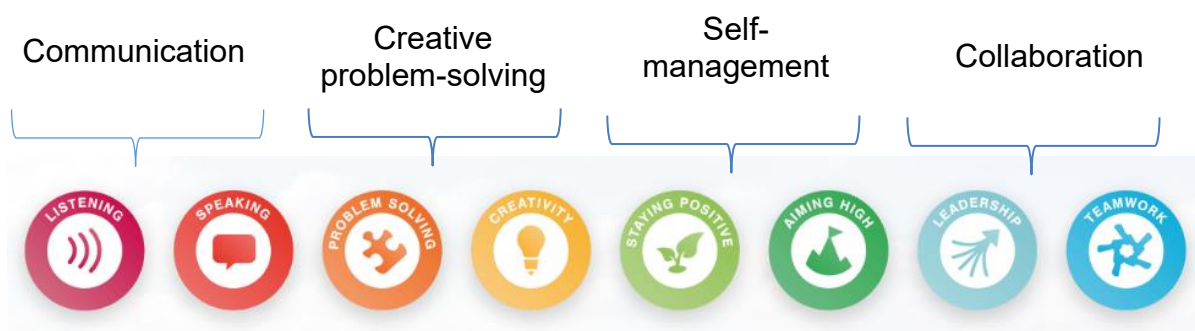
Skills Builder provides us with the key language, resources and structure to develop the following Essential Skills across all areas of the curriculum.

Essential Skills

Our starting point is eight essential skills. Known by many different names, these eight skills map across to the four domains that come up time and again as essential whether in the context of education, employment or entrepreneurship - or in the case of the young people at S.s John and Monica life skills.

In pairs they cover communication, creative problem-solving, self-management, and collaboration skills.

The Skills are



How are we using Skills Builder in our school?

When you visit our school, you will see we are using the Skills Builder programme in the following ways.

- Using the language of the essential skills in our lessons, and in our feedback about our learning.
- Seeing the logos associated with the eight essential skills in our classrooms, in communal areas, on displays and in our marking and feedback.
- Linking essential skills to key whole school events in school.
- Focusing on essential skills each term across class groups in school and developing our understanding of what these skills mean.
- Using elements of the programme such as Projects and Challenges to practice and take part in essential skills work in a fun and practical way.
- Using essential skills when we plan learning outcomes and activities

LEARNING ENVIRONMENT

Our learning environment reflects the mission of our school. At SS. John and Monica's our aim is to:

- provide a calm, caring and effective working environment, in which each child can produce their best work;
- provide a welcoming environment, in which courtesy, kindness and respect are fostered;
- encourage, praise and positively reinforce good relationships, behaviours and work;
- foster and promote good relationships and a sense of belonging to the school community;
- value and celebrating pupils' success and achievements;
- provide positive role models;
- develop links with all stakeholders and the wider community;
- and work as a team, supporting and encouraging one another.

ROLES AND RESPONSIBILITIES

Teachers will endeavor to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;
- actively support the Home-School Agreement.

Pupils are encouraged to support the school's aims by:

- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- take increased responsibility for their own learning and complete homework.

PLANNING

The foundation for curricular development is the School Improvement Plan, developed through a process of collaboration between staff, and approved by governors.

- At SS. John and Monica's we are committed to following the programmes of study as required by the National Curriculum 2014
- Both 'Themes Days' and Skills Builder days are planned across the year.
- Some subjects are taught through a topic approach and some are covered as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.
- All subjects have a specific Intent, Implementation and Impact plan.
- Curriculum overviews have been devised to highlight what we are covering in each individual year group.
- Our progression of skills documents show how we aim to build upon learning from one year group to another.

- At SS. John and Monica's we are committed to raising standards in Speaking, listening, Communication, Reading, Writing and Mathematics. Daily lessons in these key areas of learning are timetabled, planned following agreed practices and delivered across the school.

Maths

Our maths lessons are organised following a mastery approach with the expectation that all children can achieve regardless of any perceived lack of ability. We want children to learn to love maths and are passionate about this!

English

Our English curriculum is built around fostering a love of reading. For this, each year group has a high quality 'core text' to build learning upon. As well as the core text we have supplementary reading materials to ensure that children have access to a wide range of text including: complex narrative, archaic text, figurative and symbolic and nonlinear time sequences.

Wider Curriculum

Our wider curriculum provision utilises a variety of high quality schemes to supplement teachers own planning materials and ideas.

ORGANISATION

The learning environment is a key feature of effective teaching and learning.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- conferencing, debate, discussion;
- peer to peer support;
- collaborative learning in pairs or groups;
- independent learning;
- booster support;
- challenge and extension during all lessons is planned into all lessons.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources in each area will be grouped according to curriculum subject;
- book corners will be comfortable and attractive;
- visual timetables, working walls, word of the week and subject specific vocabulary will be displayed;
- pupils will be involved in the maintenance and care of all equipment and resources.

Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the Head teacher. Students are welcomed into school and provide extra

SCHOLASTIC EXCELLENCE

Excellence is celebrated in display and performance. Each class will display work in the hall during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance writing standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work, performance or display should represent their highest standards of personal achievement.

'Star of the Week' awards are given weekly, and children are named in the Newsletter to celebrate individual academic or personal achievement. Golden Book Assemblies are held each half term.

Individual excellence and achievement is recognised at the end of each half term with children receiving Reading and Mathematics champion awards and certificates for personal achievement across the whole of the curriculum.

Adaptive Teaching

Quality First Teaching is our first step when providing differentiation. This is achieved by providing;

- Secure positive relationships between staff and pupils;
- highly focused lesson design with sharp objectives;
- high demands of pupil involvement and engagement with their learning;
- high levels of interaction for all pupils;
- appropriate use of teacher questioning, modelling and explaining;
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- an expectation that pupils will accept responsibility for their own learning and work independently;

To ensure that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- level;
- content;
- sequence and structure;
- task;
- relevance;
- resources;
- extension;
- outcome;
- group work;
- discussion;
- teacher/ adult support.

At SS. John and Monica's school we endeavour to ensure all pupils achieve their full potential. Our rapid grasping and greater depth children are provided with the appropriate challenge, stimulation and enjoyable education, based upon high teacher expectations.

The Graduated Approach underpins our provision for our SEN children. The SEN Code of Practice 2015 states:

- The emphasis is on high quality whole class provision therefore reducing the need for additional provision
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Quality First Teaching is our first step in ensuring SEN provision by providing:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently.
- Supportive and positive relationships between staff and pupils

HOMEWORK

Homework is considered to be a valuable element of the learning process.

At SS. John and Monica's school we believe that homework should be set:

- to involve parents in their children's learning;
- to help parents keep abreast of what their child can and cannot do;
- to take advantage of the home context to apply learning;
- to encourage children to talk about their work to their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- to prepare children for secondary school experiences of homework;
- to view learning as a lifelong process and not just restricted to school hours.

The schools agreed practice for homework is that homework is set on a regular basis, for all years, in line with our homework policy.

(See attached Appendix Homework Policy)

ASSESSMENT

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It

involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage in Years 2 and 6 through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Initial Baseline assessments are completed in EYFS on entry and the Foundation Stage Profile is completed at the end of the Reception year. Formal summative NFER standardised assessments are completed across KS2 and the end of Year 1. We also assess reading age each term using accelerated reader.

Formative ongoing teacher assessment is a key feature of our teaching and learning. We recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and is a key element in teaching and learning for greater depth.

All results from assessments are analysed by the Head teacher and SMT; these assessments are used to inform future planning and the School Improvement Plan.

Formative ongoing teacher assessment is a key feature of our teaching and learning.

(See attached Appendix 4 Assessment)

FEEDBACK and MARKING

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- Misconceptions in learning are addressed by the class teacher and LSA during lessons.

MONITORING

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders, SLT and Head Teacher. Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books. The Head Teacher will observe lessons in a specified curriculum area on a regular basis. The Performance Appraisal cycle informs learning and teaching.

Effective learning is ensured through the process of monitoring successful teaching. Successful teaching takes account of children's prior learning and must ensure continuity and progression.

EFFECTIVE TEACHING and LEARNING STRATEGIES

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- provision of an integrated curriculum;
- teacher observation;
- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- interactive teaching;
- conferencing;
- listening;
- mind mapping;

- providing opportunities for reflection by pupils;
- demonstrating high expectations;
- providing opportunities for repetition/reinforcement;
- providing encouragement, positive reinforcement and praise;
- making judgments and responding to individual need;
- intervening, as appropriate, in the learning process in order to encourage development;
- providing all children with opportunities for success;
- using a range of communication strategies – verbal and non-verbal.

The emphasis of our policy is on a good variety of experiences and we encourage children increasingly to take an active role in their own learning. Thus:

- investigative work is used;
- children are encouraged to communicate findings in a variety of ways;
- opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning;
- collaborative and interactive learning opportunities are key to all lessons.

At SS. John and Monica's we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- investigation and problem solving;
- research and discovery;
- questioning and inquiry;
- field work and visits to places of educational interest;
- creative activities;
- debate, role play and performance;
- design and making things;
- participation in athletics or physical activity;
- computing skills;

Thinking skills will also be developed across the curriculum. This will include:

- creative thinking;
- enquiry;
- information processing;
- reasoning;
- evaluation;

LEARNING STYLES

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes and learning styles. These include:

- investigation;
- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- child-initiated play;
- practical exploration and role play;
- retrieving information;

- imagining;
- repetition;
- problem-solving;
- making choices and decision-making.

We aim to provide opportunities to develop a wide range of learning styles. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We shall ensure that learning is accessed by as many means as possible. Staff are aware of a range of theories and research linked to learning including encouraging a 'Growth Mindset' and the 'Zone of Proximal Development.'

Planning will incorporate as many styles of working as possible. These styles include:

- individual learning;
- collaborative learning in small groups, or pairs;
- one to one learning with an adult, or more able pupil;
- whole class;
- specialist and targeted support;
- interventions and booster support;
- independent learning.

Group work may include friendship, matched ability, mixed ability, etc, appropriate to the activity. Collaborative learning is encouraged, although some periods of the day may be set aside for silent work.

RESOURCES

We believe at SS. John and Monica that our staff are our most precious resource when ensure high quality teaching and learning for all. LSAs are used across the school in the classrooms to support the delivery of quality first teaching and learning. Targeted and specialist support is delivered through effective and timetabled interventions.

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- all children know where classroom resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library, computer suite and Forest school are valued resource and used appropriately;

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

ENRICHMENT

At SS. John Monica's the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas. These include:

- educational class visits;
- residential trips;
- Enabling Enterprise theme days and visits;
- retreat days;
- visits to places of worship;
- sports and competitions;
- topic theme days;
- R.E. theme weeks/days.

Policy date: September 2023

(Appendix 1)

SS. John and Monica's Differentiation and SEN Provision 2018

The SEN Code of Practice 2015 states:

- The emphasis is on high quality whole class provision therefore reducing the need for additional provision.
- Teachers are responsible for the progress of pupils in their class.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Quality First Teaching is our first step in proving this provision:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- positive relationships between staff and pupils.

Our provision ensures:

- **Access** thinking about the varying NEEDS of pupils) considering individual, and sometimes group barriers to learning (e.g. writing, reading, dyslexia, ASD, behaviour) and looking for ways to remove those barriers.
- **Awareness** of a range of teaching styles and approaches to ensure multi-sensory learning, making explicit links to prior and upcoming learning and how all this fits into real life (creating the big picture.)
- **Early Identification** discussions with parents/carers, children. Notes are taken and kept on the school's SEN School Support information system and given to parents.

Our differentiated provision strategies include the following:

- Access -including the physical space
- Dialogue and Content
- Teaching and Learning style
- Level
- Pace
- Response
- Group Work
- Support
- Sequence and Structure

The Graduated Approach underpins our provision



Access

The same or similar activities are presented to students but material is presented in different ways according to individual need.

For example:

- Dyspraxic child having access to a word processor;
- A limited writer having access to a voice recorder to remember ideas;
- A child with visual or hearing need being situated towards the front of the classroom sitting directly in front of the board to enable close monitoring/ development of listening skills;
- Lack of noise quiet spaces available;
- Visual timetables;
- If required the opportunity to access an individual workstations.

Dialogue

The most regularly used form of differentiation is by dialogue.

For example:

- Exceptionally able students often only need to have a basic outline of the work explained to them. This can be a quite sophisticated explanation which sets high expectations and assumes high levels of understanding. Less able students will need a full explanation, with more detailed examples and perhaps illustration of the ideas and expectations.
- The use of targeted questioning to elicit a range of different responses, including high-level responses from exceptionally able students and small group discussions, can also raise the challenge.

Content

Pupils work on various aspects of the same subject matter.

For example:

- During a writing session, a small group of children learn about the subject-verb relationship within a sentence whilst the rest of the class write according to the main objective of the lesson;
- A child may be working on the same piece of reading as the class but may have support to improve their scanning skills;
- Questions are directed according to level of child (e.g. Blooms Taxonomy)
- Different texts for the same objective i.e. Pie Corbett models
- A variety of tasks are set which relate to the same activity. Exceptionally able students can begin at a higher level, miss the first activities or move through the work at an increased rate. This may also mean missing out some of the work.

Teaching and Learning style

The teachers and LSA being aware of various teaching and learning styles of individual children; using visual, auditory, kinaesthetic or preferably a combination of all three approaches.

For example:

- A child who finds word construction difficult may use an Alpha Ark with magnetic letters to construct CVC words;
- A lesson involving writing- starting with a picture to stimulate imagination but more specifically targeted towards a group of children who find visualisation of ideas difficult,

Level

Teachers are ensuring pupils following the same course of work at different levels.

For example:

- Pupils follow the work at their own pace. Computer assisted learning can help the children learn at their own pace.
- Groups or individuals working on their reading/ spelling skills according to their own level using a program, which has been set up according to their needs.

Pace

Pupils may undertake similar work but at their own speed. Core work is taught and discussed in a lesson – the pupils can then follow this up in semi-structured time (i.e. a project)

For example:

- A child learns about the Romans as part of a school topic. They are then taught some study skills and are asked to assemble some type of individually constructed project.
- When asked to work at pace, some exceptionally able students move onto high-level work quickly and therefore stretch their abilities. By contrast, when they are allowed more time to complete tasks SEN children can achieve increased levels of attainment and more highly 'finished' or inventive outcomes.

Response

Pupils may be encouraged to respond to the teaching in their own or preferred ways.

For example:

- One child may think to respond to a task using a writing task. One child may use a word processor to record their ideas. One child may use voice activated software to record their ideas.

Group Work

Grouping may involve two pupils through to larger numbers.

The groups should be directly linked to the requirement of an activity or pupil needs. For some pupils working collaboratively with other pupils without staff support is particularly valuable. This is where grouping is effective in overcoming 'learned dependency.'

Support

Learning Support Assistants are used to support teaching and learning.

LSA are a very precious commodity and teacher should consider how time will be shared between all pupils and what will children gain from working with a LSA.

Sequence and Structure

Learning is broken down into smaller and manageable elements (task analysis).

For example:

- The introduction of a lesson is broken down into small manageable steps to allow children with language difficulties to process the information;
- A piece of writing is taught using a sequence of pictures supplemented by a flow char

(Appendix 2)

Homework

The Governors and staff of SS. Johan and Monica Catholic Primary School believe that homework is an important aspect of a child's education. We believe it encourages children to realise that learning can take place outside the classroom as well as promoting independent learning thus encouraging the child to take great responsibility for their personal progress. Homework allows parents, carers and the school, to work in partnership for the benefit of their child. This policy is based on current government guidelines which emphasise the importance of homework and how it helps your child to learn. The guidelines include how much time pupils might reasonably be expected to spend on homework. While most parents do appreciate the value and importance of this homework, a few feel that we do not set enough whilst others feel there is too much! The amount and type of homework we set is at a level which we believe to be reasonable and manageable as well as in line with the guidance provided.

Aims

Homework is encouraged throughout the school. To be most effective, parents, carers, staff and the children need to understand its purpose.

- It reinforces skills which have been taught in school and gives children the opportunity to practice what they have learnt;
- It encourages self-discipline as the children take responsibility for their learning;
- It promotes independent learning;
- It provides teachers with the opportunity to support and extend individual children;
- It sets standards for life and children become accustomed to working at home, preparing them for secondary school and futures employment;
- It encourages children to share their learning with parents and carers;
- It encourages parents and carers to become involved with their children's learning

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school. We recognised that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time'.

Reading

We would hope that children read daily (alongside the schedule that follows) and that reading for pleasure is valued at all times and is not just confined to the total time spent completing homework. This would include fostering early reading skills, where appropriate. We want to promote a love of reading in every child. We encourage parents and carers to discuss their children's books and ask questions about them to ensure that there is understanding of their book as well as accurate reading.

Homework Schedules

Homework is given on a regular basis across the school. From time to time, homework may vary in response to a particular activity such as an educational visit or some topic based research. Homework content may be set as a written piece of homework or may include reading, games and activities to reinforce Literacy, Maths or other skills. This homework may also be completed online using mathletics or readingeggs/express. The homework set is decided by each class teacher, as they have the best understanding of the needs of the different children in their class. On occasion class teachers may feel that additional homework tasks may be beneficial such as extra handwriting practice or additional multiplication fact revision.

For older children homework may include completing work set, finding out information, preparing a presentation, designing and/or making something, trying out a simple scientific experiment and solving problems.

Year Group Guidelines

Year group	Guideline Amount	Tasks/activities
Reception		Children will read daily (two books weekly minimum) Spellings/sounds will be set weekly
Year 1	1 hour weekly	Children will read daily (two books weekly minimum) Spellings/sounds will be set weekly English Task and Maths task weekly
Year 2	1 hour weekly	Children will read daily (two books weekly minimum)) Spellings will be set weekly English Task and Maths task weekly
Year 3	1 ½ hours weekly	Children will read daily Spellings will be set weekly English Task/Maths task weekly Timestables rockstars accessed 2x weekly
Year 4	1 ½ hours weekly	Children will read daily Spellings will be set weekly English Task and Maths task weekly Timestables rockstars accessed 2x weekly
Year 5	25-35 minutes daily	Children will read daily Spellings will be set weekly English Task and Maths task weekly Timestables rockstars accessed 2x weekly
Year 6	30-60 minutes daily	Children will read daily Spellings will be set weekly English Task/Maths task weekly (homework booklets) Timestables rockstars accessed 2x weekly In preparation for the demands of secondary school, Year 6 may also be given further homework daily in the spring and summer term to ensure that they are 'secondary ready.'

(Appendix 3) Assessment

At SS John & Monica's we feel that excellence in assessment lies at the heart of improving pupil achievement and giving each child success against their previous best. We strive to ensure that we are aware of the development of each individual child and we work together with parents and pupils to ensure that each child achieves their full potential.

Assessment helps us to identify the needs of every individual pupil. This information will help us to plan future learning experiences and to facilitate continuity and progression between years and institutions by providing information for other teachers. We will have evidence of what the child knows, understands and can do and wherever possible we will involve pupils in the reviewing of their own progress. This gives us, and the pupils, the opportunity to recognise and give credit to a wide range of achievements, and to help the pupils identify areas where more development is necessary.

At SS. John & Monica's we will continue to make a distinction between:

- Assessment of Learning
- Assessment for Learning

Assessment of learning is required to ensure that children and teachers are making the required achievements. This is the data collection and analysis that is done – who can do what.

Assessment for Learning is the cornerstone of our provision – What can you do? What do you know already? What do you need to know? How will you do it? How did you do it? How do you know it is good/needs improvement? What will you do next? What would you do differently? What do you know now that is new? The Learning Outcome is clearly shared with children during all lessons. Where appropriate the children will also contribute in devising what the LO is or was for a particular lesson. Children will also at the discretion of the teacher share in the process of deciding what will be the steps to achieving the LO and this success criteria is used as a tool for marking. The process of LO and Success Criteria is present in all activities to teach pupils how to learn. We are aiming to give children the lifelong skill of self evaluation and understanding of their own learning style and needs. Our children will leave SS. John & Monica's as independent and resilient learners.

Our aims for assessment include the following:

- 1 To assess the effectiveness of teaching and learning
- 2 To improve both the content and delivery of the curriculum.
- 3 To monitor curriculum content and delivery.
- 4 To identify areas for development/improvement.
- 5 To plan and provide relevant support and development through INSET, to raise staff confidence and expertise.
- 6 To provide information on development and school improvement to: Government, HMI/OFSTED, Local Authority, Governors, Staff, Parents and Pupils
- 7 Provide evidence that will inform the School Development Plan.
- 8 To provide a baseline for teaching.
- 9 To help identify learning needs strengths and weaknesses.
- 10 To ensure continuity across the curriculum and classes enabling us to build on previous work and progress.
- 11 To give children and parents regular, detailed and comprehensive information on pupil achievement and progress.
- 12 To allow the pupils to assess their own work and that of their friends – understanding what to look for in each piece of work and sharing ideas amongst each other about their work and how to improve.
- 13 To ensure that the contribution of each member of staff is valued.
- 14 To ensure that formal and informal assessment of pupils work is undertaken as part of normal teaching.
- 15 To ensure that information gained from assessment will be used to influence teaching and learning strategies

The programmes of study within the National Curriculum set out expectations at the end of each key stage. Our curriculum includes an assessment system which enables schools to check what pupils

have learned and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents.

Key Principles of Assessment at SS John & Monica's

To provide effective support in the classroom, assessment should

- Be integral to the processes of curriculum planning, teaching and learning.
- Motivate learners!
- Take account of previous levels of pupil performances; be capable of detecting any significant changes and then putting appropriate interventions in place (in planning and teaching) to address the areas of weakness.
- Create flexible planning within the National Curriculum orders, where teachers feel confident to make changes, additions or deletions from intended Learning Objectives in order to meet the needs of the children.
- Indicate learning successes and identify weaknesses.
- Focus upon learning processes as well as learning outcomes so that children learn skills in learning not just knowledge.
- Be based on clear and concise success criteria that may have been set by child or teacher or both in negotiation.
- Be objective and consistent.
- Provide valuable feedback to the child about their progress and allow an opportunity for them to feedback too.
- Allow the children to be actively involved in their learning – from planning to delivery.
- Allow self and peer assessment, making the children confident to talk about their learning and share the skills in achieving success with their peers.