

# Teaching & Learning Handbook

## Our Lady's Bishop Eton Primary School



**This Handbook is reviewed and approved annually by Full Governors at their Autumn Term meeting**

### **INTENT**

We believe children learn best when:

- They feel happy, comfortable and safe in a welcoming, clean, bright, stimulating, well resourced, safe and inclusive learning environment which embraces both indoor and outdoor settings.
- Their confidence and self-esteem are high and the positive, trusting relationships they enjoy with adults and peers are enhanced through clear and rigorous routines, boundaries and targets.
- They are challenged, encouraged and supported by peers and adults, including family, and see themselves as active members of a learning community in which all adults and older children provide good role models.
- They take responsibility for their achievements by understanding how they learn, where their strengths are and what they need to do to improve further
- Learning opportunities are fun, stimulating and challenging and every child has the opportunity to risk take, make mistakes and succeed
- Teachers and Learning Support Staff are happy and appreciated and teaching is authoritative, purposeful, positive, well-paced, varied and stimulating and responsive to the needs and interests of individual children.
- Parents understand how they can work with the school to support their child(ren) to be motivated independent learners on an ambitious trajectory of progress and attainment

### **IMPLEMENTATION: STRATEGIES USED TO PROMOTE EFFECTIVE LEARNING**

**To help children to feel happy, comfortable and safe in a welcoming, clean, bright, stimulating, well resourced, safe and secure learning environment which embraces both indoor and outdoor settings, we:**

- Implement appropriate induction and transition arrangements
- Smile and greet them and ask about their lives, interests and welfare
- Make time to listen to what they have to say
- Show them that we work closely with their families in support of their welfare and education
- Treat them fairly and consistently and rigorously implement equal opportunity, anti-bullying and race equality policies
- Ensure that the school is visually attractive and welcoming and that the children's current and past work is displayed attractively as part of our informative, celebratory, interactive, enquiry based working walls
- Vary the learning environment, using outdoor spaces and out-of-school visits
- Ensure that classrooms are tidy and free of clutter
- Ensure that classrooms are well organized and resources are regularly audited and updated and clearly labelled and accessible
- Ensure that they feel 'ownership' through personal spaces, name tags, classroom responsibilities etc
- Provide opportunities for physical movement in learning activities
- Provide opportunities for relaxation/energising in and between activities
- Use music and other resources to create appropriate moods
- Complete termly buildings and grounds checks which are then used to inform programmes of maintenance and improvement which ensure that the interior and exterior of the building are clean, appropriately decorated and well maintained
- Ensure appropriate temperature and levels of oxygen are maintained
- Ensure that children and adults have access to water as needed.

**In order to ensure that our children are confident with high self-esteem and enjoy positive, trusting relationships with adults and peers which are enhanced through clear and rigorous routines, boundaries and targets, we:**

- Have clear and high expectations with respect to relationships and behaviour, which are driven by our Mission Statement and supported through our RE, RSE and SMSC curriculum.
- Use whole school strategies such as the clear daily routines, rewards and sanctions, classroom rules, the Big Picture and visual time tables.
- Give them opportunities to take part in circle time, role play, show & tell, choose-do-review, class assemblies, school council, the development of risk assessments etc
- Make use of learning/talking partners, self and peer assessment, collaborative working and “worry” and suggestion boxes, all of which support children to understand that there is often no one right answer and that taking risks, and having a go, is a good strategy
- Use a range of reward systems which ensure that they experience success and praise every day
- Display their work and help them to display their own work attractively
- Look for opportunities to catch them doing well and to celebrate it
- Give constructive feedback verbally and in writing
- Use positive language and encourage them to do the same
- Acknowledge and celebrate their special days, including birthdays where appropriate
- Talk to them about their own lives, hobbies, interests and cultural background
- Celebrate variety in culture, religion and language
- Show respect for them and their contributions

**To ensure that our children are challenged, encouraged and supported by peers and adults, including family, and see themselves as active members of a learning community in which all adults and older children provide good role models, we:**

- Plan whole school initiatives and topics, including visitors, workshops etc, which provide opportunities for cross phase collaborative learning
- Plan core activities to include opportunities for Mind Friendly Learning and collaborative working
- Provide opportunities for children to work in a range of mixed ability groupings within classes, within year groups and across key phases and the whole school
- Involve them in self-assessment and peer assessment and the identification of appropriate new targets
- Use target setting information and other assessment procedures to track their progress and identify their learning needs
- Enable them to share achievements through displays, class assemblies etc
- Set homework appropriate to their age and ability
- Involve them in peer support, e.g. Play Leaders
- Provide a range of extra-curricular activities
- Inform parents, through half termly year group forecasts posted on our website about the curriculum the children will experience next
- Communicate regularly with parents about their child(ren)’s progress
- Communicate to our children’s families, through our weekly newsletter which is posted on our website, that we value their contribution
- Encourage adults/families to share their skills and expertise with the school
- Encourage past pupils to maintain contact
- Encourage all school employees to be active, lifelong learners, who share their interest in learning with colleagues and children
- Encourage parents to be lifelong learners who are actively engaged with their children’s learning both in and out of school
- Have high and clearly communicated expectations that every adult on the school premises will set a good example as a member of the community
- Give children opportunities, motivation and encouragement to act as good role models and supporters of others
- Invite members of the outside community to share with children their knowledge and experiences as learners and community members

**To ensure that our children take responsibility for their achievements by understanding how they learn, where their strengths are and what they need to do to improve further, we:**

- Explain to our children how they learn and what they can do to become better learners
- Talk to our children about their interests and incorporate those interests in our teaching
- Give our children clear goals and time limits and expect both work in class and homework to be completed on time and to a high standard
- Provide our children with a range of strategies to use if they become stuck; asking the teacher is the last strategy
- Involve our children in self-assessment and target setting appropriate to their age

**To ensure that learning opportunities are fun, stimulating and challenging and every child has the opportunity to risk take, make mistakes and succeed, we:**

- Promote a “no blame”, risk taking environment in which all children are supported to learn how to learn and to develop intellectual and emotional resilience
- Ensure that our planning and provision reflects the needs and interests of our children identifies significant opportunities for the generation of questions, research and practical, problem solving activities and only use worksheets in those instances in which they are the most effective and efficient method of introducing, extending or consolidating knowledge, understanding or skills

**To ensure that teachers and Learning Support Staff are happy and appreciated and teaching is authoritative, purposeful, positive, well-paced, varied and stimulating and responsive to the needs and interests of individual children, we:**

- Are pro-active in ensuring the personal well-being of members of staff and provide appropriate facilities and opportunities for team building and social interaction
- Recognize the professionalism and individuality of all staff
- Provide a supportive, team working culture, with high expectations and accountability for pupils' learning
- Include all staff in all relevant whole school training and School Development planning
- Ensure that staff are fully briefed and supported to contribute to shared decision making when appropriate
- Provide significant funding and time to ensure that year group teachers have their full quota of PPA at the same time, so as to be able to share ideas and expertise in order to ensure that differentiated planning and assessment are of the highest quality
- Provide teachers and teaching support staff with day-to-day, line management support and a planned programme of funded, high quality continuous professional development
- Require teachers to plan, based on observation and assessment of children's learning needs and interests, using clear learning objectives and success criteria
- Require quality first teaching which is responsive to the different learning styles of our children
- Support the delivery of quality first teaching through the provision and maintenance of appropriate, good quality accessible resources
- Provide a curriculum that covers, and goes beyond, the statutory requirements
- Plan and deliver lessons and units of work that are adapted to meet the needs of individual children
- Monitor the effectiveness of our teaching through line management and subject management arrangements, including lesson observations, work scrutiny and scrutiny of teachers' planning and assessment records
- Ensure that work left for supply teachers is of the highest quality

**To ensure parents understand how they can work with the school to support their child(ren) to be motivated independent learners on an ambitious trajectory of progress and attainment, we:**

- Hold Welcome To Year Group meetings at the start of every year and provide parents with an overview of their child's year ahead
- Encourage parents to review their children's school books and to support their child in responding to their teacher's feedback.
- Ensure parents and carers can talk to teachers before and after school or make an appointment through the school office.
- Post policy, curriculum and general information on the school website.
- Provide curriculum workshops to assist parents and carers in supporting their child(ren)'s learning.
- Use Home School books and homework timetables help parents support their children.
- Hold termly Parents' Evenings.
- Provide parents and carers with an annual report on their child's academic and personal development.

**TEACHING FRAMEWORK**

We use the five-part framework of opening, teaching, learning, review/reflect and close. These phases are not discrete. They are interwoven and overlapping. They reflect a learning experience, not necessarily one lesson.

**EFFECTIVE OPENING: At the start of learning experiences, we will:**

- Take steps to capture the attention of the children, stimulate their curiosity and get them into a positive frame of mind.
- Review previous learning and connect it to new learning using strategies such as Circle Time, Talking Partners.
- Explain the purpose of the learning to be gained and encourage the children to identify its relevance to the world and 'What's in it for me?'
- Identify with children the questions they want to be able to answer and the skills they will have acquired by the end of the lesson/topic.
- Give children the 'Big Picture' by;
  - Describing what they will be doing
  - Encouraging a sense of prediction, anticipation, curiosity, and positive expectation about the learning to come
  - Providing graphic, pictorial previews and overviews of the topic to be studied
  - Showing examples of what other children have produced/achieved.

**EFFECTIVE TEACHING: In our teaching, we will:**

- Be secure in our subject knowledge and clear about the learning objectives and success criteria.
- Start lessons promptly and maintain good pace throughout.
- Break the teaching content into logically arranged, manageable chunks.
- Maintain a positive and pleasant working atmosphere using praise and positive language.
- Use humour, drama, music, games, play and competition to enliven our lessons.
- Provide appropriate stimulating resources.
- Provide opportunities for children to experience awe, wonder and reflection.
- Ensure all children are actively engaged in the learning process by encouraging and responding positively to their questions
- Give clear, differentiated explanations and instructions supported by appropriate modelling and demonstrations.
- Input new information using combined visual, auditory and kinaesthetic strategies and allow children to understand and use their own learning preferences;
- Use whole class questioning and targeted, differentiated, closed and open-ended questions (incorporating 'what, how, why') to support our teaching and to assess understanding.
- Use assessment for learning techniques to pro-actively adapt our teaching to ensure our children make continuous progress

**EFFECTIVE LEARNING: To promote effective learning, we will:**

- Teach thinking and learning-to-learn skills.
- Ensure children are aware of personal targets for learning.
- Give opportunities for children to learn in a variety of ways, using their multiple intelligences and preferred learning styles.
- Provide multi-sensory and ‘first hand’ learning experiences whenever possible.
- Encourage children to be independent and to choose their own strategies for learning.
- Use planning frames for children to structure thinking and work.
- Engage children in a range of independent and collective/collaborative, group-based learning activities, including peer-teaching, peer-assessment, talking/work partners, hot-seating, role play etc.
- Provide activities involving problem solving and creative thinking.
- Set clear expectations for learning outcomes and timeframes.
- Provide opportunities for children to use new knowledge and skills in a variety of contexts.
- Encourage children to ‘take risks’ (risk being wrong) in their learning.

**EFFECTIVE REVIEW AND REFLECTION: To enable effective review of learning and children’s reflection upon it, we will:**

- Give positively worded, constructive oral and written feedback on their work and how they can improve.
- Give feedback related to agreed targets
- Praise, reward and share success
- Provide children with opportunities to review and reflect upon what they have learned and how their learning might be applied to new situations
- Teach a variety of memory and recall techniques.
- Enable individuals, pairs and groups to report back to others.
- Enable children to share what they have learned and can do.
- Enable children to ask questions of others.
- Provide opportunities for children to consider future learning.

**EFFECTIVE CLOSE: At the close, we will:**

Use a variety of stimulating activities to provide a clearly signalled, positive and uplifting note to the end of the learning experience e.g Presentations, making books to share with others, completing displays.

**ASSESSMENT**

Our school has high expectations with regards to the consistent quality of assessment and ensures this through regular professional development opportunities which ensure that sensitive and constructive assessment recognises all educational achievement and is a driver for effective planning which focuses on learning and helps and motivates our children to improve. Quality assessment is also used to ensure quality planning of discrete, logically sequenced units and to support children to achieve mastery of each unit i.e. a deeper understanding through problem solving, questioning, the encouragement of deeper thinking and quality feedback which includes:

**Feedback and Marking**

Children are given verbal feedback which either corrects a child’s understanding or extends their learning.

**MARKING**

Marking is intelligent, proportionate and related to the shared Learning Objective(s).

Closed tasks or exercises where the answer is either right or wrong are marked with ticks and dots or crosses. Where appropriate, such tasks and exercises may be marked by the children as a class or in a group.

With writing, we use a redrafting approach. When the teacher looks at the books after a lesson, they make notes on one piece of paper for the whole class about what went well and what still needs work. This might include things to do with the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps, as well as any content improvements.

In the next lesson the teacher will share extracts from pupils’ work, using either the visualiser or just a few typed lines to show examples of good work; children will then be given the opportunity to redraft and improve (Green Pen) their work in response to the feedback.

**ASSESSMENT OVERVIEW**

DAY –TO DAY IN-SCHOOL FORMATIVE ASSESSMENT	IN-SCHOOL SUMMATIVE ASSESSMENTS	NATIONALLY STANDARDISED SUMMATIVE ASSESSMENT
Questions and answers during class	Matching against performance descriptors to see if they have achieved the expected standard	Early Year’s Foundation Stage Profile National Phonics Screening National Curriculum Tests at the end of KS1
Marking of pupils’ work	Short end of unit/topic tests	National Curriculum Tests at the end of KS2
Observational assessment	End of term standardised tests	
PRIMARY PURPOSE	PRIMARY PURPOSE	PRIMARY PURPOSE
Helps children to measure their knowledge and understanding against learning objectives and to identify where they need to target their efforts to improve.	Provides children with information about how well they have learned and understood a topic or course of work over a period of time and how they can continue to improve.	Provide information on how pupils are performing in comparison to pupils nationally.
Provide parents with a broad picture of where their children’s strengths and weaknesses lie and what they need to do to improve.	Informs parents about the achievement, progress and wider outcomes of their children across a period; term, half year, year.	Provides parents with information on how the school is performing in comparison to schools nationally.
Allows teachers to understand pupil performance on a continuing basis i.e. when pupils are struggling, when they have consolidated learning and when they are ready to progress.	Enables teachers to evaluate both the children’s learning and the impact of their own teaching, both of which help teachers to plan subsequent teaching and learning. Alongside teacher assessments, helps teachers to	Helps teachers understand national expectations and assess their own performance in the broader national context.

	reach a summative conclusion about a child's attainment at the end of the year in relation to the National Age Related Expectation i.e. National Standard.	
Assures school leaders that every child will be appropriately supported to make progress and meet expectations.	Allows school leaders to monitor the performance of school cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment	Enables school leaders and Governors to benchmark their own school's performance against other schools locally and nationally, and make judgements about their school's effectiveness.
<b>FREQUENCY AND TIMING</b>	<b>FREQUENCY AND TIMING</b>	<b>FREQUENCY AND TIMING</b>
Continuous	Termly & End of school year	End of FS (Reception) Key Stage 1 (Y2) & Key Stage 2 (Y6)
<b>DATA COLLECTING AND RECORDING</b>	<b>DATA COLLECTING AND RECORDING</b>	<b>DATA COLLECTING AND RECORDING</b>
There is no intrinsic value in recording formative assessment: what matters is that it is acted upon. Teachers record assessment evidence against agreed criteria and use this to inform next step planning	Recorded in an agreed whole school format	The school follows the national procedures.
<b>REPORTING</b>	<b>REPORTING</b>	<b>REPORTING</b>
This supports intra and inter school moderation which contributes to the rigour and validity of in-school summative assessments.	This enables a range of reports and analyses for different audiences to be generated efficiently by school leaders at all levels. These are used to inform verbal reports to parents in the Autumn and Spring terms and a written report to parents in the summer term.	These are reported to parents at the end of Y1, KS1 and KS2.

## PROGRESS AND ATTAINMENT

For READING, WRITING and MATHS our school has developed consistent whole school assessment descriptors. These map the growth in pupils' security, breadth and depth of knowledge, understanding and skills. With the removal of National Curriculum Levels our school carefully considered national frameworks such as:

Curve of Normal Distribution	Below Age Related Expectations			Age Related Expectations			Above Age Related Expectations		
	Stanine 1	Stanine 2	Stanine 3	Stanine 4	Stanine 5	Stanine 6	Stanine 7	Stanine 8	Stanine 9
	Percentile Rank Below 4	Percentile Rank 4-10	Percentile Rank 11-22	Percentile Rank 23-39	Percentile Rank 40-59	Percentile Rank 60-76	Percentile Rank 77-88	Percentile Rank 89-95	Percentile Rank Above 95
	4%	7%	12%	17%	20%	17%	12%	7%	4%

and

Fisher Family Trust Targets	B Below the National Standard	W Working towards National Standard	N-	N National Standard	N+	A-	A Above National Standard	A+	M
	Bottom 10% nationally						Top 25% nationally		Top 10% nationally

Based on the above, our school has developed a consistent whole school progress and attainment matrix for READING, WRITING and MATHS See table below.

YEAR GROUP	Working Towards Age Related Expectations		On Target for Age Related Expectations			On Target for Greater Depth
Y1 - Y6	Significant Risk of Delay	Risk of Delay	Low	Secure	High	

Each year group's programme of study is discrete. The previous year's end of year results are used to place an individual child at the appropriate point on the progression table above. In Y1 – Y6 end of term standardised NFER tests in reading, maths and GPS are used to identify attainment and track progress. In writing, whole school descriptors are used to track children's progress on a term by term basis. Using this system, the school is able to track a child's progress across each year and attainment at the end of each year. The school is able to quickly identify any child falling behind and to quickly intervene in order to move them back on track.

In Reception, children continue with the EYFS Curriculum (Birth-5). Children are assessed on entry and each subsequent term to identify where they are working in relation to Early Years outcomes. Children are tracked in all areas and the next steps in learning provided for.

## CLOSING GAPS

Pupil Selection	Matching interventions to identified need	Monitoring quality of interventions	Role of parents & carers
<p>Pupils working below expectations/not on track to make expected progress are regularly identified at pupil progress meetings with class teachers and SLT</p> <p>Vulnerable groups are identified – LAC, FSM, PP and their progress monitored regularly</p> <p>Teachers identify particular gaps in learning, areas of difficulty and possible reasons for lack of progress</p>	<p>Quality first teaching is adapted to ensure need/teaching match</p> <p>Interventions chosen on knowledge of what works well for different individuals/groups</p> <p>Planning of interventions makes best use of timetabling and ensures flexibility to meet needs of individual pupil(s)</p> <p>Interventions are time-limited with clear intended outcomes</p> <p>Consideration is given to appropriate match of children and adults delivering intervention</p>	<p>Ongoing tracking processes are in place to monitor the progress of all pupils receiving intervention, during and beyond their period of support</p> <p>SLT regularly monitor quality of interventions using observations, feedback etc</p> <p>Pupils' views are included in evaluation and planning of interventions</p>	<p>Class teachers provide parents and carers with full details of intervention including reasons for selection, expected outcomes and regular updates about their child's progress</p> <p>Parents and carers, supported by class teachers, are able to provide additional support to pupils at home</p> <p>Parents' views are taken into consideration in intervention reviews</p>

	Pupils have a clear understanding of expectations and learning goals within each intervention session Planning for interventions makes best use of expertise. Impact of intervention is regular and accurate Consideration is given to suitability and comfort of environment where intervention is held, including ensuring minimal interruptions/changes to sessions	SLT regularly evaluate the impact of interventions in order to refine and disseminate good practice to all staff  Programme of CPD is in place for those delivering interventions to ensure on-going quality of delivery	
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## VULNERABLE CHILDREN & PUPIL PREMIUM GRANT

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll:

- Who have been eligible for free school meals (FSM) within the last 6 years
- Are children of service families
- Who has been 'Looked After' (in care)

and consequently varies annually.

The Government believes that the Pupil Premium is the best way to address inequalities between vulnerable children and their peers. Pupil Premium funding is not ring-fenced to an individual child and schools can use it as they see fit. In our school we use the Pupil Premium to provide Learning Support in the afternoons. We publish further information with regards to this on our website.

## HOME LEARNING

### The school will

- Provide parents with clear information and timetables regarding Home Learning

### Teachers will

- Plan and set a programme of Home Learning that is appropriate to the needs of the child
- Ensure all children understand the Home Learning they have been given
- Mark and give feedback about Home Learning
- Be available to talk to parents and children about Home Learning and inform parents if there is a problem regarding Home Learning

### Parents will

- Support the child in completing Home Learning to a high standard and handing it in on time
- Provide the appropriate conditions and resources for the child to complete their Home Learning
- Complete and sign their child (ren)'s reading record book
- Read and sign Home Learning, indicating if their child has had any particular problems

### Children will

- Ensure they have everything they need to complete Home Learning each week
- Make sure they understand the tasks that have been set.
- Put in the same level of effort as would be expected of class work.
- Hand the Home Learning in on time. **HOME LEARNING NOT HANDED IN ON TIME WILL NOT BE MARKED**
- Take on board any feedback about Home Learning

### FOUNDATION STAGE

Parents are asked to spend time every day talking with their child about everyday activities such as outings, visits, shopping, cooking, weather, seasons etc, to read stories and rhymes to their child daily and to share library books (school and local) with them.

Parents are asked to work with their child to support them in the earliest stages of learning to read. Advice is given to parents on how best to achieve this at the "Reading Workshop for Parents", which takes place in the Autumn term. Written advice is also given as the children start to take home their books. Books should be read each night at home for consolidation and to support the reading done in class (x2 per week). Parents can also support their child as they begin to recognise letters and sounds, by playing such games as "I spy" on a regular basis.

Children learn to read tricky words as part of 'Letters and Sounds'. After the children have learned the tricky words in each phase parents will be sent a pack of Flash Cards of the tricky words the children have learned. Regularly practising reading them, looking out for the words in reading books and playing games with them will really benefit the child. For some children, it will be useful to practise writing the words as well as reading them. It would be useful if these words were practised on a regular basis in the summer holiday before Year 1, as well as parents continuing to share books with their child.

Letter formation sheets are sent home on a regular basis for parents to support their child in the development of their handwriting skills. These show where to start and finish when forming each letter and what each letter should look like, in line with our handwriting scheme of work. Giving children the opportunity to practise forming letters and develop drawing skills with a variety of different tools will give them valuable practice. It is important to watch and correct any mistakes sensitively.

Numeracy skills can be encouraged through many daily activities in the home eg setting the table (counting & sorting), counting and sorting money, baking (measuring, weighing, sorting and counting), playing "Snakes & Ladders (wonderful for counting, recognising numbers, adding and taking away!) Number formation sheets may also be sent home on occasion for parents to support their child in the development of their writing skills. It is not appropriate in the Foundation Stage for children to be doing any "formal" homework but if the children are supported as suggested, they will make good progress towards achieving the Early Learning Goals for the Foundation Stage. Each week a practical task is set to support the learning accomplished in school.

From time to time children may be asked to discuss a particular topic at home or find out more information about it. Children may also be asked to bring in objects or photographs related to their current learning in Come and See.

### EYFS HOME LEARNING RULES

- Use a pencil to complete any home learning
- Work to be stuck in homework books
- Home learning should take a maximum of 10 minutes
- Bring your completed Home Learning back to school by Wednesday of the following week and put it in the Home Learning box.

## KEY STAGE 1

Continuous Provision Home Learning Packs are an important part of Key Stage 1 Learning and it is vital that parents attend the Welcome to Year 1 and Welcome to Year 2 Meetings as in depth guidance is given at these with regards to parental support for Home Learning in KS1. The emphasis remains on Literacy and reading but we include ways in which children can be supported with important Numeracy skills.

Reading on a regular basis is vital when children are in Year 1 and Year 2. Children will bring their reading books home every evening and the role of the adult is to listen and support them. It is important to remind them to use different strategies to read new words, sounding out the word, looking at the pictures and looking for words within words are ways in which the child can read an unknown word. Just as important is discussing the book to check that the child has understood what they have read. Children will have a reading record which parents/carers should sign or comment in each time they read with their child. The children will also bring home a library book of their choice weekly to be read for pleasure and enjoyment with the support of an adult. Children will have regular phonics lessons throughout KS1 which will also include ways in which children can build up a secure sight vocabulary. It is vital that children build up a bank of words which they can read and spell on sight. Children will bring home words, **IN THEIR HOME LEARNING PACK**, when appropriate, to read, write and learn. Parents can help children to learn these by practising regularly

In Year 2 the children receive weekly Home Learning for Numeracy.

In Year 1 the children receive weekly Home Learning for Maths and Spelling.

Parents can also support their child by giving them lots of opportunities to use the Continuous Home Learning Packs to practise the skills of:

- Counting confidently in 2s, 5s & 10s both forwards and backwards
- Doubling each number up to 20
- Halving each even number up to 20
- Knowing the number bonds of all numbers up to 20. This means that they should know how to make each number, eg. 5 can be made by 0+5, 1+4, 2+3, 4+1, 5+0
- Telling the time when it is o'clock, half past
- Whole/part diagrams
- Confidently using money. They should know the names of the coins and have had experience of adding, taking away and finding change.
- Easily recognising the number before or after any given number, numbers to 100 and where they are on a 100 square.

These are important skills that children should have in place **by the end of Year 2.**

Y1 HOMEWORK TIMETABLE				
Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Reading	Reading Numeracy Spelling	Reading	Reading
10 mins	10 mins	10 mins	10 mins	10 mins
<b>Homework back Tuesday</b>				

### Y1 HOME LEARNING RULES

- Always write the date at the top of your Home Learning.
- Respond to all questions in full sentences.
- Use a pencil to complete your Home Learning.
- Always do your best handwriting and take care with your presentation.
- Bring your completed Home Learning back to school on Tuesday and put it in the Homework tray to be marked.
- Home Learning should take a maximum of 10 minutes.
- Parents must supervise and sign your Home Learning.

Y2 HOMEWORK TIMETABLE				
Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Reading Comprehension	Reading	Reading SPAG Handwriting	Reading Spellings (To be learnt for the following Friday.) Maths Work Books.
10 mins	10 mins 20 mins	10 mins	10 mins 20 mins	10 mins

### Y2 HOME LEARNING RULES

- Always write the date at the top of your Home Learning.
- Respond to all questions in full sentences.
- Use a pencil to complete your Home Learning.
- Try to join all of your handwriting and take care with your presentation.
- Bring your completed English and Maths Home Learning back to school two days after it has been given and put it in the Home Learning tray to be marked.
- Bring your spelling Home Learning back into school before the Friday Spelling Test.
- Home Learning should take a maximum of 10 minutes.
- Parents must check over and sign your Home Learning.

## KEY STAGE 2

For older children, Home Learning provides an opportunity to develop the skills of independent learning and parents play a key role in supporting good habits of independent study. The main focus for Home Learning in Upper Key Stage 2 continues to be the reinforcement of key skills in Literacy and Maths; however, children will also be given more varied tasks in other curriculum areas.

Children must read for 10 minutes each evening either to an adult, with an adult or to themselves, in the presence of an adult. The texts read must be chosen from home, libraries and other sources, rather than from school, and should be read for enjoyment and information. Texts, both fiction and non-fiction, should be discussed, including going beyond the literal meaning of the words. Discussion of language used will help to develop the children's own vocabulary. Children are encouraged to build reading stamina by engaging with longer, more detailed texts. Skimming and scanning skills should be developed through research, involving both traditional sources and the internet.

Year 5 and 6 pupils focus on developing personal spelling strategies rather than learning a weekly list. Therefore, the weekly spelling Home Learning consists of opportunities for writing selected words (which will have a common feature or rule), and a range of activities, such as word searches, which help to focus the children on the structure of the words. Children are encouraged to develop their own strategies for accurate spelling across all their writing e.g. breaking up into syllables, finding words within words, mnemonics etc. This written spelling Home Learning for each year group is shown below.

Maths homework consists of catch up, reflection and consolidation activities. Home Learning is often based on tables; children are expected to know their multiplication and division tables to 10 x 10, and be able to respond quickly to mixed questions beyond the reciting of tables. Written Home Learning (which must be returned on the following day) is based on children's current Maths lessons, and Mental Maths tests, done in class, are brought home for personal review each weekend.

Topic work linked to other curriculum areas, usually involves a response to our 'I Wonder' learning challenges. It takes many forms: preparing a presentation, completing a piece of research, or conducting an interview. The nature of this work is usually more open ended than other Home Learning tasks, allowing children to respond freely and creatively. These are generally more extended tasks, being given a week or more to complete.

<b>Y3 HOMEWORK TIMETABLE</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Grammar Rising Stars and Reading Comprehension	Times Tables practice		Times Tables practice	Singapore Maths Work Book & Spellings
Complete the worksheet and answer questions in their comprehension books. <b>Return the following Monday for marking in class.</b>	Use the TTRockstars Website... <a href="https://trockstars.com/">https://trockstars.com/</a> Search for games on tables.		Use the TTRockstars Website... <a href="https://trockstars.com/">https://trockstars.com/</a> Search for games on tables.	Children to recap last week's worksheets, make corrections, if all correct, children explain what they have learnt. <b>Learn new spellings for a test the following week.</b>
<b>20 mins</b>	<b>15 mins</b>		<b>15 mins</b>	<b>20 mins</b>
10 minutes personal reading, on a wide range of reading for enjoyment and information (not texts or books set from school)	Reading books sent home to be returned the following Monday please.	10 minutes personal reading, on a wide range of reading for enjoyment and information (not texts or books set from school)	10 minutes personal reading, on a wide range of reading for enjoyment and information (not texts or books set from school)	10 minutes personal reading, on a wide range of reading for enjoyment and information (not texts or books set from school)
-Singapore Maths workbook <b>must</b> be in the school for the following Monday.				

<b>Y4 HOMEWORK TIMETABLE</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
SPaG. Spelling list. Comprehension.	Times tables practice	Revise spellings	Home Reader	Maths Workbook
10 mins per task	10 mins	10 mins	15 mins – 30mins depending on book band	15 - 30 mins
All homework to be returned the following Monday				

#### **Y3 & Y4 HOME LEARNING RULES**

- Always write the date and title at the top of your homework.
- Always write your answers in full sentences when necessary.
- Use a pencil to complete your Home Learning.
- Try to join all of your handwriting and take care with your presentation.
- Bring your completed Home Learning back to school and put it in allocated homework place in classroom ready to mark.
- Home Learning should take a maximum of 30 minutes.
- Ask one of your parents to check over and sign your Home Learning.

<b>Y5 HOMEWORK TIMETABLE</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Bring in:</b> Singapore Maths workbook. Hand-in CGP Comprehension Deadline for Grammar test– marked in school. Spelling test. Bring spelling sheet into school (along with the definitions and sentences) <b>Bring home:</b> New Grammar test. Mental Arithmetic for extra revision.	<b>Bring home</b> Spellings. Re-visit continuously before Friday	Re-visit Spellings. <b>Bring home</b> CGP Maths home learning (this will be at the end of each Singapore Maths topic and will be due in the following Wednesday	Practise times tables. Use My Maths, online games, CD's, purchased times table books test a parent etc. Re-visit Spellings. Bring home CGP Comprehension.	<b>Bring home</b> Singapore Maths workbook review. <b>WEEKEND</b> Reading Comprehension. Re-visit Spellings. Singapore Maths workbook review. Extra research about our current topic. (not given every week— deadline will be given with task).
<b>20 mins</b>	<b>20 mins</b>	<b>20 mins</b>	<b>20 mins</b>	<b>40 mins</b>
<b>CGP Maths is set at the end of each Maths no problem topic – children have a week to complete the set task.</b> <b>Research tasks are given as necessary.</b> <b>Spend time reading a book that interests you on a daily basis. Read out loud to an adult at least 3 times a week.</b> <b>Use this timetable to become a more independent learner</b>				



Y6 HOMEWORK TIMETABLE				
Monday	Tuesday	Wednesday	Thursday	Friday
Spelling Due in the next day	Grammar Due in the next day	Reading Comprehension Due in the following Monday	100 Club Maths	Maths Workbooks go home Catch up, reflection and consolidation activities
20 mins	20 mins	20 mins	20 mins	40 mins
Spend time <b>reading</b> a book that interests you on a daily basis. Read out loud to an adult at least 3 times a week. <b>Use this timetable to become a more independent learner</b>				

#### Y5 & Y6 HOME LEARNING RULES

- Always write the date and title at the top of your homework.
- Refer back to text in answers. Answers do not have to be written in full sentences.
- Join all of your handwriting and take care with your presentation.
- Home Learning should take a maximum of 30 minutes.
- Ask one of your parents to check over and sign your Home Learning.

### REMOTE LEARNING COVID

#### Revised Government Guidance

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations, delivered by a teacher in the school or through high quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

Ideally, there should be daily contact with the teacher.

There are several different scenarios when it may be necessary to have remote learning in place.

Level 1 – One child who is at home waiting on test result of themselves or household member (approx. 1-2 days)	Work will be placed on the Google Classroom. Daily lessons will match with work that pupils are completing in school. Doodle online homework will be available.
Level 2 – A child isolating due to a positive test in the household (14 days)	Work will be placed on the Google Classroom. Daily Maths and English (Oak Academy). Maths No Problem Workbooks 2 x 3 Other subjects TT Rock stars Phonics (KS1) Doodle online homework IDL for those pupils who have been identified School will maintain contact by phone call at least once per week.
Level 3 – Whole class isolating at home due to a confirmed case of COVID 19 (14 days)	Work will be placed on the Google Classroom. Daily Maths and English (Oak Academy). Maths No Problem Workbooks 2 x 3 Other subjects. TT Rock stars Phonics (KS1) Doodle online homework IDL for those pupils who have been identified Teacher contact twice a day via Google Meet to set expectations, check on any difficulties etc.
Level 4 – Whole School closure	As level 3 for all children.

## ACCESSING OUR ONLINE CURRICULUM

Google Classroom can be accessed online and as an application from Android Play Store or Apple App Store. Doodle Apps can also be downloaded from major App markets including, Apple, Android and Amazon.

Pupils have unique logins for each app which have been communicated to parents. In order to relieve stress and anxiety regarding access to online learning, we have also offered parents direct communication through an email dedicated to IT support: [ithelp@ourladybishopeton.com](mailto:ithelp@ourladybishopeton.com). This will be monitored and school will respond to any queries within office hours. These applications were gradually introduced to you and your child throughout September so that in the event of your child's future absence for any reason, the process will not cause any added anxiety.

## HANDING IN WORK VIA GOOGLE CLASSROOM

Work is submitted by uploading a photograph of completed work and clicking Turn In or Mark as Done.

We are aware that some families will have multiple children sharing the same device and therefore deadlines and hand-in requests will always be set with this consideration and children will be given up to **the end of the following day to submit their completed work**.

## TEACHER INPUT

**In the event of Bubble Isolation or Full Lockdown:** Teachers will use Google Meet to speak to their class at the start of each day to explain to them the Learning Objectives for each of the lessons set and to remind them how and when to submit their work. Teachers will also remind children that they can submit a comment with their work. Teachers will use Google Meet to speak to their class at the end of the day.

Teachers who are themselves ill during a Bubble Isolation or Full Lockdown will not be required to provide the above input. A member of SLT will make contact with the class via Google Meet on at least every third day.

## ASSESSMENT & FEEDBACK

As children will have two days to complete the work set daily, every third day, the end of day Teacher Google Meet will include whole class teacher feedback informed by the completed Oak Academy, Maths No Problem, Doodle, TT Rockstars activities and any comments received from the children. Teachers will identify points for celebration and next steps.

## MONITORING ENGAGEMENT

If a child is unwell, there will be no expectation that they complete the work set.

Monitoring by the class teacher will identify pupils who have not engaged with the work set. Where difficulties become apparent, families will be contacted by the school to ensure they are able to access the online curriculum and to discuss the general wellbeing of the family.

## TRANSITION

During their time in our school our children will undergo many transitions. Some transitions may be school initiated others may arise from changing friendship groups, bereavement, parents splitting up or illness. Our school aims to help all children through all types of transition.

### TRANSITION FROM EXTERNAL SETTINGS TO THE FOUNDATION STAGE

- Correlates information from parents and all relevant nurseries, child care providers and outside agencies
- Implements a child friendly induction programme

### INTERNAL TRANSITIONS BETWEEN ALL CLASSES AND KEY PHASES

- Implements a pro-active transition programme which includes a 'Transition Day' when children can visit their new class and teacher.
- Uses the 'Transition Day' to help identify any children who may have particular problems with any aspect of this change
- Identifies appropriate additional support for these children, including working with parents
- Ensures that all teachers pass on full information about their children to the next class teacher

### CHILDREN WITH SPECIAL NEEDS

- Identifies, organises and resources individual transition programmes
- Provides information to staff with respect to strategies to support the transition of individuals and cohorts
- Ensures support from the SENCO for staff and children both prior to and during the transition
- Works with families during each phase of the programme

### TRANSITION BETWEEN SCHOOLS

- Takes part in the Common Induction Day
- Liaises with all relevant secondary schools providing all relevant information within the agreed time frames
- Takes part in transition projects organised by any of the relevant secondary schools, Children's Services and Learning Networks

### TRANSITION BETWEEN SCHOOLS CHILDREN WITH SPECIAL NEEDS

- Contributes to Transition Reviews in order to identify individual transition programmes
- Works with relevant secondary schools and families to implement individual transition programmes

### TRANSITION ARISING FROM BEREAVEMENT OR LOSS OF ANY KIND

- Encourages parents/carers to allow their child(ren) to take part in the school's confidential Rainbow Programme
- Encourages children to take part in the Rainbow Programme
- Funds Rainbow training for staff/support staff
- Provides bases and resources for the Rainbow Programme

### TRANSITION ARISING FROM ILLNESS

- Works with all relevant agencies to identify, implement, monitor and evaluate an appropriate Individual Health Plan
- Encourages parents/carers to allow their child(ren) to take part in the school's confidential Rainbow Programme should this be appropriate.

## IMPACT

Our school leadership closely monitors the progress of every child using a range of evidence which includes: Data, Work scrutiny and Lesson observation. All data is reported at Governors. This strategy has been reported to and endorsed by our Local Authority school improvement partner. We see:

### Children who:

- Are confident, well-motivated, independent, yet collaborative learners.
- Enjoy their learning and who maintain good relationships with adults and other children.
- Have a sense of pride in their work at school and a determination to reach their personal goals and targets.
- Make outstanding progress relative to their personal starting points.

### Teachers and teaching assistants who:

- Are professional, knowledgeable, skilled, confident, motivated and happy in their work and their work/life balance.

**Parents who:**

- Are fully engaged in their children's learning and understand, and are proud of their children's progress and achievements.