Teaching and Learning Policy
(Including Curriculum, Assessment and Home Learning)

Agreed and Adopted by the Governing Body on: 19th September 2023

Signed : J Shepherd

The policy will be formally reviewed on: September 2024

School Vision

The children of The Hawthorns are at the heart of all that we do. As a whole school community, we nurture and challenge our children within a caring environment, so they grow both personally and academically.

We are passionate about developing the whole child; encouraging them to have a growth mindset, believe in themselves, aspire to achieve their best and become resilient lifelong learners.

We uphold a strong sense of belonging by valuing our children's individuality and celebrating diversity to ensure all our children thrive.

Our Curriculum Drive

At The Hawthorns Primary School, we aim to provide a unique and creative learning experience with high aspirations for all our pupils.

Our exciting and innovative curriculum is tailored to inspire and challenge each individual child so they develop a passion for learning and aspire to be successful.

The curriculum offers a wealth of knowledge through real life experiences to foster a spirit of curiosity and purpose, encouraging children to make connections and equipping them with the skills needed for their futures.

The Hawthorns Primary School follows the National Curriculum.

The aim of the policy is to outline the school's approach to our curriculum through our teaching and learning. It is designed to act as a reference point for existing and new staff whilst also giving clear guidance on the school's approach to teaching and learning to a wider audience, particularly parents and carers.

Our Principles for Teaching and Learning:

- There should be a consistent framework and overall approach to teaching and learning based primarily on the specific needs of the children at The Hawthorns Primary School.
- Such a framework should be developed with regard to sound educational research as well as a broad range of evidence of effective practice from other schools locally, nationally and internationally.
- Approaches to teaching and learning should always be tailored to the unique needs of the school and children.
- The quality of any teaching approach should be judged on the impact it has on pupils' learning.
- Teachers and senior leaders should regularly reflect on teaching strategies being used in order to evaluate their impact and seek ways to further improve the quality of teaching across the school.

- Within a consistent framework for teaching and learning, there should always be scope for teacher creativity and individuality. Teachers should be encouraged to innovate to achieve the best possible outcomes for the children they teach.
- Lessons should be stimulating, engaging and challenging so that children develop positive attitudes towards learning and are motivated to become lifelong learners. Challenge for all should be evident in all lessons where children's learning is deepened and broadened to extend their thinking.

Our approach to teaching and learning is based on Rosenshine's Principles of instruction to ensure quality first teaching:

Strand 1: Sequencing concepts and modelling

- Present new material in small steps with student practise after each step
- Limit the amount of material/information students receive at one time
- Give clear and detailed instructions and provide models to give explanations, such as modelling paragraphs and providing conceptual models such as bar models, part-whole diagrams and use of concrete apparatus.
- Think aloud and model steps through explicit narration of our thought processes.
- Use more time to provide explanations
- Provide many examples
- Re-teach material when necessary.
- Provide scaffolds for difficult tasks to enable pupils to learn cognitive strategies from the teacher who models, coaches and supports them as they develop a level of independence. Scaffolds are designed to reduce cognitive load and are withdrawn as pupils develop confidence.

Strand 2: Questioning

Effective questioning in a highly interactive and responsive classroom lies at the heart of great instructional teaching. These include:

- Asking a large number of questions and checking for understanding
- Asking pupils open questions to explain what they have learnt
- Check the response of all pupils
- Provide systematic feedback and corrections.

Strand 3: Reviewing
Retrieval practise supports building pupils' long-term memory and their level of fluency in recall. Strategies could include:

- Beginning a lesson with a short review of previous learning to re-activate recently acquired knowledge. We call these memory maps to review learning from the

previous lesson, week, term or year. In science and history, children create mind maps of the previous learning to make links with their current learning.

- Weekly and monthly reviews to ensure that previously learned material is not forgotten. Through frequent re-visiting of a range of material, children are able to form ever more connected networks of ideas – more extensive schemata. For example, in mathematics children re-visit calculation skills when solving problems about measures. Connections are made between mathematical domains.

Strand 4: Stage of practise

- <u>Guide children's practise:</u> all children need to practise but that practise must be guided so that the chance of forming misconceptions is minimised. This results in a high success rate that in turn fuels motivation and engagement during more independent work.
- Guided practise involves thorough explanations, plenty of modelling and feedback and aspects of re-teaching where gaps remain. Strategies such as thinking out loud and 'My Turn Your Turn' can support guided practise. Teachers carefully check for errors or successes as they circulate around the children.
- As children gain in knowledge and confidence, the guided practise phase can become shorter.
- Children practise a successful strategy to increase fluency and encourage automaticity.
- <u>Independent practise:</u> this is the ultimate goal for teaching to construct learning so that children are able to do challenging tasks by themselves without help. It is important for the material to be similar during independent practise as during the guided practise in order for the appropriate level of success to be secured.

- The basic flow of many learning experiences is as follows:
  - Teacher explains
  - Teacher models
  - Teacher checks for understanding
  - Children engage in guided practise with scaffolding as needed
  - Scaffolding and support are gradually withdrawn
  - Children engage in independent practise
  - Children become fluent

Mastery Learning

At The Hawthorns Primary School, mastery learning is where children achieve a deeper understanding of key concepts, over time. Teachers are committed to ensuring that all children master key concepts sufficiently before moving onto a new area of learning. This results in more secure foundations for each learner and a deeper understanding of key ideas, which can then be layered upon and enriched as the year progresses. Mastery

learning will be evident through the children's capacity to apply their knowledge, skills and understanding with sufficient:

- Fluency over time
- Independence
- Resilience to deal with complexity and new concepts.

It is understood that not all children will achieve the same degree of mastery but it is at least sufficient so that they can progress through the key ideas expected for their age. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems to achieve a greater depth of understanding. Those children who are not sufficiently fluent with material should consolidate their understanding, including through additional practise, before moving on.

Teachers are expected to carefully plan for all children to master the relevant key skills in a year group using medium term planning formats. Depth and challenge should be planned to ensure all children are challenged.

A working model of a mastery curriculum
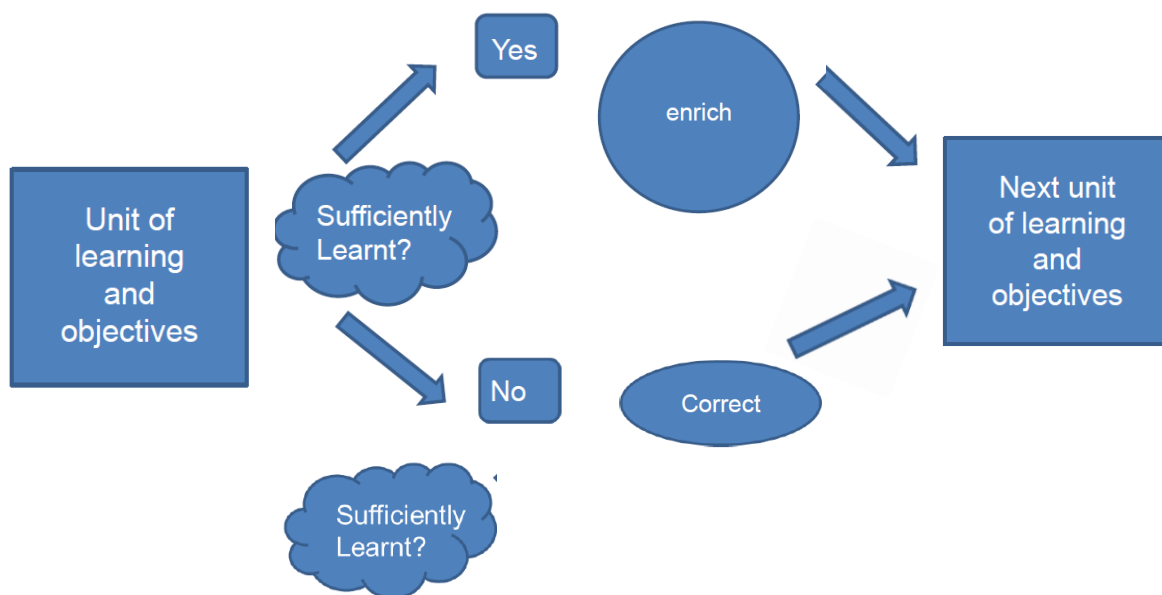
Support and Challenge

We have high expectations of all children and expect them to achieve well.

In line with the National Curriculum, lessons are planned with one common learning objective for all children. When planning learning activities, teachers adapt tasks to ensure children are challenged appropriately and that tasks support and encourage the children to develop a masterful understanding of their learning. We use a range of strategies to scaffold and deepen learning:

- **Pre-teaching** – pre-teaching can be very effective to introduce focus pupils to new concepts before the main lesson. Children should be provided with knowledge organisers, key vocabulary, visuals, a copy of the key text or be introduced to the new learning during an intervention to teach the preceding steps to close any possible knowledge gaps.

- **Reduce cognitive load through scaffolding** – at times children will be working on similar tasks but some groups will have additional support or structure to help them access the task i.e. additional prompts / resources such as concrete apparatus in mathematics to help them with the task. At times, this may take the form of additional adult support.

- **Breakaway Groups** – not all children need the same input at the start of the lesson and so often teachers will let one group start their work whilst giving an input to another group or the rest of the class. This ensures that children are not sat through inputs that are not relevant to them and therefore not making progress.

- **Flexible grouping and planning** – during lessons and units of work, teachers will use ongoing formative assessment to identify any children who have not yet sufficiently grasped the learning objective. The teacher may re-group children based on how their learning is progressing i.e. if a child is making particularly good progress they may be moved to work with another group or given the next challenge whereas as a child who needs extra support with a certain concept may join another group of pupils who are having similar difficulties. This allows the teacher to ensure that they are constantly challenging and supporting children at the appropriate level.

- **Plan for challenge which deepens knowledge and understanding** – teachers will plan for tasks which deepen the children's knowledge and understanding. For example, children may be asked to evaluate the author's choice of language or create alternative solutions to a mathematical problem.

- **Cutaway clubs** – these are an excellent way for teachers to address the specific learning needs of a small group of children during a lesson.

Timely Intervention - to ensure that learning objectives are sufficiently understood by the children, teacher's ongoing formative assessment should identify any children at the end of the lesson who have not yet sufficiently grasped the learning objective. In this case, the teacher can carry out an intervention or address the misconception through adaptive planning to reduce/close any gaps in the children's understanding, helping them to 'keep up' and stay 'on track'.

General Teaching Strategies

Learning Objectives

The use of learning objectives helps children to understand the focus of the learning for the lesson and how to be successful. They are the 'tools which enable pupils to exercise power over their own learning' (S.Clarke, 2008, Active Learning Through Formative Assessment).

In all lessons, children will be made aware of the learning objective (LO). The LO is shared both verbally, visually and should be recorded in children's books at the top of any piece of work. Learning objectives (LO) should always be written in child-friendly language so that they can easily be understood by all. They should also be de-contextualised i.e. focus on the **learning skill** not the task or specific context. For foundation subjects, the LO will be printed and glued at the beginning of each piece of work.

The learning objective may be supported in lessons by a set of success criteria (SC) – see appendix 3. Teachers will share and model the key aspects of learning which need to be mastered within the lesson as well as present additional challenges for those pupils who require it. Children should be encouraged to use the working walls independently to help them remember the learning they have experienced.

Teachers will refer back to the learning objective and success criteria throughout the lesson and during the plenary to revise what the children have learnt, where they have been successful and what they might learn next to continue the learning journey. This helps to keep the focus on the learning rather than just the tasks and also empowers children to take control of their own learning which has a positive impact on their learning behaviours.

Use of WAGOLLs (What A Good One Looks Like)

Seeing examples of excellence helps children to understand what they need to include in their work to be successful. Children can use WAGOLLs to help them understand what is expected of them and what excellence looks like. WAGOLLs can be generated through the use of the children's work in the lesson and from previous lessons or having pre-prepared examples. Children should be taught to analyse and unpick WAGOLLs so that they can identify what makes a piece of work effective or successful.

When using children's work, teachers should be sensitive to the feelings of the child whose work is on show, particularly if the group are going to be suggesting improvements. Analysing children's work in this way is dependent on the teacher having created a culture of trust in the classroom where everyone is working together to help each other improve.

Often teachers will generate their own WAGOLLs so that children have a clear example of excellence to aspire to. This is particularly the case in writing where children need to have high quality models of writing shown to them to 'upscale' their writing.

Active Learning

At The Hawthorns Primary School we believe that learning is at its best when children are active and highly engaged.

The use of pupil talk and talk partners is an effective strategy we use to encourage active learning. Talk partners and 'no-hands up' is a useful strategy to ensure that lessons do not become dominated by teachers talking at children for long periods of time, which can lead to the children becoming passive and disengaged. With the use of talk partners, a teacher may pose the class a question and then ask the children to discuss the answer in pairs before feeding back to the class.

All children are expected to answer every question with a partner. This means that they pay attention because they know they'll be expected to answer every question. And they know they could be called upon to share their response with the rest of the group. Talking forces everyone to listen and think, and then to articulate what they understand. Saying it aloud and teaching it to a partner helps it stick.

We use a 'talk routine':

1. We ask a question and use the 'Turn to your partner' (TTYP) signal to indicate when children should turn and discuss their answer.

2. We listen carefully as children prepare an answer with their partner – we don't get stuck with one partnership. We use this time to choose those partners with the most helpful answers to feed back to the group.

3. We stop the children using the Team Stop Signal.

4. While children are talking, we search for responses we can build upon. We ask one or two partners to share their response with the group.

Children feel safe to respond because the answer belongs to both partners - and they have practised it first. They know that every teacher and teaching assistant will build upon what they say – thoughtfully and deliberately. We use paraphrase to keep the discussion moving. We share a few of the partners' responses. This is particularly useful to feedback on behalf of children who aren't yet confident to talk to the whole group.

We use a word wave for one-word answers with multiple responses. We ask the question using the TTYP signal first – and then say 'word wave'. Children call out their answers as we move a hand in a wave action across the group.

Finally, we use choral response when there is only one correct answer, for example - is he angry or pleased? Children turn to their partners to decide, and then we open our hands for the children to give their response together.

Partnerships are chosen carefully and we encourage changing partners at least every four to six weeks.

- Try pairing up assertive children – they'll have to learn to listen to each other.

- Pair up shy children – they may be more likely to talk if both are quiet.

- Pair up boys with girls.

- and first and second language learners.

- Where appropriate, more able children with less able children.

Having activities ready the moment children enter the classroom is another strategy we use to encourage active learning so that learning starts from the minute the children enter the room. Mini whiteboards can be used in lessons to encourage whole class participation and active learning. However, children are encouraged to work in books as soon as possible to ensure their whole learning journey is captured. Evidence of misconceptions being corrected is captured and both children and teachers can see progress through a lesson and this enables teachers to assess the children's progress immediately as well as at a later date.

We aim to keep teacher inputs as short as possible to minimise teacher talk and maximise the time children are actively engaged in a task. Inputs are often interactive with children using mini whiteboards to respond to teacher questions throughout the input. Children should never just be sat listening for long periods of time. All children are expected to respond to the teacher's questions and children know that anyone can be called upon to answer. Children should be encouraged to develop their curiosity around their learning by posing their own questions and be given the opportunity and freedom to express their ideas and thinking.
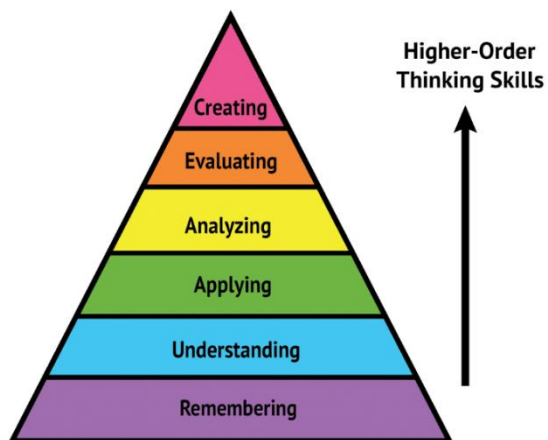
Teacher Questioning

Questioning should be inclusive for all and with our **no hands up approach**, all children are encouraged to contribute.

Effective teacher questions support learning in a variety of ways e.g.

- By encouraging children to articulate their thought process out loud i.e. questions such as "How do you know that?" "Why do you think that?" "Can you explain what you did to get that?"

- Challenging children to extend their understanding or think in a different way i.e. "How else could you do that?" "Could there be a better way?" "What if...?"

- To stimulate thinking i.e. "What is the same?" "What is different?" "Can you see a pattern?" "What do you think comes next?"

- To assess knowledge and understanding i.e. "What have you discovered?" "How did you find that out?" "Why do you think that?" "What made you decide to do it that way?"

Children can be challenged in their thinking when teachers plan their questioning using Bloom's taxonomy:

Higher-Order Thinking Skills

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Question stems from Blooms are useful for teachers to plan the level of challenge and thinking for their children. For example, can you name all the …? Describe what happens when …? to plan for the remembering phase of Blooms.

For higher order thinking, teachers use the evaluate phase to plan for questioning. E.g. Do you think … is it a good or bad thing?

Effective questions help teachers to get feedback from children during the lesson about their current level of understanding and any misconceptions that they might have. Effective teachers listen carefully to the responses children give and react accordingly.

When asking pupils questions, it is important to allow for 'wait-time'. Giving children time to respond usually improves the quality of the answer as it allows them to consider the question and formulate a response. The use of talk partners can again be effective here and gives children the opportunity to explore their answers with a partner before responding.

Open-ended versus closed questions

We use both types of question in the classroom depending on the purpose of the question. If a teacher wants to quickly check whether or not children have understood the task or a simple procedure / factual understanding, then a closed question might be appropriate. However, open-ended questions are more effective in getting children to think more deeply about their learning.

Whole class versus small group or 1:1 questioning

Again, both of these strategies can be used to support learning in the classroom. Teachers should be aware of the potential pitfalls of whole class questioning i.e. the other children becoming disengaged as the teacher and one child interact. We use a range of strategies to avoid this to ensure all children are actively engaged:

- Whole-class response systems i.e. mini-whiteboards
- Talk Partners (see above)

Small group or 1:1 questions can also be highly effective and allow teachers to tailor questions to meet the needs of specific learners or groups of learners. Teaching assistants have an important role in doing this to assist the class teacher in advancing the learning.

Questions should be asked throughout lessons not just a certain points i.e. during inputs.

The role of Additional Adults (Teaching Assistants)

In some classes there are additional adults in a lesson to support the learning of pupils. Teaching assistants play a vital role in supporting the learning of pupils. To be effective it is important that:

- Teaching assistants know what their role is in the lesson i.e. which children they are supporting and how they are expected to support them. They are actively involved in lessons.
- Children do not become over-reliant on teaching assistants – they are there to help children access the learning and challenge, not to do the work for them. It is important that all children are able to work independently.
- During whole-class inputs teaching assistants have a clear role and will be supporting specific children to focus on the input, running a separate breakaway group as directed by the teacher, scribing for the teacher or making observations for the teacher based on children's responses.
- Teaching assistants use effective questions in the same way as teachers (see above)
- Teaching assistants annotate or mark work and give feedback to children.
- Teaching assistants feedback to teachers during the lesson so they can adapt lessons to ensure all pupils make accelerated progress.

The Learning Environment

We believe that it is important to provide a stimulating and organised learning environment to promote learning. Children and adults should all take pride in the learning environments throughout the school. In practice, this means that:

- Classrooms should be kept organised, clutter free and tidy and that adults encourage children to take a pride in their classroom i.e. putting things away and picking up litter.
- There should be useful and engaging displays both inside classrooms and in communal areas.
- Resources across the school and in classrooms should be well organised and labelled.
- Every classroom has maths and English working walls (see below).
- Every classroom should have concrete resources to support mathematics.
- Each classroom should have a reading area with suitable books which helps reinforce a love of reading.
- Displays should include examples of children's work and celebrate their achievement with an explanation of the learning.
- Higher order questions should be displayed to engage pupils.

- Vocabulary should be displayed e.g. common exception word spellings, topic vocabulary, key terminology related to year group expectations.
- Every classroom should also display the school's Aspirational Qualities which are referred to regularly.

The use of Working Walls in English and Maths

At The Hawthorns Primary School we use working walls in English and maths. These are working displays that support children's learning in lessons. The working wall helps the children to understand how the lesson fits into the bigger picture by showing them the 'learning journey' for the unit of work. The learning journey shows the different stages of learning the children progress through during a unit of work, often this takes the forms of the key learning objectives for a unit along with the intended audience and purpose for writing, for example.

The working wall may also contain visual reminders and models to support children's learning i.e. if a teacher has modelled or demonstrated a concept to the children in a lesson, this can be added to the wall for reference. The walls may also contain key vocabulary that the children learn as they work through the unit, James Durran planning grids and examples of high-quality pieces of work (WAGOLLs).

Working walls are designed to be interactive. Items go on and off the board on a frequent basis i.e. modelled examples from the flipchart, visualiser or whiteboard. The work on the working wall is not mounted as it is constantly changing and evolving.

In English, teachers create checklists with the class based upon the text they are learning about e.g. explanation texts or settings. These checklists will be displayed on the working wall or washing lines and can be used by the children as a reminder about the text features to include in their writing.

In addition to this, teachers often display a class 'writer's toolkit' which is a list of generic writing features which have been taught or are to be taught over the year (they will be year group specific) The 'writer's toolkit' should be used by the children independently to show their increasing competence at using these writing features within their work.

Other spelling and grammatical rules may also be displayed which are relevant too.

The Hawthorns Primary School Curriculum – An Overview

At The Hawthorns Primary School, children are taught the three core subjects of English, mathematics and science (as outlined in the 2014 National Curriculum) as well as the following foundation subjects:

- Computing
- Art and Design
- History

- Geography
- Physical Education
- Design and Technology
- Modern Foreign Languages (French)
- Music
- The school also follows the locally agreed Religious Education syllabus, Pan Berkshire syllabus.
- Our PSHE curriculum is delivered through the Jigsaw scheme of work.
- Outdoor learning

Please refer to the Early Years Foundation Stage (EYFS) policy for further information about the EYFS framework.

Curriculum organisation

At The Hawthorns Primary School, we organise our learning into a range of termly creative, cross-curricular and engaging learning topics. Each topic combines a range of subjects to form child-friendly and stimulating themes which meet the needs and interests of our children. We check the coverage of the National Curriculum against the topics to ensure children are taught the appropriate knowledge and skills for their year group.

We believe that learning goes beyond subject disciplines and so learning at our school is enriched to develop a wide range of skills and attributes which we call our Aspirational Qualities. These qualities have been carefully chosen by our community and their aim is to determine our thinking and behaviour around being a successful learner. Through teaching, learning and upholding the aspirational qualities, we are developing a set of skills and attitudes to prepare our children for the modern day world and enable them to belong, believe, achieve and grow.

We lead special Aspirational Qualities assemblies, where the children are asked to reflect on an aspect of a quality within their own and other people's lives. Class teachers also explicitly teach the 'Quality of the week' in their class assembly and following PSHE lessons. Wherever possible, our Aspirational Qualities are taught in all areas of the curriculum with children and adults in the school being role models for each quality.

Kindness

Independence

Resilience

Creativity

Curiosity

Collaboration

We often achieve this through collaboration and partnerships with local primary and secondary schools, higher education colleges and links with local organisations. We aim to develop the children's cultural capital through participation in the following special activities:

- Special subject focus weeks e.g., science and art weeks.
- Visitors to school.
- Whole-school events e.g., Remembrance services, sports day, curriculum events.
- Mental health and wellbeing weeks
- Weekly sports sessions (Football, basketball, netball, swimming lessons).
- Daily assemblies where children explore a range of moral, cultural and topical issues.
- Access to extra-curricular clubs e.g., Junior and Senior choirs, drama, netball, cross-country, art, drama, multi-skills, football, basketball.
- Berkshire Maestros music lessons for our Year 5 children as well as music teaching from our specialist music teacher.
- Special Days such as World Book Day, Comic Relief and Christmas Jumper day.
- Links with our partner school in Liverpool.
- Regular trips which link to our learning topics such as visits to Windsor Castle, Butser Farm and walks around our local environment.
- Residential trips for our Year 6 children to develop the children's leadership and interpersonal skills
- Children taking on leadership roles within the school such as School Council, house, sports and music captains.
- Children develop their entrepreneurial skills through fundraising events.

Planning of our Curriculum

Long term curriculum maps have been created for each year group which show the subjects and creative topics that will be covered for each term. These can be found on the school website and on the school network. Each map shows the coverage of subjects for each topic along with planned hooks to motivate and engage the children, focus for taught writing, writing across the curriculum and planned outcomes.

Coverage, Continuity and Progression – Threshold Concept Progression

- Each subject leader also has a subject specific curriculum map showing the specific areas and topics being covered in their subject across the whole school.

- Subject leaders ensure that the units of work in each year group cover the requirements of the National Curriculum. They also ensure that there is a clear

progression in skills and knowledge throughout the school in their subject which results in children knowing more, remembering more and being able to do more. These are published on each subject's threshold concept document.

- For science and the foundation subjects, year group teams plan topics and medium term planning together. However, there is an expectation that teachers will adapt planning to meet the individual needs of the children that they teach to support or challenge.

Medium Term Planning

- Year groups use the medium term planning template to plan for the teaching of each foundation subject. This template is saved on the network. The template allows for the planning of vocabulary, making links to prior and future learning and crucially progression of skills.
- For English and mathematics, there are subject specific planning templates (saved on the network). Please see the relevant English and Maths strategy document for subject specific planning guidelines. We call these short term plans.
- Topics are planned on a termly basis by year group teams, always taking into account the relevant national curriculum requirements, to ensure they stay relevant and meaningful for the children. Children should be given opportunities at the start of units of work to share what they already know so that plans can be adjusted to ensure there is progression and challenge for all.
- Effective cross curricular links are made where appropriate to secure the children's interest and to show children how the subject disciplines are related and interlinked. It is not always appropriate to make links and sometimes subjects are best taught discretely; links between subjects should not be forced.
- Units of work may be delivered in a block or through regular weekly lessons or any combination of the two methods based on the needs of the children and the nature of the unit of work.
- Each unit of work should be finished with an assessment task, e.g. POP task, concept map or double page writing assessment, to assess the impact of learning.

Assessment

We see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment (see appendix 2 marking policy), in-school summative assessment and nationally standardised summative assessment.

The school's assessment diary details the assessments to be carried out through the year as well as termly data drops and tracking meetings to evaluate pupil progress throughout the year.

Arbor is used as a tool to record and analyse pupil progress.

In-school summative assessments include:

- termly NFER tests for Years 1, 3, 4 and 5
- termly use of previous SATS papers for Year 2 and use of optional end of Key Stage 1 assessments in summer term.
- termly mock SATS tests for Year 6
- Yarc and Phab tests to assess processing speeds
- Annual spelling and reading age tests

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) baseline at the beginning of reception
- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in Year 1
- Multiplication check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year 6).

<u>List of Appendices:</u>

1. Home learning
2. Marking and feedback

Home Learning

Aims

- To provide the opportunity for parents and pupils to share in the learning experience.
- To give children the opportunity to take increasing responsibility for their own learning and develop the practice of independent study.
- To provide the opportunity to extend and develop work in all curriculum areas undertaken in school.
- To encourage the use of a range of resources outside school such as: the internet, libraries and museums.
- To provide the opportunity for pre-learning of topics, research, application, practise, reinforcement and consolidation of work carried out in school.

Organisation

Home learning is defined as work set by the teacher to be done at home, either by the child alone or with the support of an older sibling, parent or carer. The main focus of home learning will be English and mathematics, with occasional tasks to extend and enhance learning across the curriculum.

Home learning will involve some or all of the following activities:

- Reading: independent, shared or paired reading, with possible activities to reinforce comprehension and understanding of texts as children progress through school.
- Spellings: learning sounds and spellings; activities to apply spelling rules and patterns to extended tasks.
- Learning number facts and practise of calculation, including problem solving (multiplication tables, number bonds, etc..).
- A weekly piece of English and maths homework to help practise and apply the week's learning in school.
- Handwriting

A homework club is provided for children who are asked to attend if they do not complete their homework at home.

Home learning will be sent home each Friday to be returned the following Wednesday.

Home Learning Information

- The Home Learning policy is published on the school website.
- The Teaching and Learning News is emailed to parents at the start of each new term and published on the school website.
- Information is shared with parents at the initial Meet the Teacher evening in September.

Home Learning Expectations

Teaching Staff:

Teaching staff should ensure that:
- All the home learning instructions are clear and adequate.
- All home learning is purposeful.
- Where possible, children will mark their own work using honesty sheets.
- Home learning handed in is acknowledged and praised with a comment to reflect the child's effort. Housepoints can be awarded.
- Homework folders and reading diaries (used in EYFS – Year 3) will be monitored on a weekly basis.

Pupils:

- The pupils will be expected to produce home learning of a high standard, in line with the standard of work that is expected in school.
- Where specific home learning is given, such as reading diaries, the pupils are expected to take responsibility for handing in their work on time.

Parental Support:

- Home learning gives parents the opportunity to see what their child is learning across the curriculum.
- It is beneficial for children to follow a home learning routine through establishing a set time and place to complete home learning.
- To encourage and praise their child when they have completed their home learning.
- To become actively involved and support their child with home learning activities, including helping children develop time management and independent working skills.
- Helping their child to learn multiplication tables to help improve their calculation fluency.
- Reading with their child to help promote a love of reading. Reading diaries are signed and commented each time the child reads.

Current Home Learning

	Reading	English (including spelling)	Mathematics	
			Weekly tasks	Ongoing skills practise
EYFS	Read Write Inc books Daily for 10 minutes per day	Weekly handwriting activities linked to phonics teaching Practise spelling red words	Weekly practise activity linked to current learning	Counting up and backwards to 10
Years 1 & 2	Read Write Inc books Daily for 20 minutes per day	Practise spelling common exception words and spelling patterns Handwriting/sentence level work	Weekly practise activity linked to current learning	Counting in steps of 2, 5 and 10
				2, 5 and 10 multiplication tables
Years 3 & 4	Library book Daily for 30 minutes per day	Practise spelling statutory words and spelling patterns Handwriting/sentence level work	Weekly practise activity linked to current learning	3, 4 and 8 multiplication tables
				6, 7, 9, 11 and 12 multiplication facts
Years 5 & 6	Library book Daily for 30 minutes per day	Practise spelling statutory words and spelling patterns Handwriting/sentence level work	Weekly practise activity linked to current learning	12 x 12 multiplication and division facts

Longer English tasks and occasional topic home learning may be set when required.

Marking and Feedback

This policy forms a part of the whole school Teaching and Learning policy. It reflects the ethos of the school and has direct links with curriculum planning and assessment.

The Policy Must:

- Be consistently applied by all staff
- Clear in its purpose
- Manageable
- Productive in its outcomes
- Informed by pupils' individual learning needs, prior knowledge and previous assessments

Purpose

The purpose of this policy is to provide a framework for quality marking and feedback that outlines how children's work should be received and marked, thereby having a positive impact and influence on children's learning attitudes and future achievements.

At The Hawthorns Primary School, we recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

The Education Endowment Foundation research shows that effective feedback should:
- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- provide meaningful feedback to encourage excellent progress in learning
- provide meaningful and specific guidance on how to improve in order to encourage excellent learning progress.

Reasons for Marking
Aims

- To have a consistent whole school approach to marking and feedback.
- To recognise, encourage and celebrate children's effort, progress and achievement.

- To improve standards of achievement for all pupils by giving them constructive and specific feedback through marking.
- To indicate how a piece of work could be corrected or improved against the learning objective and success criteria.
- To improve children's confidence in reviewing their own work and setting future targets.
- To help pupils develop an awareness of the standards they need to reach in order to achieve Age Related Expectations for the National Curriculum.
- To involve parents more directly in reviewing their child's progress and to help in reporting to parents.
- To identify pupils who need additional support or need more challenging work so as to inform differentiated planning.

Learning Objectives

- Learning is more meaningful for pupils if they understand why they are doing the work and what is expected from them. Teachers may set open or closed objectives for lessons. For example, closed objectives can be used for teaching technical aspects of learning, while open objectives are set for creative writing or using and applying in maths and science. Child friendly learning objectives (sometimes in the form of a question) are shared with pupils at an appropriate point in the lesson and written (or provided on a slip) at the beginning of every piece of work where appropriate.

Self and Peer Assessment

- Children in all year groups are taught to engage in self-assessment (SA) and peer-assessment (PA). SA and PA opportunities are planned for and modelled by teachers. Children are taught to share constructive comments about their own and other children's work. They are given time during the lesson and in the plenary part of the lesson to assess and analyse their own or other's work.

- Across the school, children are taught to use 'tick or fix' to self-assess their work. They begin to use this strategy in their Read Write Inc phonic lessons using purple polishing pens to tick sounds they have spelt correctly. They correct (fix) any sounds spelt incorrectly. Teachers use other assessment for learning strategies such as traffic lights, thumbs up or traffic light trays to encourage children to evaluate their own learning at key points during the lesson.

- Teachers ask children to share their work and encourage them to look for successes as well as an area for improvement. During peer assessments, children may be given the opportunity to add written comments to each other's work.

- In mathematics, children can use honesty sheets to self-assess their own work after completing a set number of questions (for example, 6 fluency questions) before progressing to more complex work. This allows children to self-assess their success and allows teachers to create focused breakaway groups for children with misconceptions or for those who require further challenge.

- Children use purple polishing pens to edit and make improvements to their work.

Feedback and Marking in Practice

- It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

  1. Immediate feedback – at the point of teaching
  2. Summary feedback – at the end of a lesson/task
  3. Review feedback – away from the point of teaching (including written comments where appropriate). All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it impacts on planning for future learning.

  The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback and live marking. Where feedback is based on review of work completed, the focus will often be on providing feedback with next steps for learning so that the child knows what to improve next to make progress in their learning.

  - All marking should be completed in **green pen**.
  - Feedback should focus on the learning objective of the task and should inform children of their successes as well as areas to develop (next steps) and provide them with a clear strategy for improvement. Immediate feedback is most effective. See the example below.
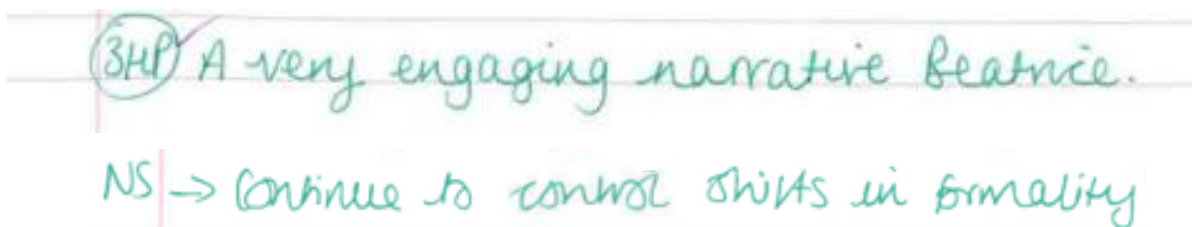
  - Teachers will tick (in green pen) the learning objective when a child has successfully achieved it. One tick will mean that the child has partially met

the learning objective. Two ticks will mean that the child has fully met the learning objective.

- A next step will be given where it is appropriate. For example, where a child needs to make a specific improvement to a piece of writing or to correct a calculation in maths. Longer term next steps can also be given following a sight of application piece of writing. For example, to use a variety of sentence openers.

- Children are given time at the start of each lesson to reflect on and respond to teacher's comments and feedback in their books. Children make improvements using a purple polishing pen.

Marking codes:

S	Supported work
G	Guided work
I	Independent work
VF	Verbal feedback was given
Sp	Spelling error
Sp x 3	Copy this corrected spelling three times at the end of a piece of work.
P	Missing punctuation
^	Missing word
SM	Sound mat used to support spelling and/or letter formation
LF	Use correct letter formation
CL	Capital letter error
FSt	Use a full stop
I	Finger space
//	New line or paragraph needed
P	Correct
🟢	Incorrect
NS	Next step given for writing and maths work where the learning could be moved on. This could be in the form of a scaffolded mark to support or extend the child's learning.

Writing
- During the learning journey, success criteria enable children to stay focused on the writer's craft they need to employ in a longer piece of writing so these may be provided in a form of a checklist.   Children are then able to use success criteria when assessing their own work and that of others.
- Children are also encouraged to consider what they think the success criteria are for the lesson before starting the set task. They may create their own checklist.

- Feedback should focus on the writer's craft as well as grammatical and secretarial errors.
- For independent writing, such as sight of application writing, teachers will highlight in yellow where children have successfully met the learning objective within a piece of writing.
- Teachers will choose no more than three focus spellings for children to correct and practise. These will focus on common exception word spellings if a child has mis-spelt these. Children will practise spelling three times to encourage automaticity.
- Children will be given the opportunity to self-correct spellings and punctuation to demonstrate an ability to edit and improve their pieces of work.
- Next steps will be given for at least extended pieces of writing and where specific targets will ensure good progress.

Mathematics

- Children are encouraged to self-assess using honesty sheets.
- Teachers will tick correct calculations and dot incorrect ones.
- Next steps will include scaffolding for where misconceptions have arisen and challenge for those children who have secured the learning.

Science

- Where appropriate, marking will include comments and questions to deepen children's thinking which they are expected to respond to.

Foundation subjects

- When there is a recorded outcome (such as writing across the curriculum) verbal or written feedback will be provided.