



Perseverance Respect Honesty Friendship

Learning, Teaching & Assessment Policy

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Authorised by

Governors

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I Introduction

At Brooklands we aim to instill a love of learning amongst all our pupils, inspiring in them a positive attitude towards learning and offering a broad and balanced diet that allows every pupil to find their niche and to excel.

This policy is based on our four school values:



Our pupils are confident learners with strong core skills across the curriculum and they work hard to succeed with every challenge.



Our pupils show respect for themselves and other people in our community, our country and our world.



Our pupils understand the importance of being honest to themselves and others about their achievements and their 'work-ons'.



Our pupils develop strong friendships with their peers and act in a friendly manner towards others. They learn together productively in different groups to further develop their understanding and to learn academic, personal and social skills.



Rationale

Learning is at the heart of all that we do and is our core purpose.

Teaching is how we facilitate learning across our school.

Our teaching must add value to our pupils' high starting points.

“Education is the kindling of a flame, not the filling of a vessel” Socrates

This policy reverses the traditional ‘teaching and learning’ to focus first on learning, which should be the primary focus for any lesson, with teaching being the vehicle through which this objective is achieved.

Following feedback and consultation with stakeholders, the document provides detailed direction on areas such as teaching delivery to ensure consistency and to answer a range of questions raised during the review period. The policy amalgamates the assessment policy and includes home learning.

The approaches in the policy were discussed at length and decided upon by the senior leadership team based on meeting the following criteria:

- Does this positively impact our learners (pupils)?
- Does this positively impact the quality of teaching (including efficiency and work/life blend)?
- Is this bedded in research and data?



2 Responsibilities

Everyone is responsible for the progress of the pupils in our school.

- Class teachers are accountable for the progress of pupils in their class – this includes pupils with additional needs and those who are taught elsewhere e.g. during sets or intervention groups
- Year Group Leads are accountable for the progress of pupils in their year group
- Assistant Headteachers are accountable for the progress of pupils in their year group and school-wide for their curriculum area
- The Headteacher and Deputy Headteacher are accountable for the progress of all pupils in our school
- The SENDCo supports teachers in their accountability for the progress of pupils with additional needs
- Teaching Assistants are accountable for the progress of the pupils they work with, in collaboration with the teacher
- Other school staff are accountable for how their role and responsibilities impact on pupil progress

This accountability structure is evaluated through staff performance management (see ‘Appraisal and Capability Policy’). Performance Management Objective 1 will directly link to progress of pupils as explained above.

3 Organisation of classes and learning groups

Our school has space for three classes per year group. We aim for a maximum of 30 pupils in our classes. There may be occasions when this is exceeded due to the inclusion of extra placements from the admissions authority (LA).

Phase		Year group	Age of pupils	Curriculum
EYFS		Nursery	3 – 4	Early Years Foundation Stage
		Reception	4 – 5	
Key Stage 1		Year 1	5 – 6	National Curriculum Key Stage One
		Year 2	6 – 7	
Key Stage 2	Lower	Year 3	7 – 8	National Curriculum Key Stage Two
		Year 4	8 – 9	
	Upper	Year 5	9 – 10	
		Year 6	10 – 11	

Pupils will be based in one of our classes but will often work in different groups. These may be within classrooms or across/between year groups. These groupings will be designed to allow the best possible progress for all pupils.



Reception admission date

We have one admission point for pupils in Reception – this is in the autumn term. All pupils, regardless of birth date, are registered to start in Foundation stage in the September of the academic year when they become five. Parents have a legal right to change this to the term in which their child becomes five but the school promotes a September start for all. If parents wish to discuss this they should make an appointment with the Headteacher. (See ‘Admissions Policy’ on our school website for more information.)

4 Curriculum design

Our Curriculum

Whilst our curriculum is based on the statutory EYFS framework and the National Curriculum (2014), it is also bespoke to our school, with themes and topics specifically selected to further develop our pupils’ high starting points and cultural capital. It is a fluid document that is constantly under review. It demonstrates a strong emphasis on core skills and core subjects, whilst providing a broad and balanced diet that allows all pupils to find their niche and to excel. It focuses both on knowledge and skills, understanding that learners cannot obtain one without the other. It is inclusive and representative of our diverse community. See Curriculum documentation on the school website for further information.

Planning

Each of the 13 subjects in our curriculum has a **Subject Progression**, showing progression from Nursery through to Year 6. They show how learning is built and developed from year-to-year, and include key information such as knowledge, skills, key vocabulary and outcomes.

Year Group Overviews timetable these themes to show when they will be taught across the year. These are also shared with parents so they are aware of their child’s learning.

These are supplemented by **Knowledge Organisers** in Years 1-6 (for each topic and science unit linked to enquiry questions) that allows teachers, pupils and parents to clearly see the key knowledge required for each theme.

Subject Leadership Teams (see below) write **Subject Action Plans** for their subjects that form the basis of Termly Leadership Reports, which are RAG rated termly and are used as evaluation tools during **Subject Reviews** (see below).

These are all updated termly and uploaded to the school website under the Curriculum page.

Evaluations / Impact

Standards in each subject are led and evaluated by **Subject Leadership Teams**, comprised of **Subject Leaders** who champion their subject. Every teacher in the school is a member of a subject team and acts as a subject leader. They attend termly subject leadership training.

Subjects are organised into three distinct groups (see below). Each group is led by an Assistant Headteacher.

Humanities	Languages & Arts	STEM
Geography	Art	Computing
History	English (reading, writing, speaking & listening)	DT
PE	MFL	Maths
PSHE	Music	Science
RE		



Subject leaders (supported by Assistant Headteacher) conduct bi-annual **Subject Reviews** (with English and maths termly) to evaluate standards in their subject. A range of evidence is used including pupil and staff voice, planning documents, book looks, Google Classroom pages, internal data and may be supplemented by some teaching visits. Each subject leader has a Wakelet (virtual bulletin board) for their subject to store and share evidence (this replaces hard copies of subject leader folders).

Termly **Whole School Projects** have a specific subject focus on rotation. Subject Leadership Teams meet and decide a theme linked to Year Group Overviews that run as a thread from Nursery to Year 6. Pupils' work is presented in the communal areas around the school through high quality displays (which are well maintained) and celebrated by a project booklet.

Subject leaders provide a termly written report to governors using Action Plans as the foundation for these. The reports provide a written narrative of standards in the subject running from Nursery to Year 6.

Subject Intent and Implementation

For subject Intent and Implementation' see document 'Our Brooklands Curriculum'.

Trips

Our curriculum is enriched by termly trips and/or visitors to school. All trips have an educational context linked to the curriculum. We host two residential trips: one in Year 5 and one in Year 6. For further information please see our 'Educational Visit Policy.'

5 Planning

Teachers use the long term planning documents and year group overviews to create detailed short-term lesson plans (weekly/fortnightly plans that outline what will be taught in each individual lesson). If plans are written directly onto slides (e.g. Powerpoint, Nearpod, Smart Notebook, etc.) these must be sufficiently detailed so that other members of the year group team can easily adapt these for their class. Teachers must not use historic planning without thought and discussion, with consideration given to the current cohort of pupils. Leaders will not ask to look at short term planning unless there are concerns about the quality of teaching, in which case additional planning support will be given.

Planning must be: *engaging, creative, sequential, progressive, aspirational, clear, succinct*

When planning, teachers must include (but not necessarily record): *prior learning, learning objectives/outcomes, modelling, vocabulary, questioning, adjustments (formerly differentiation), resources (including other adults), assessment opportunities*

Teachers use their 10% PPA (Planning, Preparation & Assessment) time to plan. Each year group of 3 classes has 1.5 days of PPA which is shared fairly between the classes by the Year Group Lead. Planning must be stored on the shared drive to allow access for other teachers (including cover teachers) and must be shared if teachers move year groups.

If the final week of term is a short week, PPA teachers will still cover classes but PPA time may be shortened to ensure fairness for all teachers.

Teachers may take their PPA off site but must still meet weekly at an agreed, regular time to discuss planning and evaluate learning in books as a year group team. An additional 30 minutes of directed time per week is allocated for this. The Year Group Lead will facilitate discussions about high quality planning and what this looks like for each year group.



Whilst planning may be shared equally between teachers in a year group, each individual teacher must engage with and adapt this group planning prior to the beginning of each lesson in order to personalise their delivery to meet the needs of the pupils in their class.

6 Delivery of teaching

Teaching is complex and nuanced, and pupils' learning is not linear. Teachers must plan and deliver sessions based on the make-up of their class as learners and based on the learning outcome required, whilst also using their own personality and teaching style (see Appendix A for study into Attributes of an Expert Teacher). However we expect to see evidence of most of the following components of teaching at some point throughout a teaching session, and broadly in order.

Expectations

Teachers must make the expectations of their learners clear at the start of the session or activity, and revisit if necessary. This could be linked to behaviour, engagement with discussions, quantity/presentation of work, etc. and specific for the task and cohort. For more information regarding behaviour strategies, see the school's Behaviour Policy.

Links to prior learning

In order for learners to adequately retain and understand new information, they must connect it to information that they already know. This is called building a schema, where learners build new or reinforce existing neurological pathways. This is factored into both our curriculum design and short term plans, but also into the design of individual lessons.

Lessons must begin with a recall of pupils' previous learning, either from a previous term/year if a new unit, or from the previous lesson if in the middle of a series of lessons. This can be done in a variety of interesting and creative ways rather than simply asking pupils to recall what they have learnt. Reference should also be made to future lessons so that pupils know where their learning is heading and that learning is a journey (see Appendix B).

Studies on metacognition and building schemata show that if learners are asked to recall and recruit information in a low threat way (e.g. low stakes quizzes), it helps build their long term memory (see 'Formative assessment').

Engaging with the learning objective

Teachers must develop a 'language of learning' in the classroom and pupils must be clear what they are learning (avoid using the word 'doing'). The learning must be made explicitly clear with pupils at the relevant point in the session (this does not have to be at the beginning). Pupils can actively engage in understanding the learning objective/intention/outcome/question by reading, chanting, learning, recalling, remembering, or inferring (either in part or whole) at various points throughout the lesson. Objectives must be linked to the learning, not to the task (see 'Titles and dates').



Modelling

A key component of teaching. Modelling of both the process of new concepts and ideas, and of the task are essential in leading to strong pupil progress and outcomes across all subjects. Modelling must be clear, visible and left available to pupils for reference throughout the session (see working walls in 'Learning Environment'). Teachers may decide to remodel at various stages of the lesson (e.g. mini plenaries) should their formative assessment lead them to believe there are misconceptions by some, groups of or all pupils.

Examples of modelling may include:

Direct task modelling – teachers showing pupils how to do something

Shared modelling – teacher and pupils generating and recording ideas together

Pupil modelling – pupil(s) modelling ideas or sharing examples of work, assessed by peers

Part modelling – providing part of a model with pupils identifying what is missing or what comes next

Deliberate error modelling – pupils identifying the teacher's intentional mistakes, up-levelling and improving the teacher's example (being mindful of length for younger pupils' attention span)

Progressive model – modelling with individual steps, such as a mathematical calculation or skill in PE

Modelling against success criteria – co-constructing success criteria (learning not task led) with pupils and modelling/assessing against it

Metacognitive modelling – modelling the thinking behind a task (may be done in conjunction with other examples above)

Teachers should constantly be modelling high quality spelling and handwriting throughout all lessons, including making reference to phonics at all ages.

Questioning

Teachers give adequate thought and consideration as to what questions they ask, how they ask them and to whom. Research from Dr Dylan William (Professor for Educational Assessment at UCL) shows that those pupils who put their hands up to answer questions make good progress, and those who do not answer questions make slower progress, often acting as passengers rather than participants in lessons. Teachers use questioning to ascertain who doesn't know, as much as who does.

Therefore teachers must use 'hands up' sparingly, and pay attention to those whose hands are not up, as opposed to those who are. For alternatives such as: targeted questioning, cold calling, layered answers (where pupils build on each other's responses), 'think, pair, share', multiple choice questions, hinge questions, etc., see Appendix C.

Teachers should give consideration to the number of closed (a single or finite number of possible answers) and open (infinite number of possible answers) questions they ask. Both have their merits at the right time – closed questions maintain the pace of the lesson and are useful for closed tasks, whereas open questions develop creative and independent thinking.

Questions should be well planned and thought-provoking (quality not quantity), and appear on lesson plans/slides. For example, providing this statement - 'An odd number plus an odd number always equals an odd number – agree/disagree?' – with a mechanism for every pupil to respond (e.g. thumbs up/down, stand up/sit down, mini whiteboards, etc.), followed by



asking pupils to reason their answer is far more impactful and informative for the teacher than posing the question and using ‘hands up’.

Oracy

“High quality writing floats on a sea of talk” – James Britton

Classrooms should be lively, discursive, language rich and energetic environments where the learning is high pitched and fast paced, and in which teachers take (managed) risks. Pupils should be encouraged to be curious learners: to question, explain, reflect and articulate their understanding to their teacher and their peers. As such teachers should adopt a range of ‘oracy’ techniques within the classroom (formally or informally) to facilitate this. This may include:

- Pupils taking on a specific role with a group (Talking Roles)
- A range of talk groups, e.g. trios instead of partners (Groupings)
- Specifically modelling and teaching oracy (Oracy Benchmarks)
- Developing the structure of class discussions from Teacher-Pupil-Teacher-Pupil to, for example, Pupil-Pupil-Teacher-Pupil-Pupil

See Appendix D for further information.

Tasks

Learning tasks must be linked directly to the learning objective or outcome. The teacher must give due consideration to the purpose of the task and what it is trying to achieve in building or consolidating learning. *‘Is this developing the pupils’ knowledge or skills, and in what way?’*

Most, but not all tasks, will be recorded (see ‘Recording of work’).

Formative Assessment Strategies

According to a report from the Sutton Trust, effective formative assessment strategies have the most significant impact to pupils’ learning for the least cost. Teachers should be using formative assessment and responding to pupil feedback at all points of the lesson. However we expect to see at least one clear planned and delivered formative assessment strategy in every lesson. See ‘Formative feedback within lessons’ for examples of these.

7 Learning Environment

“You are a product of your environment” W. Clement Stone

Classrooms are attractive and stimulating environments that facilitate high quality learning for all pupils. They are comforting, informative and celebratory. They will:

- Be warm and welcoming
- Be tidy and purposeful
- Be well resourced
- Allow pupils to independently access resources



- Value books and reading
- Celebrate all pupils' learning across the curriculum
- Support current learning with clear models, vocabulary and resources
- Be inclusive for all learners (with consideration given to seating positions and resources)
- Clearly display the school values and classroom rules
- Not be over-stimulating (particularly for learners with additional needs)

We have a list of display expectations that support staff the planning of displays (see Appendix E).

Three classroom displays (English, maths and topic) will change termly and be completed by the end of September/January and April. Each child's work must be displayed at any one point of the year.

In addition to displays, each classroom has an English and maths working wall (whiteboard) where teachers model and display current learning. These should be high quality with clear modelling (e.g. modelled writing/calculation strategies) and relevant vocabulary – see 'Modelling', and used to recall/recap prior learning.

Teachers may be directed to move classrooms at the end of an academic year. All school resources must remain in the existing teaching space but personal resources (e.g. those purchased by the teacher without recompense) will move with them. Staff are custodians and not owners of the classrooms, offices and spaces in which they work.

Seating arrangements

Teachers have the flexibility to arrange seating in the classroom to achieve the best outcomes based on the activity. This may be:

- Within class attainment groups (e.g. pupils with similar prior attainment sitting together in groups)
- Mixed ability pairings

(seating in rows is discouraged unless there is a compelling pedagogical reason as in most cases this does not facilitate high quality discussions and sharing of language)

The former allows teachers to provide targeted work and the latter consolidates the 'expert' pupil's learning through explaining and reasoning their understanding, whilst the 'novice' pupil benefits from an explanation from a relatable peer as opposed to an adult. This also creates a language-rich and diverse learning environment, and also avoids lower attaining pupils being isolated.

Seating in class must be flexible and linked to formative assessment strategies, e.g. rather than pupils having fixed seats for English and maths, they should be able to move places in order to receive more targeted support from the teacher, teaching assistant or their peers based on the feedback the teacher has gathered of their understanding of the learning (see Formative assessment below).

In some rare situations in upper key stage 2, it may be agreed that 'setting' pupils in different classes for specific subjects provides the best targeted teaching (not 'streaming'.) This must



be agreed by the Headteacher and will be for a defined period of time with a clear review date, communicated with parents, ensuring the lower attaining pupils are in receipt of high quality teaching, and only for individual subjects.

8 Resources

We have a number of different resources available in school to support learning. This allows our teaching to meet a range of learners' needs. We have a number of curriculum resource areas where general resources and topic boxes are stored. Some resources are kept within the classroom. These are clearly labelled and, where appropriate, pupils are encouraged to be independent in their use of these.

We have a variety of pupil led resources in EYFS and Key Stage 1 that allows our pupils to engage with their learning independently.

Each classroom from Years 2 – 6 has 32 devices stored in the classroom to support learning. These are used to supplement and enhance learning across the curriculum, not just in Computing. Whilst these devices have excellent capacity to support pupil progress and curriculum diet, this must not be at the expense of pupils' core skills such as writing, spelling, handwriting, mathematical calculations, jottings and workings. As a guide, pupils' use of devices to support learning (not direct screen time) should not exceed 2 hours daily (or 10 hours weekly). As EYFS do not have 1:1 devices, adults should be mindful of the amount of screen time during continuous provision. Devices must not be used during break and lunch time.

Our curriculum is linked to high quality texts that stimulate pupils' interest in reading and frame their learning in other subjects across the curriculum, what Myatt calls in her book 'Back on Track' the "collective cuddle for the class" and references texts as "the beating heart of the lesson."

9 Recording of work

The recording of pupils' work shows that they are proud of their learning. It shows strong development of skills and ideas.

Pupils record their work for two purposes:

- 1) To further develop their understanding
- 2) To demonstrate what they have learnt

That being said, we prioritise thinking and learning over the recording of work in books, and just because work is not recorded it does not mean that learning did not take place. As a result, if recording work does not fulfill either of the purposes above, then it does not take place. Nonetheless, to ensure consistency, as a guide 60% of lessons in a sequence must be recorded in a work book.

The remaining 40% may be recorded in the following ways:

- In a personalised workbook
- In a floor/group book



- On a whiteboard
- As part of a display
- Photographs of their learning
- Using a device (e.g. a low stakes quiz, uploading work to Google Classroom/Nearpod, Wakelet, Jamboard, etc.). This work must be stored on each child's Google Classroom page with access for all teachers to support Subject Reviews
- An adult scribing/recording pupils' comments and observations

Pupils in Nursery record their work using floor books and Earwig. Pupils in Reception record their work using floor books, Earwig and Learning Journeys.

The primary method for recording work in Key Stage 1 and Key Stage 2 in each subject is as follows (pupils with SEND may record their learning in a way that is linked specifically to their needs – for more information see school's SEND Policy).

Subject	Method of recording	Subject	Method of recording
English	Purple book	DT	Floor Book*
Maths	Blue book	MFL	N/A
Science	Floor Book* (plus Green book for KS2)	Music	Google Classroom
Computing	Google Classroom	PE	N/A
History/Geography	Red book	PSHE	Floor Book*
Art	Sketch book	RE	Floor Book*

* EYFS/KS1 - one floor book per class (Y2 to explore group books from Spring term)

KS2 - groups of 6 (groups may be flexible, names of children on bottom right corner of each page if groups change)

WORKSHEETS MUST NOT BE GLUED INTO FLOOR BOOKS
TITLES/QUESTION AND DATES AT THE TOP OF EACH PAGE
COVERS TO SAY YEAR GROUP AND SUBJECT (NOT TOPIC)

Grammar should not be taught discretely but as part of the writing sequence with relevant grammatical knowledge and skills linked to the genre, e.g. word classes/punctuation linked to writing (e.g. use of ellipsis to create tension). Spelling work is recorded daily on whiteboards. Teachers have high expectations of their pupils' handwriting in all contexts. Handwriting is taught discretely from Reception to Year 4 and recorded in handwriting books.

Titles and dates

Pupils write in pencil, apart from in Key Stage 2 where pupils write in pen for all subjects (other than maths).

Pupils write the short (mathematical) date in their books to identify when work was completed using the following format – DD/MM/YYYY.

Pupils should learn to spell the days of the week and months of the year as part of their spelling work. The long date should be displayed in the classroom and used as part of a discussion point.



Pupils are no longer required to write a learning intention/objective/outcome/question. Instead, a short title (no more than 5 words) must be written that does not take valuable time away from learning, e.g. 'Ordering Fractions' instead of 'We are learning to compare and order fractions'. However pupils must engage with and understand the learning (see 'Engaging with learning objective'). This must be linked to the learning not the task. E.g. 'Drawing portraits' is the task, whereas 'Drawing facial features' is the learning. In EYFS this will be written by the teacher (and autumn term of Year 1).

In Key Stage 2, the date and the title must be underlined.

Worksheets and inserts

At Brooklands we do not use worksheets in pupils' books for the following reasons:

- To allow pupils to fully develop and demonstrate their learning
- To promote a positive environmental message
- To maximise the time used preparing for lessons
- Efficiency of reprographic costs

However a well thought-out (non-generic), appropriately sized insert may help frame pupils' learning and improve the layout of their work. Teachers should ask the question '*how can this work be recorded without the use of a worksheet/insert?*' including showing work/questions/examples on the board/a device or paired handouts (see Appendix F).

Wakelets, jamboards, piccollage, etc. must not be printed and stuck into workbooks (see 'Recording of work')

10 Adjustments (formerly differentiation)

Teachers are responsible for the progress of all learners in their class and must adapt their teaching to accommodate these needs, as per the professional teaching standards. There are a number of ways that teachers and teaching assistants may adjust the learning in order to be inclusive of all learners. This may be by adjusting:

- By adult support (some learners being supported by the teacher or teaching assistant)
- By resource (some learners may have additional resources (e.g. in maths these may be manipulatives: number lines, place value grids, counters, Numicon, etc.)
- By input (learners receiving different levels of input prior to completing a task)
- By mixed ability pairs (see 'Seating arrangements')
- By task (learners completing different work) - only if learners are significantly behind/beyond their peers
- By outcome (learners producing different work at the end of a task) – this should be used sparingly

It is expected that adjustments are an inherent and integral part of teachers' daily practice, and an essential consideration at the planning stage, particularly given the large staff team amongst whom planning can be shared.



Teaching assistants are directed by the class teacher and should be active throughout the session. If not directed, they should use initiative, contributing to the learning and assessment taking place in the classroom. In the best of examples, additional adults work with different groups of pupils throughout the week, allowing the teacher to focus on other groups, feeding back the progress of individuals and groups both within and after lessons to maximise the progress for all pupils. Teaching assistants working with identified pupils with EHCPs can be used more broadly and offer support to other pupils to develop the independence of pupils with EHCPs.

11 Evaluation of learning

“Evaluation of the impact of learning is a process, not an event.” – Stephen Harris

Pupil progress meetings

We hold pupil progress meetings at the beginning of each term following a data drop (see ‘Assessment’) using the data collated on the school’s internal assessment system (currently ‘Insight’). During these meetings both the attainment and progress of pupils in reading, writing and mathematics is discussed, with the conversations focusing on two groups of pupils - a) those working below the expected level and b) those working slower than expected progress (i.e. those negatively crossing a learning boundary e.g. ‘met’ to ‘below’ or ‘above’ to ‘met’). Meetings are led by Year Group Leads who coach teachers to reflect on a range of possible class based strategies linked to Quality First Teaching. Year Group Leads make a note of agreed actions to be followed up at the next meeting on the agreed proforma which is shared with the teacher following the meeting. The SENDCo may also attend targeted meetings where there are possible additional needs that require further specialist support (see SEND policy). The Deputy Headteacher will lead progress meetings for the Year Group Leads’ classes and the Headteacher for Assistant Headteachers. See Appendix G for discussion guidelines.

Expectation of progress

It is the expectation of the school that at least 85% of pupils in every class reach the expected level in reading, writing and mathematics by the end of the year. Specific pupils, e.g. those with an EHCP or those who have joined during the school year are removed from this expectation. We expect every child to make at least expected progress (e.g. met – met, depth – depth, etc.).

Evaluating learning over time (TDVs – Teacher Development Visits)

The evaluation of teachers’ practice is completed via TDVs (Teacher Development Visits). This format has been developed in conjunction with teachers to create a ‘done with not done to’ model where overall judgements are removed. Teachers lead a discussion both before the visit (identifying ‘work ons’ linked to the School Development Plan, Performance Management and Teaching Standards) and after the visit (a reflection on their own practice with suggested actions). Whilst a focus for the visits will be agreed, reviewers must take into account all of the Teaching Standards and will consider elements of pedagogy beyond the focus.

A TDV draws information from the following activities:

- Two observations of teaching lasting at least 15 minutes
- A review of pupils' work (in a range of books, displays etc.)
- The classroom environment (including displays of work)
- Pupil voice
- Pupil data

Following the visit a commentary document is completed by the visitor. School no longer replicates the old Ofsted lesson grading, instead every teacher is provided with both strengths and 'work ons'.

Whilst no overall judgement is given, school expects that every teacher will have at least two successful TDVs per year (a successful TDV is where the reviewer does not have any significant concerns and can see clear progress from the previous visit). If TDVs are deemed by the reviewer to be unsuccessful then teachers may be at risk of not completing a satisfactory performance management cycle, although teachers will be given the opportunity to repeat the visits if they are unsuccessful. If visits continue to be unsuccessful, school will follow the process as outlined in the Appraisal and Capability Policy. If any teaching practice raises significant concerns then the Headteacher must be informed and a support package will be put in place.

Continuous Professional Development (CPD)

Teachers and teaching assistants are supported to continually develop their practice through a package of support offered by school. Teachers and Teaching Assistants take part in weekly CPD sessions (formerly staff meetings), either together or separately as appropriate. Leaders at all levels are given the opportunity to facilitate these sessions. CPD offered by school will be bedded in research and led by both internal and external providers. School subscribes to the National College training portal, offering bespoke and personalised online training to all staff and governors to further their practice. Staff will be approached with relevant training courses or may discuss any requests with their line managers. School encourages aspiring leaders to take part in NPQ programmes. An Assistant Headteacher is responsible for sourcing, tracking and evaluating training for staff across the school. Teachers are reflective and open to improving their practice via feedback. School has developed the following model for ensuring CPD is impactful:





12 Assessment

Assessment in our school has two clear purposes:

1. To track the **attainment** of each pupil, i.e. the level at which they are learning against a standardised expectation
2. To track the **progress** of each pupil, i.e. their attainment between two agreed points in time

It is possible for a pupil to have high attainment and slow progress, and vice versa.

Types of assessment

There are two key types of assessment in our school – day-to-day assessment and progress over time.

1. **Formative (day-to-day) assessments** focus on individual pieces of work and give pupils feedback about their work and how it can be improved. This includes oral comments to pupils and marking in books.
2. **Summative (over-time) assessments** involve the collection of attainment data over a longer period of time

Formative assessment within lessons

“The mini whiteboard is the greatest development in education since the slate” – Dr Dylan William

Day-to-day formative assessment celebrates pupils’ achievements and supports them in improving their learning. This feedback may come in either verbal or written form. Teachers must be constantly seeking, gathering and responding to pupils’ feedback. This feedback should a) inform adaptations to teaching within that session b) inform their planning and delivery of future sessions.

There are a range of ways in which teachers can assess pupils’ understanding. These include:

- Responses on mini-whiteboards
- Traffic light understanding during tasks (paper cups)
- Hinge questions
- Responses to low-stakes quizzes
- Exit cards
- Observation
- Pupils’ responses (including to questions)

Teachers must then respond to this information by offering additional support as appropriate. This may involve:

- Re-modelling
- Targeted or deeper work/activities
- Movement between groups
- Additional resources (including adults)
- Informing planning for the following lesson
- Strategic questioning
- Analysing work



Formative assessment between lessons (formerly marking)

“Feedback needs to be as close as possible to the action, in other words in the lesson” – Mary Myatt

School’s overarching principles on feedback are that:

Feedback leads to demonstrative progress in pupils’ work.

Feedback is not a burdensome task that detracts from planning and preparing high quality lessons that address pupils’ misconceptions.

As a result of feedback teachers make interventions that lead to impact on pupils’ progress.

Feedback occurs within the lesson (teachers must engage with work, amend planning and plan feedback activities between lessons – ‘busy within the lesson, reflective beyond’)

Based on these principles, school’s agreed approach to feedback is as follows:

-every piece of recorded work must be read and acknowledged by the teacher prior to the next lesson (either during or between) via a tick or stamp (no arbitrary comments previously written in green, e.g. ‘good work’ – these comments may be given orally to pupils when handing work back or talking informally with parents).

(Tip: pupils handing in/leaving books open at the correct page at the end of the lesson will help with reading/acknowledging)

-the teacher will reflect on the work produced between lessons and adjust planning based on pupils’ understanding, annotating their plans to reflect this using Whole Class Feedback Toolkit. They may also use the Whole Class Feedback Proforma (see Appendix H)

-teachers will make an intervention based on this reflection which will have a clear and demonstrative **impact** on pupils’ progress

-examples of possible types of **intervention** include (see Appendix H):

- Share feedback with the whole class
- Re-model/re-teach (whole class/group) – coded RM/RT
- Adapt teaching slides/materials/input – coded AT
- Set an improvement task – coded IT
- Re-arrange seating
- Teacher Guided Group – coded GG (T)*
- TA Guided Group – coded GG (TA)*
- Conferencing (brief individual feedback) – coded C*
- Editing stations (with prompts, potentially with experts or digital instruction, e.g. feedback looms) – coded ES
- Video Feedback (a personalised or group instructional video created by the teacher to address misconceptions) - coded VF
- Success Criteria – coded SC
- Brief written comments and/or modelled examples linked to the learning (i.e. non-secretarial). If comments are written, pupils must be of an age or ability



to understand and act on them independently, or they act as an aide memoir for conferencing

(These actions may be used in conjunction)

**may take place at an alternative opportune moment throughout the school day, e.g. assembly time or during an independent foundation subject task*

-responses to in-lesson **interventions** are made using a purple pen to demonstrate **impact**, before continuing to work in pen/pencil

-teachers codes, annotations, comments, worked examples are written in green

-there is no minimum number of **interventions** that must take place but they must become an integral part of teachers' daily practice and progress must be clear in pupils' work across all subjects that use workbooks

-supply teachers must provide written feedback with misconceptions that have arisen throughout the course of the lesson with relevant pupils' names

The most important measure of the impact of feedback is the progress in pupils' learning which should be evident through their books and in conversation with them.

Extended writing

A success criteria must be used for extended writing in English books which facilitates conferencing between the teacher and pupil, along with potential remodeling for whole class/groups. Success criteria may be annotated by teachers with feedback points. For each piece of extended writing, the teacher must have conferenced with each child at some point during the process. Finished written pieces do not need to be faultless – we assess the learner, not the work.

Codes

Teachers should not use abbreviated codes for pupils to make secretarial improvements to their writing. This is either an issue linked to learning behaviour or is a teaching point.

The above must be applied consistently across the school.

Summative assessment

At the end of each term, teachers make judgements about whether each pupil in their class is meeting the expected standard in all curriculum subjects using the school's agreed internal assessment system (currently Insight).

Teachers make one of four judgements: a) significantly below b) below c) expected (working at the expected level) or d) greater depth (pupils working at a standard beyond that expected of a pupil in the given year group).

These are attainment judgements but are 'on track' judgements, e.g. not whether or not the pupil is currently working at the expected standard but whether or not the pupil is on track to achieve the expected standard by the end of the academic year.

For reading, writing and maths teachers must also make judgements against individual objectives which have been written by school leaders but that link to national curriculum objectives/interim assessment frameworks. These are not linked to the overall judgement,



for which teachers have autonomy to override the objectives, but will help inform teacher judgement. **This is not a best-fit model but pupils also do not have to achieve every objective to meet the expected standard – teachers may use their professional judgement.** These objectives can also be used as a gap analysis of pupil performance/misconception to inform planning and to plan interventions.

The objectives are graded 0 -3 as follows:

Assessment	Description
0	Taught, but not yet understood
1	Some evidence, but not yet secure
2	Objective secured
3	Working at greater depth

- ❖ If the content has not been taught, the objective must be left blank
- ❖ If teacher is confident that the objective is secured, 2 can be issued at any point in the year
- ❖ If teachers are confident that the pupil has a deep understanding of the objective, 3 can also be issued at any point in the year
- ❖ In English, for the overall judgement to be considered ‘greater depth’, pupils must also be achieving the separate ‘greater depth’ objectives

These judgements form the basis of pupil progress meetings (see ‘Evaluations of Learning’).

Formal testing

Formal testing may be used to reaffirm not inform/lead teacher judgements and is to be used sparingly. The rationale for this is that testing detracts from teaching time and covering curriculum content, whilst also failing to assess enough content to make a definitive discreet judgement. Testing reaffirms judgements, it does not lead judgements.

As a school we use the following formal tests in addition to statutory national assessments:

Test	Age	Term
Reading (assesses breadth of reading skills)*	Years 3-5 (reading assessed regularly in EYFS/KS1 via Little Wandle scheme and Phonics Check/SATs)	Autumn 2 (start), Summer 1 (end)
Maths (linked to coverage, not end of unit)*	Years 2-6 (YR/YI informal assessments)	Autumn 2 (start), Summer 1 (end)

*format to be confirmed

For children who have scores below the expected standard, further support will be offered linked to the SEND provision map (see SEND policy).



Reporting to parents

School exceeds the statutory guidance that states school must report to parents termly on the progress of their child, reporting at least half-termly either in writing or through discussion.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Open afternoon (class visit)	Interim report (generated from Insight)	Virtual Learning Conference	Interim report (generated from Insight)	Open afternoon (class visit)	Annual written report Open evening

Teachers are available at the start and end of the day to speak informally with parents, or are available to meet with parents throughout the year. Parents should contact the school office to make an appointment.



13 Home Learning (formerly homework)

At Brooklands we believe it is important for pupils to be given the opportunity to develop and extend their learning beyond the classroom. This gives parents and wider families the opportunity to be directly involved in their child's learning, and reinforces key partnerships between home and school.

However home learning must also be seen in the context of both the research that shows it has minimal impact at primary age (Education Endowment Foundation) and of ensuring teachers' time spent beyond lessons is as efficient and effective as possible, e.g. planning, preparing, adapting and responding to pupils' work in lessons, particularly in the current climate.

Pupils may access an unlimited quantity of home learning linked to their targets as outlined below. As a school we expect the following home learning to be completed. However given that this is not marked, completion is at parents' discretion:

Activity	Regularity / duration	Year Group	Set via	Recorded / submitted
Reading (and associated tasks for phonics)	Daily (15 minutes)	Nursery – Y6	Books provided by class teacher	Class Wakelet
Mental arithmetic (TT Rock Stars)	Unlimited – at parents' discretion	Y1 – Y6	‘Home Learning’ page on School Website	Online
Spellings (Spelling Shed)				
Oak National Academy online lessons linked to ‘Focus on Learning’ in Bulletin and pupils’ Interim Report targets				

See Saw is no longer used by school. Whilst it was a useful temporary tool during lock-down, it is unmanageable for teachers to be responding to parents out of school hours and we must respect their work/life balance, particularly in the current climate. Teachers may be contacted on the door at the start/end of the day, via the school office or using secretary@brooklands.sch.uk – teachers will not respond to direct emails. This is consistent with other schools locally and nationally. Parents will receive notifications when home learning is set via the ‘Brooklands Primary’ app.

Additional home learning activities

Nonetheless, we understand that parents may be enthusiastic for their children to consolidate on classroom learning and/or work on their own personal targets at home (parents will be aware of their child's targets as a result of pupils' Interim Reports). In order for school to efficiently and effectively cater for the targets of all the children in the class, we have decided to use the government's officially appointed arm's length learning platform Oak National Academy for an unlimited number of additional tasks that parents may wish their child to complete to develop their learning beyond school. This can be done by typing the focus on the pupil's target into the search facility - <https://classroom.thenational.academy/>



Information about pupils' learning in the Bulletin

As part of the Bulletin, parents are informed of what the year group has been learning during the week, and will be learning next week in English and maths, along with a highlight from a foundation subject. This is called the 'Focus on Learning'. This will help to feed into additional Home Learning tasks. This information will be provided by Year Group Leads and uploaded to the Bulletin on the shared drive by Thursday each week.

Acknowledging home learning

For the reasons given above, Home Learning tasks are not formally marked by teachers and parents may complete as much or as little as they choose. Instead teachers will offer verbal feedback to children and parents, both positive and developmental. For example, a teacher will praise a child who has clearly been learning their spellings or talk to a parent if they feel their child would benefit from further reading, spelling or mental maths work at home. Teachers will engage weekly with the reading Wakelet.

Specific note on reading

Reading at home with pupils is a valuable activity. These sessions should include the sharing of books with the child reading to their family member and/or the family member reading to the child. We encourage reading to children regardless of their age or attainment – even proficient readers enjoy hearing stories read aloud, although family members of older pupils may also adopt a 'book club' approach where they read the same chapter and then discuss what they have read. These sessions are an excellent way of helping pupils make great progress with their reading they are also a fantastic opportunity for families to spend quality time with their children.

Research shows that Reading Records have little impact on reading progress and become burdensome for parents. We trust our parents to read with their children and will share any concerns we have regarding children's reading with their parents.

Pupils in Reception take home a library book, a book matched to their phonic level and an e-book. These change weekly.
--

Pupils in Year 1 take home a library book, two books matched to their phonic level and an e-book. These change weekly, apart from the phonic book which changes bi-weekly.
--

Pupils in Year 2 take home a library book (changed as appropriate). Some children may have an additional book linked to their reading level (changed bi-weekly).
--

Pupils in KS2 take home a library book (either school or class library). Some children may have an additional book linked to their reading level (changed bi-weekly).

School offers termly parent workshops on supporting pupils' reading and maths at home, and an annual online safety workshop.

The expectation of Home Learning for Y6 will change in Summer 2 to help pupils prepare for the organisational demands of the transition to secondary school. Year 6 teachers will communicate the mechanism for this directly with parents.



APPENDIX A: Attributes of an Expert Teacher – ‘Building the expert teacher prototype’ (Jason Anderson. 2022)

Knowledge base (5 out of 16 themes)	
PCK well developed	17
Extensive knowledge about learners (both general and individuals)	16
Extensive subject/content knowledge	13
Extensive, integrated knowledge base (incl. wide range of topics)	11
Extensive knowledge about curriculum	6
Cognitive processes (6 out of 14 themes)	
High awareness of what's happening in class	12
Extensive and automated cognitive processes/heuristics (teaching or planning)	8
Primary concern with student learning/on-task behaviour	6
Able to make informed decisions in class	6
Regularly engages in progressive/experimental problem solving	6
Able to predict potential problems	5
Beliefs (8 out of 32 themes)	
Relationships/rapport as important	9
Treating Ls as individuals with diverse needs & backgrounds	7
Belief in constructivism (or aspects of, esp. non tabula rasa, Ls construct own knowledge)	7
A sense of moral duty or mission towards Ls	6
Engaging Ls as important	6
Facilitating development of Ls as human beings/future citizens (social responsibility)	5
Having high expectations/setting high challenges for Ls	5
Accepting primary responsibility for learning	5
Personal attributes (5 out of 13 themes)	
Passion for profession/work as teacher	12
Care for/love their learners	12
Positive self-image/self-confidence/self-efficacy/identity	12
Strong desire to succeed/ambitious/motivated	8
Resilience (and persistence)	8
Professionalism (10 out of 18 themes)	
Reflects extensively	21
Continuous/lifelong learners/striving to improve	16
Helps colleagues as T educator (incl. mentoring, informal peer support)	16
Dedicated/hard working/committed	14
Collaboration, PLCs, CoPs important	13
Reflects critically (e.g., self-questioning, problematising practice)	13
Leaders (either in school and locally or more widely)	10
Interest in CPD/INSET/in-service qualifications	6
Share resources/ideas with colleagues regularly	6
Challenges self incl. through experiments, risks, innovation (incl. PPS)	6
Pedagogic practice (39 out of 89 themes)	
Displays flexibility/improvises when teaching (adaptive expertise)	20
Engages learners through practices/content/activities/strategies	17
Links learning to/builds learning on learners' lives and schemata	17
Scaffolds learning effectively	15
Has clear routines and procedures	14
Continually assessing throughout lesson/dynamic assessment	13
Considers Ls' needs when planning (both group and individuals)	12
Creates positive, supportive learning environments	12
Make regular use of collaborative/cooperative learning (pair & groupwork)	12
Develops HOTS (incl. creativity and critical thinking)	10
Careful planning (as either mental or written process)	9
Monitors learners (circulating) during activities	9
Develops Ls' study skills/autonomy/metacognition	9
Differentiation provided according to Ls' needs, interests or challenges	9
Provides one-to-one tutoring/personalised support (e.g., when monitoring)	9
Reflects interactively	8
Develops close meaningful relationships with Ls	8
Develops Ls' understanding	8
Formative assessment is central to practice	8
Adapts core curriculum materials (e.g., textbook)	7
Can anticipate and prevent potential disturbances	7
Cultivates mutual respect/trust	7
Makes use of inductive (e.g., problem-based/discovery) learning	7
Peer tutoring encouraged (incl. peer teaching/correction/feedback/support)	7
Teacher talk/communication (dialogic interaction, verbal ability) is appropriate	7
Assessment of prior knowledge precedes new instruction	7
Develops own materials/resources/activities	6



APPENDIX B: Learning objectives as part of the learning journey

Where have we been? We have analysed the features of narrative poems, particularly poems with a horror theme

L.O. I can identify features of a genre of narrative

Where are we going? We will use our knowledge to spot these features in different stories, explaining their effect on the reader

APPENDIX C: Alternatives to hands up

How to use questions to maximise learning

A joint InnerDrive & Doug Lemov creation | @Inner_Drive | @TeachLikeAChamp

Thinking about the answer + cold-calling

What are some of the factors that result in Australia's unique flora and fauna..... Laura?

Who is cognitively active (and how much)?

We don't know for sure that each student is retrieving the answer

Writing down the answer + cold-calling

Can you all write down some of the factors that result in Australia's unique flora and fauna..... Laura?

Writing it down may lead to more retrieval

All students are engaged in the retrieval

Laura can glance at her written answer for support if she feels nervous

Written answers allow for broader and deeper answers

Writing down the answer + cold-calling + formative prompt

Can you all write down some of the factors that result in Australia's unique flora and fauna..... Laura, let's start with you.

Formative prompts cue students they may be asked to build on Laura's answer, so they may listen better

Formative prompts reduce Laura's anxiety about participating



APPENDIX D: Oracy techniques and terminology

Groupings



Nest
Students stand apart and whisper their ideas to themselves



Circle (of 6 to 12 students)
A group of six students face each other in a circle. Pupils step inside the circle individually and speak to the group, considering their audience, maintaining good eye contact and using appropriate body language.



Pairs
Two students talking together



Onion
Students form an inner and outer circle. Up to six pupils stand back-to-back in the inner circle, with each facing a partner on the outer circle.



Trios
Three students talking with each other. Two students have a discussion while the third observes then summarises and critiques



Traverse
Pupils stand in two parallel lines opposite a speaking partner.



Coaching Onion
This is a useful tool for switching discussion partners as pupils on the inner circle can rotate to face someone new. It also allows students to contribute ideas to a larger group without worrying about speaking to them all at once.



Talking Roles



Instigator

The person who starts the discussion
Will say:
"I would like to start by saying..."
"I think the first thing we should consider is..."
"To begin with let's talk about..."



Builder

Develops, adds to or runs with an idea
Will say:
"I agree and I'd like to add..."
"Linking to your point..."
"Building on that idea..."



Challenger

Disagrees with or presents an alternative argument
Will say:
"That's true, but have you considered..."
"You mentioned X but what about..."
"I hear what you're saying, but..."



Clarifier

Makes things clearer and simplifies ideas by asking questions
Will say:
"What do you mean when you say..."
"Could you tell me more about..."
"Does that mean that..."



Prober

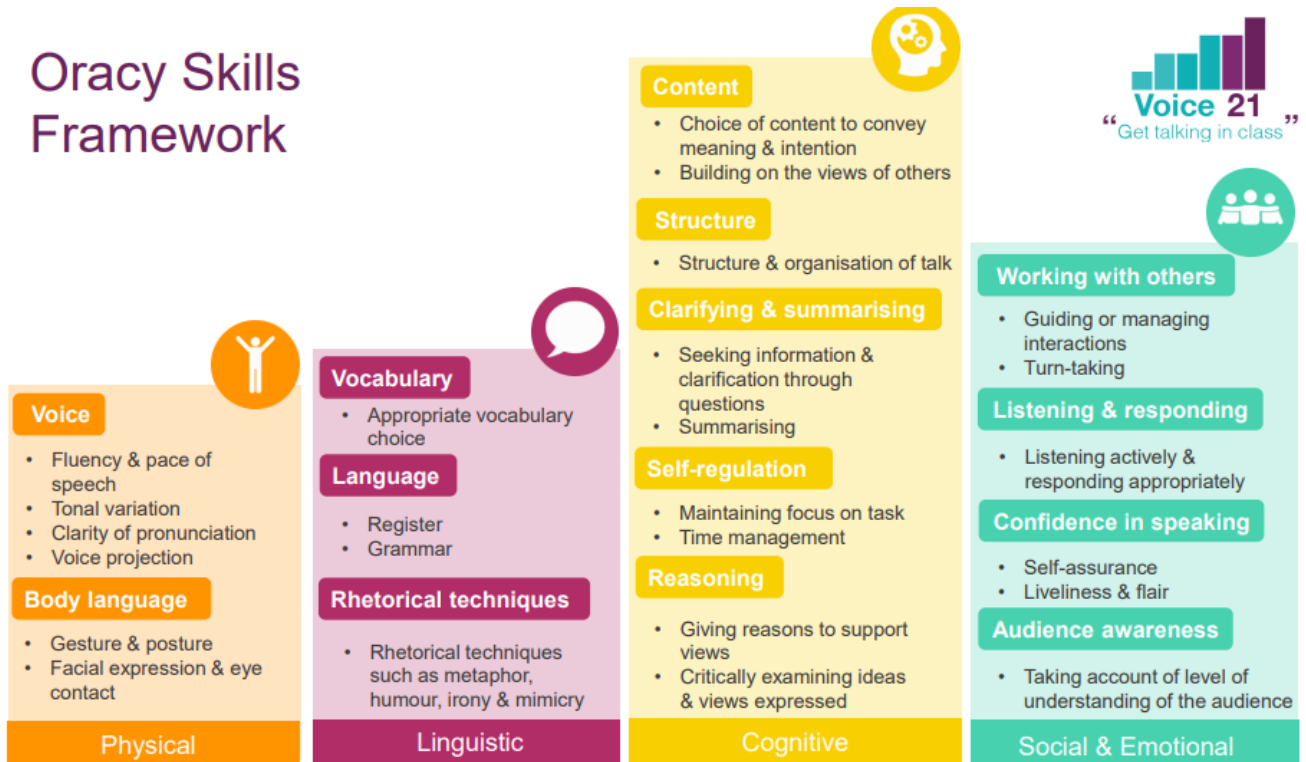
Digs deeper into the argument, asks for evidence or justification of ideas
Will say:
"What evidence do you have to support that?"
"How does that support your argument?"
"How did you come to that conclusion?"



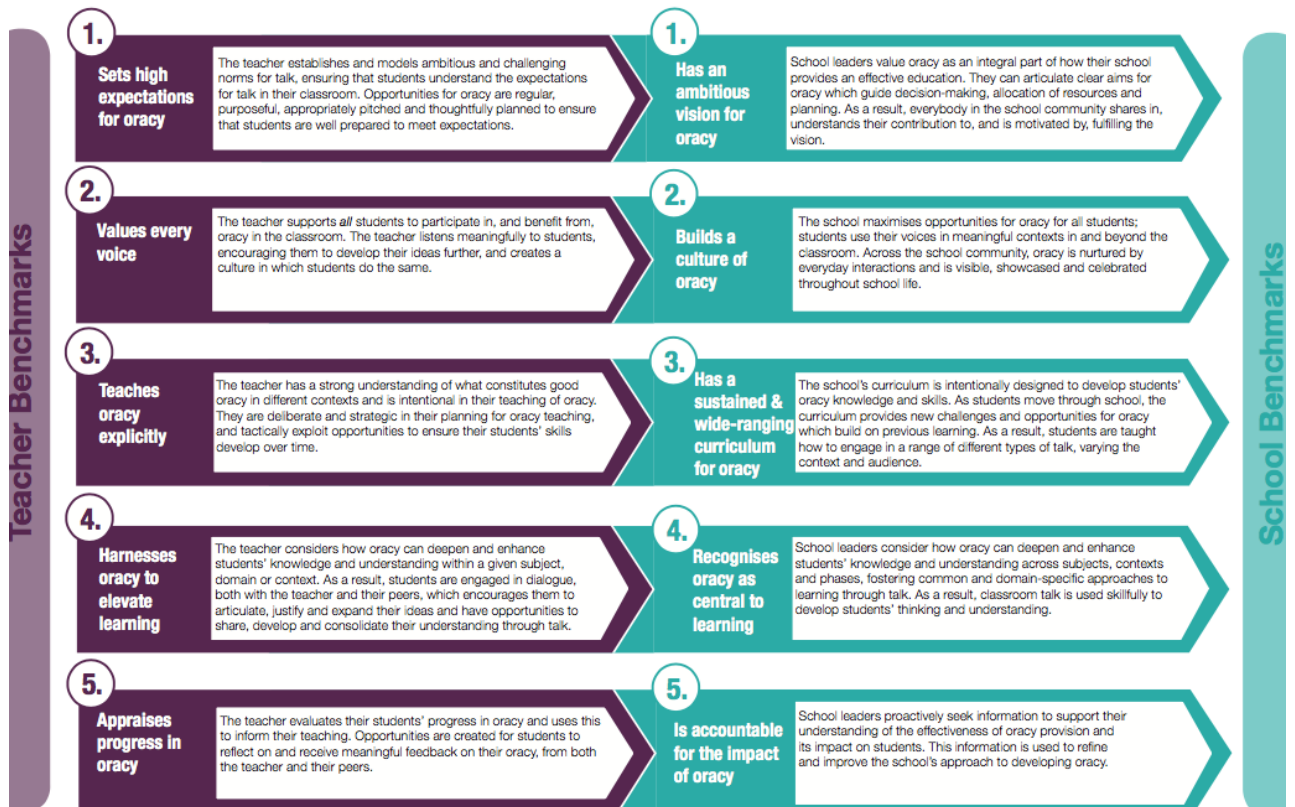
Summariser

Presents reflections on the discussion. May offer a conclusion or balanced assessment of the main points
Will say:
"Overall, the main points covered were..."
"In summary..."
"From today's discussion, it's clear that..."

Oracy Skills Framework



The Oracy Benchmarks



APPENDIX E: Display expectations

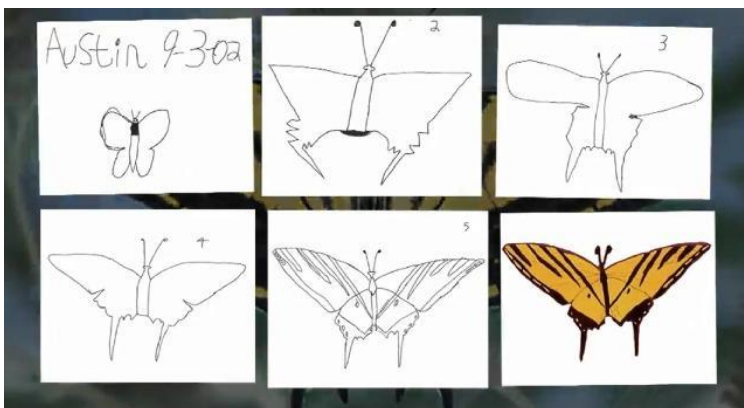
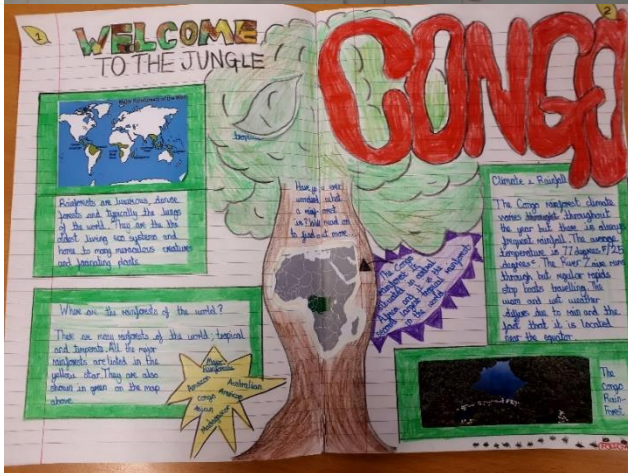
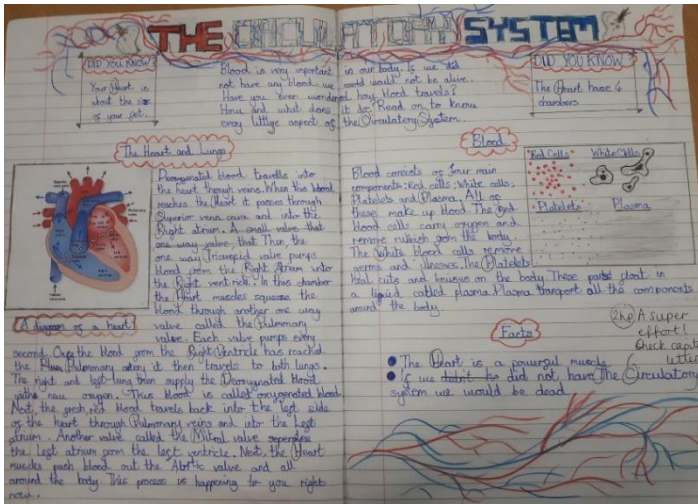
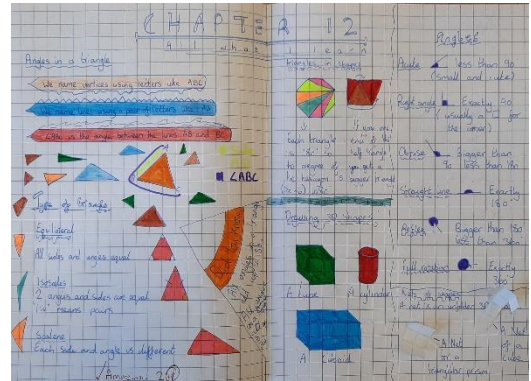


Displays of pupils' learning must celebrate achievement. Displayed work should be of the highest quality showing our pupils that we are proud of what they have achieved by creating a 'gallery' of their learning. The list below are points that must be considered when planning effective displays.

Displays must (for public display) and could (for classroom display) include:

- Have impact, draw people's attention and stop them in their tracks (including a 3-D element)
- Celebrate high quality learning for as many children as possible with high expectations of (not perfect) handwriting, spelling and punctuation
- Use questions to engage the audience
- Include pupil voice comments about their learning or each other's learning
- Be attractive and neatly mounted/bordered (with regular maintenance)
- Include photographs showing the learning journey
- Be inclusive in terms of work and photographs

APPENDIX F: Alternatives to work sheets

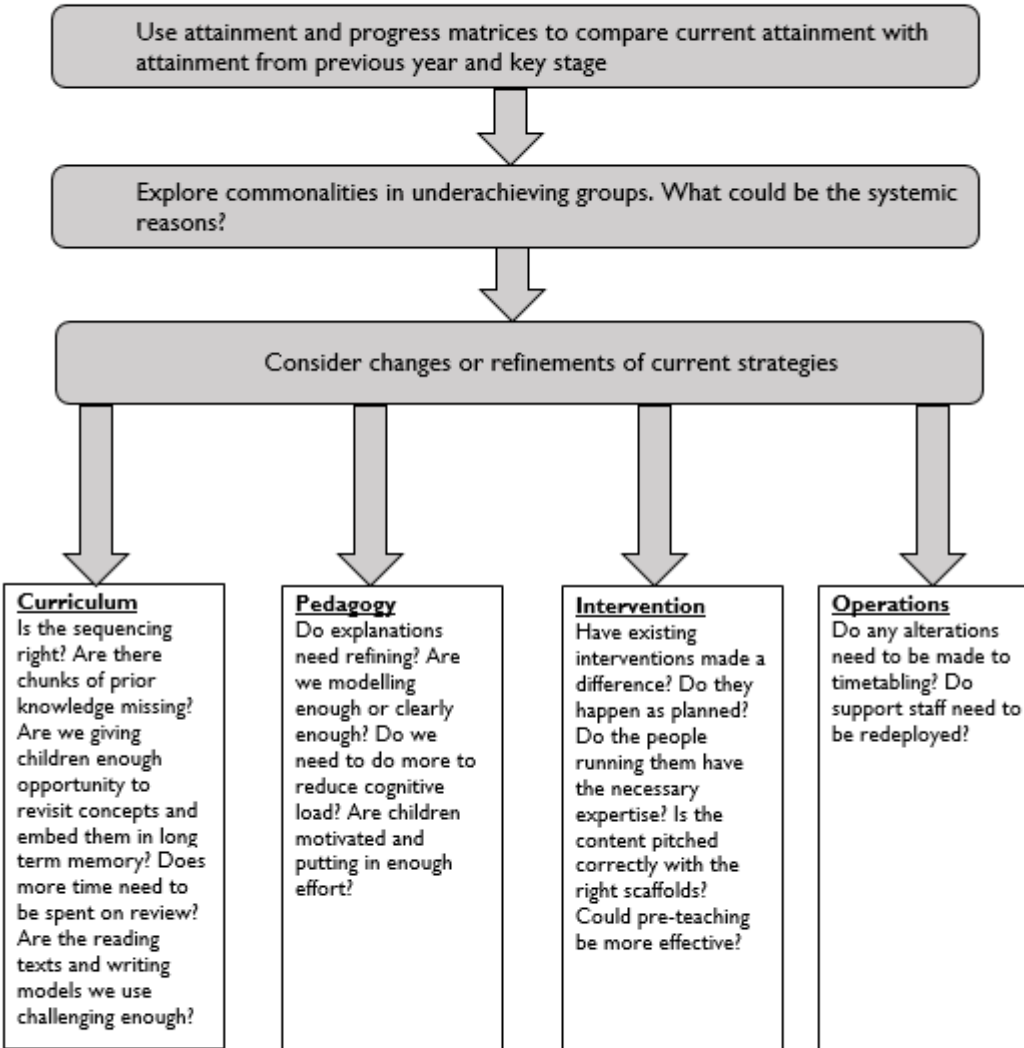


APPENDIX G: Progress meeting discussion guidelines



Pupil Progress Meetings

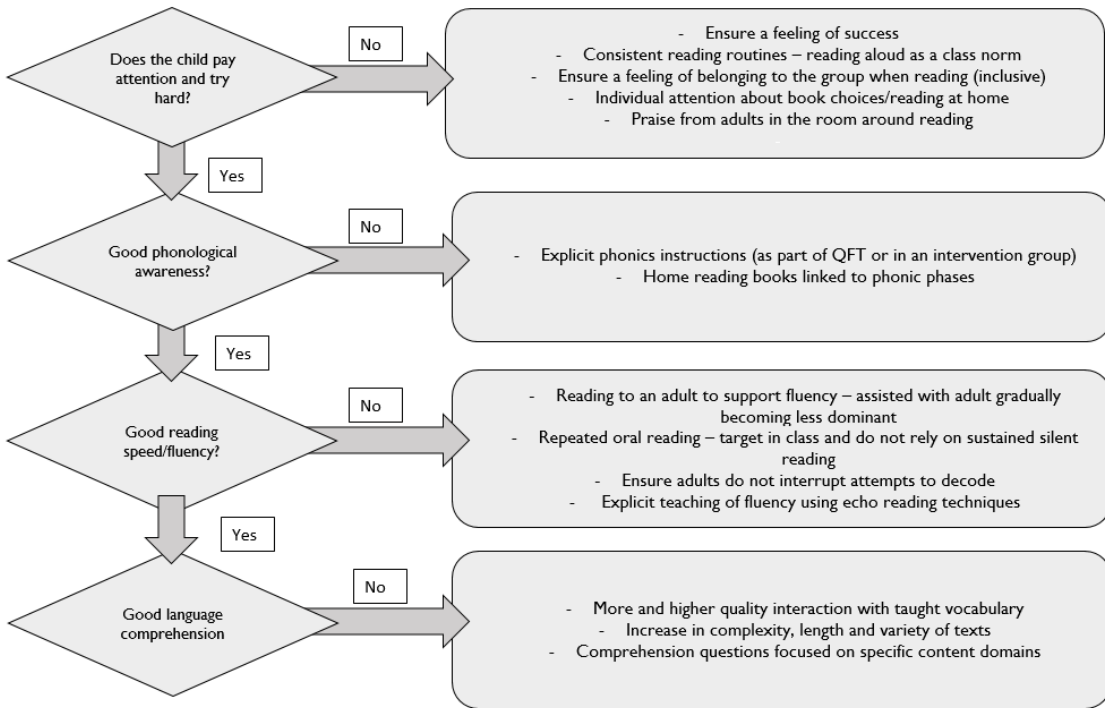
- ✔ Take a long term view
- ✔ Are solution focused
- ✔ Use attainment data as an indicator not an absolute



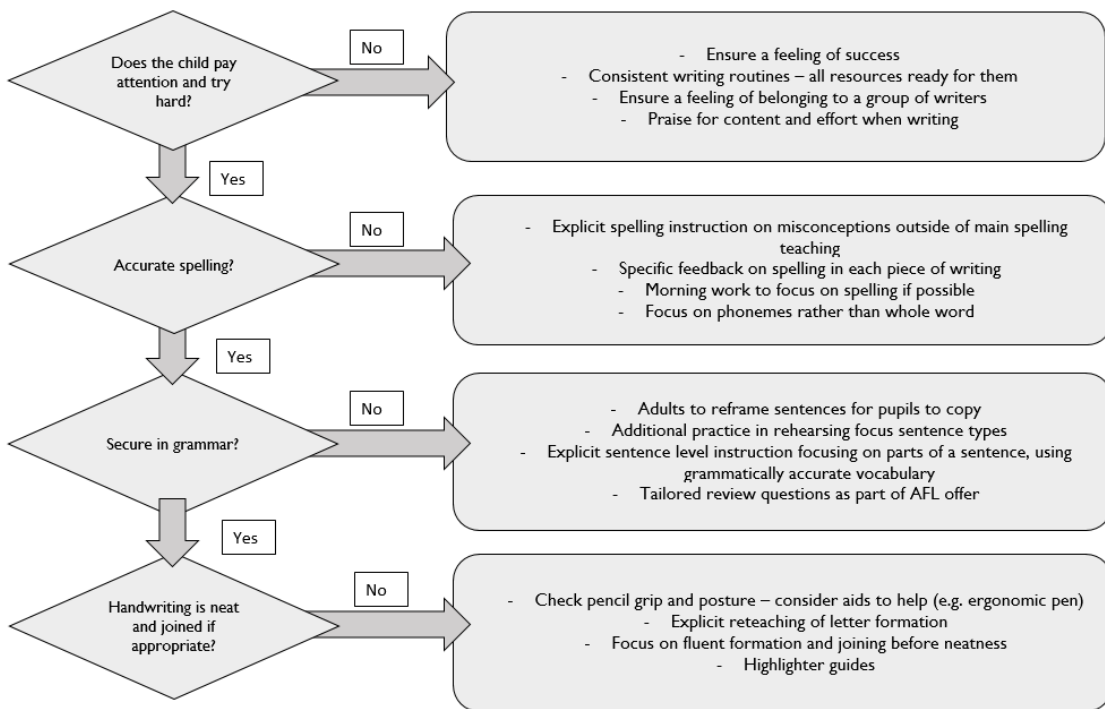
Meeting outcomes

- ✔ Checklist of actions for teachers
- ✔ Checklist of actions for leaders
- ✔ Agreed support from leaders
- ✔ Ideas from QFT and interventions

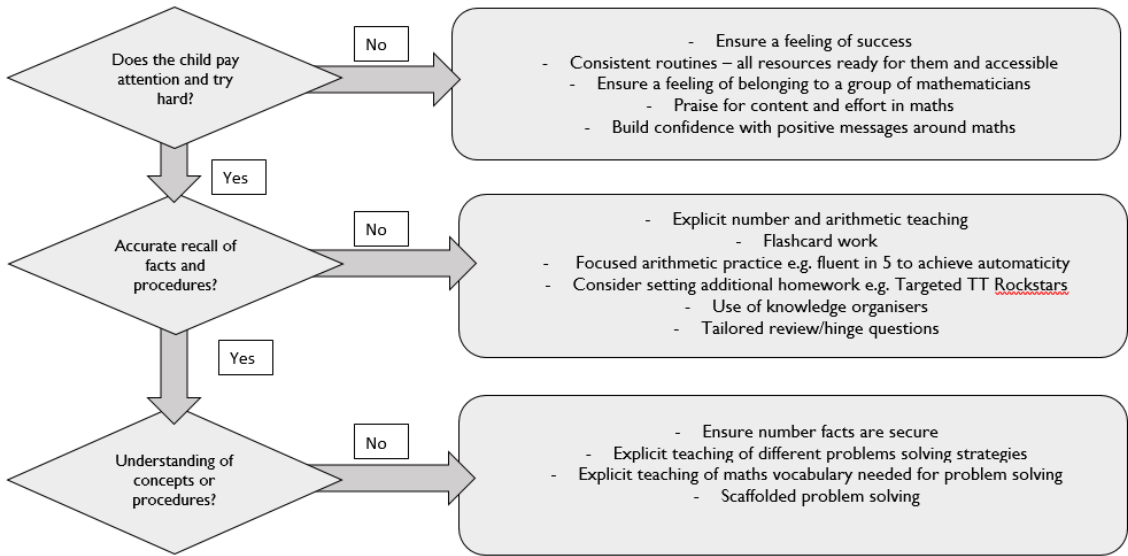
Rules of thumb for common individual needs (reading)




Rules of thumb for common individual needs (writing)



Rules of thumb for common individual needs (maths)




APPENDIX H: Whole class feedback



WHOLE CLASS FEEDBACK TOOLKIT

- Re-Model (whole class/groups) – RM
- Conferencing (individual feedback) - C
- Adapt Teaching (slides/plans/input) - AT
- Editing Stations (prompts/experts) – ES
- Improvement Task - IT
- Video Feedback (e.g. Loom) – VF
- Teacher Guided Group – GG (T)
- Success Criteria (teacher/self/peer asses) – SC
- TA Guided Group – GG (TA)
- Pre/Over Learning – PL/OL

Strategies may be used in conjunction





WHOLE CLASS FEEDBACK

Learning objective		Class	
		Date	

<p><u>Common strengths:</u></p> <table border="1" style="width: 100%; height: 100px;"> <tr><td style="width: 20px; text-align: center;">1</td><td></td></tr> <tr><td style="text-align: center;">2</td><td></td></tr> <tr><td style="text-align: center;">3</td><td></td></tr> <tr><td style="text-align: center;">4</td><td></td></tr> <tr><td style="text-align: center;">5</td><td></td></tr> </table>	1		2		3		4		5		<p><u>Common work ons:</u></p> <table border="1" style="width: 100%; height: 100px;"> <tr><td style="width: 20px; text-align: center;">1</td><td></td></tr> <tr><td style="text-align: center;">2</td><td></td></tr> <tr><td style="text-align: center;">3</td><td></td></tr> <tr><td style="text-align: center;">4</td><td></td></tr> <tr><td style="text-align: center;">5</td><td></td></tr> </table>	1		2		3		4		5	
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Good work examples from...	
Missing/incomplete work	

<p>Actions/adaptions to planning: Share feedback with whole class Re-model/re-teach (whole class/groups) – RM/RT Adapt teaching slides/materials/input Set an improvement task Re-arrange seating Teacher guided group – GG (T) TA guided group – GG (TA) Conferencing (brief individual feedback) - C Editing station (with prompts, potentially with experts or digital instruction, e.g. feedback looms) – ES <i>(Annotate books with these codes)</i> Some of these actions may be used in conjunction</p>	
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<p>SPaG/presentation</p>	
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APPENDIX I: Response to parent questions re policy

Thank you for your feedback. As a result we have offered extra clarity and made some slight alterations to the policy - see below – which has been uploaded to our website (you will no doubt be pleased to hear that this will be the final communication regarding the policy!). We have also added links to relevant further information.

Home Learning

The changes here are subtle. Homework or ‘Home Learning’ has always been – and will remain – optional (apart from [15 minutes daily reading which, when added to reading in school, totals the recommended 12 hours](#); and in summer term of Y6 in order to prepare pupils for secondary school).

We will continue to provide Home Learning activities. Rather than these being sourced/written by teachers (given the research into impact and our aim to maximise teacher efficiency) we will provide links to the government’s Oak National Academy portal to lessons taught by qualified teachers. These links – along with some other content, e.g. spelling/mental arithmetic - will be clear via ‘Focus on Learning’ in the Bulletin, the Home Learning section of our website/app and based on your child’s half-termly report from teachers ([we are also exploring the ethical and safe use of AI to support Home Learning](#)).

We understand that the children are often tired following a long day at school (cognitive overload) and that this can create conflict at home, particularly when trying to fit in other activities such as clubs, instrument tuition and, for some, preparation for entrance exams (which is a common worry for many of our pupils accessing our in school mental health support services).

The work is there should you wish to complete it, although we cannot overemphasise the importance of children returning to school well rested after a good night’s sleep and happy having played and chatted with their friends and family, ready to work hard and learn from their teachers at school ([where they achieve incredibly well compared to national and local measures](#)). We encourage our parents who work hard to provide for their children to be kind to themselves and – as these experts recommend – [give their children the space to be children](#).

Guardian article

We published an article that had been used as a body of work to research the new policy, intended to reassure parents of our approach to Home Learning and that due diligence had taken place. The unintended consequence was sharing messages about pupils’ socio-economic circumstances acting as ceilings to their progress. This is not in-line with school’s views or aspirations for our children, contradicts the policy and was an error. As such, it has been removed from the appendices.

Assessment Judgements

Some parents raised that the descriptions for ‘significantly below’ and ‘below’ linked to pupils with EHCPs and SEND were assumptive statements that placed a ceiling on children’s attainment. Again these contradict school’s view and the policy, and have since been removed.

‘No marking’

Teachers no longer write long comments next to children’s work as research evidences this does not lead to progress as pupils often struggle to understand them, and take approximately 2.5 hours to complete per subject, per day. Instead, teachers closely study the children’s work and make adaptations to planning/resourcing for the following lesson, during which they will address these misconceptions directly with individual pupils, groups or the whole class, writing the relevant code in the child’s book.

We are passionate about supporting our children to make the best possible progress and your support in this process has been much appreciated.

Yours sincerely,

Mr Beith, Mr Shrimpling & the Senior Leadership Team



APPENDIX J: Articles re Home Learning

<https://www.tes.com/magazine/news/general/parents-help-homework-does-little-pupil-progress-school?s=09>

Extra sport or music lessons do not affect grades

Playing music or sports with your children has no impact on how well they do at school, research has found. A study from the University of Manchester analysed data on more than 8,000 children from the UK at the ages of seven and 11. It showed that spending time with your children has almost no impact on their performance at school. Parents helping their children with maths, reading to them and taking them to libraries had only a small positive effect on their academic progress as rated by teachers, says the research. At age seven, children who received daily help with maths from their parents had only a 1.8% increased chance of being assessed as "above average". Meanwhile, parents' time spent on musical or physical activities with their children had no effect. Data from the Millennium Cohort Study, which involves a nationally representative sample of people born between 2000 and 2002, were used to analyse the teachers' assessment of children's progress in maths and creative subjects, and the amount of time parents spent with them on activities.

The Daily Telegraph

<https://childmind.org/article/finding-the-balance-with-after-school-activities/>