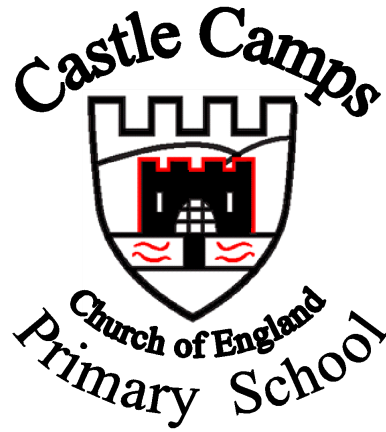


Castle Camps C. of E. (V.C.) Primary School



Policy for

Teaching and Learning

Date Approved by the Governing Body: 09/07/2026
Date for Review: July 2027

Castle Camps C. of E. (VC) Primary School

Teaching and Learning Policy

Introduction

The teaching and learning processes lie at the very heart of the school's business and the vision of what it is we want to achieve.

All other policies and practices impact upon pupils in the context of the classroom. This policy puts the aims of the school into classroom effect.

The nature and quality of classroom practice is the single most important factor determining a pupil's achievement, which lies within our control.

Aims

- To improve the quality of learning and pupil achievement.
- To establish across the school an agreed range of 'good practices' in respect of teaching and learning.
- To ensure consistency across the school and age/ability appropriate progression in classroom provision.
- To share good practice and enable the school to identify aspects of classroom practice and provision which will benefit from further development and support.
- To provide agreed focus and criteria for monitoring the teaching and classroom practice.
- This statement of agreed school practices will provide new staff with a clear indication of the school's expectations.
- To set out responsibilities for implementing this policy.

This policy is arranged under the following headings:

1. [Classroom Environment](#)
2. [Display](#)
3. [Classroom management](#)
4. [Routines](#)
5. [Expectations](#)
6. [Presentation](#)
7. [Planning](#)
8. [Teaching](#)
9. [Marking & Assessment](#)
10. [Application](#)
11. [Inclusion](#)
12. [Homework](#)
13. [Appendix](#)

1. Classroom Environment

As a school we will have classroom environments and displays that support the child, Teaching Assistant and Teacher in the learning process. We will do this by ensuring that each classroom has:

- Learning objectives (WALT), Big Questions (RE), and success criteria (as appropriate) are shared with the children at the start of the lesson and is used as a tool throughout
- Clearly labelled / resourced classroom
- A celebrating success i.e - House Point Chart
- Working walls for Maths and English that reflect the learning taking place
- Some displays should be interactive and demonstrate the use of key vocabulary
- Interactive tables / areas - displaying equipment and resources
- Classrooms must reflect cultural diversity such as photos and maps
- Children's accessibility to interactive whiteboards
- Class timetable / duties / assembly rota
- Code of Conduct for Internet use and Our School Golden Rules
- A Reflective Space/Prayer Space

It is the responsibility for the classroom teacher to ensure that the classroom environment meets these expectations.

English

- Appropriate and current working wall
- Sight vocabulary
- A book area
- Alphabet Frieze/sounds charts (where appropriate)
- Visual prompts to support independent learning

Maths

- Maths - times tables, number bonds, shapes, key vocabulary for number
- Visual prompts to support independent learning
- Access to maths resources including appropriate vocabulary banks

2. Display

Displays should be changed regularly and all children should have opportunities to have their work displayed. Displays, which have become tatty should be taken down or at least repaired.

Artefacts, natural objects, 3D work, fabric, should be used to enhance display.

There should be borders; children's names written on work and an explanation. Lettering should be of a high standard, done on computer (Sassoon Font or if children are using Google Docs Playwrite GB S) or written neatly by hand.

The class learning environment should be completed in every class by the end of the first week back.

Every classroom should have all displays completed by the first half-term creating an ethos and environment in which children can enjoy learning, reflect, improve and grow in confidence, is fundamental to learning and, therefore, to our school.

The physical environment, in which children's learning takes place, should be one, which supports and enhances their learning.

3. Classroom Management

Teachers are responsible for ensuring the following actions to ensure effective classroom management:

- Children should be trained in classroom routines relating to tidiness and orderliness, and in getting and replacing resources.
- Ensure the children understand the Class' 'Golden Rules' and facilitate their adherence to them.
- Explain the Golden Book Nominations and House point system.
- Set up class monitors to tidy and care for the room and equipment i.e. playground equipment.
- Practise lining up and moving around the room i.e. getting from the carpet to chairs in an orderly manner.
- Make clear expectations of how the class should sit on the carpet and/or in their chairs.
- Teach children to raise their hand if they wish to speak to an adult and how is it appropriate to stop and listen..
- Groupings of children may be varied throughout the day and can be flexible in order to meet the needs of the children.
- Be consistent and continually remind children of the expectations outlined here, especially in the first few weeks.

4. Routines

It the appropriate class teacher's responsibility to ensure the following routines are adhered to (in conjunction with the Headteacher):

- Nursery hours are 8:45am – 3:15pm.
- For Reception – Y6, the school is open at 8:40am and closes at 8:50am. Children in Years 1-6 enter via the blue gate and go straight to class. Reception and Nursery enter via the Nursery entrance.
- Registration should be completed by 8:55am.
- At play and lunchtimes the first whistle signifies 'stand still & listen', the second whistle – line up and the third whistle 'silence & listen'.
- Children will be collected from the playground by their class teacher or appropriate adult.
- At the end of the school day, Reception children are collected from the Nursery door on the front playground at 3:20pm.
- Parents can choose to allow their child to walk home on their own or arrange for them to be collected. A written note is required and is to be kept as a record.
- If parents are late to collect their children then they are taken to the main foyer where they will be supervised until 3.30pm, whilst contact is made with the parent/carer to ascertain what should be done.

5. Expectations

Teachers and TAs are responsible for enforcing the following expectations:

- Have high expectations of and insist upon the very best of all pupils in relation to behaviour.
- Speak to children in a calm, firm manner in line with the Cambridge Therapeutic Thinking Policy.
- School Uniform - It is expected that children wear the approved school uniform. If a child does not wear a school uniform they should be spoken to by the class teacher and encouraged to do so. If a problem persists the Headteacher should be informed. Our [School Uniform Policy](#) is available to parents via the school website.

- Jewellery - for health and safety reasons jewellery should not be worn at school. (Small sleepers and studs are allowed. However, earrings must be removed for swimming and PE).
- Quality and amount of work achieved - It should be made clear to all children what needs to be achieved appropriate to their ability.
- All adults at Castle Camps are the role models for children.
- For Health and Safety reasons hot drinks should not be consumed around children.
- Teachers' dress. Teachers should be smartly dressed.

6. Layout and Presentation in Children's Books

In reference to the 'Strong foundations in the first years of school' DfE publication, handwriting and presentation in all books should be of a high standard. Children are made aware of the expectations for writing and number formation in their Key Stage and these are outlined below. Our 'Strong Foundations Poster' is displayed in all our learning areas and used to support this further. The detailed instructions to pupils on layout and presentation are set out in the Appendix to the Policy. It is the responsibility of all classroom staff to ensure that all children are meeting the expectations relative to their year group, taking into account any special needs which may mean a child is not meeting these.

7. Planning

There are three kinds of planning detailed below: long term planning, medium term planning and short term planning.

1) Long term planning – Curriculum Overview.

Curriculum Progression documents are published on the school website for all subjects.

2) Medium term planning

Medium term plans should outline the weekly objectives and the main learning outcomes for each lesson. In Early Years, the 7 areas of learning are identified with activities linked to these. Learning objectives and detail are in short term plans.

3) Weekly Planning / Resourcing

Lessons are planned and resourced to meet the needs of all learners and different learning styles where required. This includes how additional adult support is deployed and is detailed enough to enable replacement/supply teachers to know what to do in case of staff absence.

8. Teaching

The teacher and supporting adults who are responsible for delivering a lesson is to ensure the following:

- Confident subject knowledge and understanding of the subject matter to be taught
- Pre-planning of tasks, activities, pupil grouping arrangements and resources
- A clear statement to pupils of the intentions of the session i.e. a clear explanation of
- The learning objectives of the lesson.
- A clear explanation to pupils of the activity and expected outcome through the use of the success criteria.
- Effective teacher input which ensures pupils understand what is going on taking into consideration different learning styles. (Use visual images and practical activities to support explanation / understanding, ensure that key ideas and words are shared.
- Appropriate pupil work activities which help pupils explore, develop and practice the new learning in order to achieve the learning objectives.
- Thorough resourcing of such activities (with additional resources to support some pupils/ stretch others).

- Consideration needs to have been given to the needs of different pupils e.g. to ensure the more able are stretched and less confident are supported.
- Lessons should be taught at an appropriate pace.

Expectations of pupils' work need to be made clear e.g. quantity of work, presentation, other qualities pupils should be maintaining in their work. The teacher needs to have planned how they, and supporting adults, will use their time effectively to ensure pupil progression. For example:

- Check that the introduction and the tasks being worked upon are proving appropriate to the different needs of different pupils.
- Work with particular pupils to support / stretch them.
- Assessment of pupils' progress.
- Circulation around the classroom should be directed solely to ensure the teacher and supporting staff to check everyone is successfully on task and/or to assess pupil performance.
- Activities should be reviewed - reinforcing the learning which it is hoped will have taken place.

9. Marking and Assessment

At Castle Camps Primary School, we are committed to creating a quality teaching and learning environment with high achievement as our aim. We recognise that not all worthwhile things can be formally measured and therefore we celebrate all achievements.

Aims of Assessment at Castle Camps Primary School

- To provide information to identify and support the next steps in learning and inform planning for improvement or progression.
- To track individual progress.
- To gather information about the attainment of individual children, groups and cohorts so that it can be used to inform target setting.
- To analyse the performance of groups and cohorts of pupils to identify priorities for school development.

Assessment consists of two main areas:

Assessment for Learning

- This is an integral part of the teaching and learning process at Castle Camps Primary School. It includes:
- Formative assessment - the information gained 'forms' or affects the next learning experience.
- Diagnostic assessment - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.
- Evaluative assessment - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

Assessment of Learning

- Summative - systematic recording of information, which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying what has been learned in terms of both attainment and achievement. This includes all formal tests and examinations and enables teachers and senior managers to identify the needs of pupils, set realistic targets and identify trends.

Our Principles for the use of Assessment

In order for any type of assessment to have an impact on learning, it must be:

- Positive
- Manageable
- Useful and embedded in practice
- Consistent

Assessment must also engage the pupils in their own learning process and self assessment is an essential part of this. Therefore we aim to:

- Gain as full a picture as possible of the standards children are attaining and the progress they are making.
- Allow children to have the best opportunities to show what they know, understand and can do, in a familiar, supportive environment.
- Assess through observing and talking to children; presenting children with new challenges and consolidating old ones, so that they are made aware of individual progress and so that they can develop strategies to overcome weaknesses in their work.
- Ensure that planning is led by learning objectives and differentiated for learning.
- Use assessment information to inform future planning.
- Plan assessment opportunities carefully across the curriculum and throughout the year.
- Ensure that standards are consistent between colleagues within the school and comparable in a wider context, through regular moderation.
- Ensure pupils receive regular feedback to support their learning – this can take place via self-evaluation, verbal and written feedback within a lesson or during a planned feedback session.
- Gain evidence of learning from the process as well as the outcome.
- Inform parents and carers of their child's progress at key points in the year and more frequently, if appropriate.

Pupil involvement in assessment

In order for assessment to play a more constructive role in the learning process and to genuinely promote lifelong learning, pupils need to be actively involved. This will include:

- Sharing learning objectives
- Sharing success criteria or 'steps to success'
- Self-marking - KS2
- Effective questioning to identify gaps or to ensure secure understanding
- Time provided for editing/improving work
- Peer assessment (eg: talk or response partners)
- 1:1 discussions with pupils
- Sharing individual or group learning targets/goals

Marking and Feedback

Typically, feedback (both written and oral) has two main purposes:

1. To praise and motivate: positive feedback reinforces and supports good performance, increasing confidence and self-esteem, encouraging children to continue working at that standard.
2. To support improvement: feedback will identify specific learning needs and address how to improve. It supports learners in moving on from their current performance to meeting the desired learning outcomes.

Feedback:

- Is appropriate to the task and accessible for the pupils.
- Helps to identify misconceptions.
- Is focussed and prioritised.
- Is planned for and integral to teaching and learning.
- Takes place quickly so that pupils remember the context (either within the lesson or at the start of the next lesson).

Agreed Marking Codes

Code	Explanation
I	Independent Work
G	Guided Work
S	Supported Work
HP	House Point
●	Mistake
√	Correct
0	Highlight incorrect punctuation/operation/upper and lower case errors Y6 sp or p to indicate a spelling or punctuation error within a block of text.
V	Verbal Feedback
TA	TA has worked with the individual/group
Supply	A supply teacher has taught the work and marked it.

Effective feedback: (Quality marking)

- This must relate to the WALT (We Are Learning To) or the Big Question. This should be done at least once a week or several times when appropriate in a unit of work.
- General comments should be made using a blue pen.
- Next steps ("Green for Growth") comments should be written in green. This is an area for the child to work on and improve. Teachers will give children a prompt for improving work relating to the success criteria. Checklists showing the success criteria in English should be stuck into books for children to use as self assessment. This would be a scaffolded process in Y1 with children becoming more independent self assessors as they mature.
- Some pupils have individual learning targets they are working towards. These have been shared by teachers and teaching assistants. Pupils identified as having Special Educational Needs and/or Disabilities (SEND Support) have their own SEND Support Plans which detail individualised targets and intervention strategies to support their learning at school. These are also shared with parents.

Tracking Pupil Progress

Using data from ongoing assessment and tests, we track the progress of all pupils in English and Mathematics. We also use this data to set targets for all pupils and to identify groups and individuals who require support or specific intervention work. In other subject areas, subject leaders track progress across the school through analysis of assessment information, work scrutiny, pupil discussion and teacher dialogue. Subject leaders may also collect portfolios of work as exemplar material of age-related expectations. Topic based work is assessed using end of unit assessments which will cover skills and knowledge directly covered/taught within the unit. These are used to monitor pupils' progress towards meeting the expected standard within subjects such as science, humanities, P.E. and R.E.

Sharing Assessment Information

Reporting to Parents

Annual reports to parents will identify gains in skills, knowledge and understanding, together with an outline for the next steps in learning.

Reporting to Governors

The Headteacher will report to the governing body on standards and school improvement – including analysis of attainment and progress data - on a termly basis. Link governors with responsibilities for Assessment, Pupil Premium, SEND, English and Maths will also meet with lead teachers to monitor standards in these areas.

10. Application

This section details the various assessment methods and practices used at Castle Camps Primary School through which we ensure that children are making the appropriate progress and that the activities they take part in are suitably matched to their ability and their level of development. It is with a combination of formative and summative assessment, that an overall teacher assessment is made.

Formative Assessment

Formative Assessment is an integral, continuous and daily part of the teaching and learning process at Castle Camps. It informs all future planning and motivates and encourages the children as they take their next steps in learning. Much of it is done informally as part of each teacher's and each child's day-to-day work.

- Ongoing assessment against National Curriculum objectives throughout each lesson through questioning, observation and dialogue.
- Setting clear learning objectives – children knowing what they are being asked to learn and why.
- Providing progress checks using success criteria shared with the children.
- Feedback with clearly defined next steps (can be written or verbal). Providing assessment tasks to assess the way children apply their skills and knowledge. (Can children demonstrate they have truly mastered their learning? Eg: by solving non-routine problems, explaining concepts, appraising, hypothesising, investigating, citing, designing, creating, proving.)
- Regular work scrutiny and moderation

Summative Assessment Years 1 - 6

Summative assessments are used to assess what a child can do at a particular time, and are used as one part of overall teacher assessment.

- Year 1: Phonics Screening Check (June) – to include Year 2 pupils who did not meet the standard in Year 1. (Year 1 teachers also use some age and stage appropriate standardised assessment materials to assess pupils' ability to meet end-of-year expectations.)
- Year 2: progress tests - Reading Comprehension and Maths (February)
- Years 3 – 5: progress tests - Reading Comprehension, Maths, Grammar, Punctuation & Spelling (GPS) (February)
- Year 6: progress tests - Reading Comprehension, Maths, Grammar, Punctuation & Spelling (GPS) (December & February)
- End of KS1 (Year 2) teacher assessments (using standardised assessment tests to help inform judgements) - Reading Comprehension and Maths (June).
- End of KS2 (Year 6) standardised assessment tests - SATs - Reading Comprehension, Maths, Grammar, Punctuation & Spelling (May).
- Diagnostic tests for targeted children, which could include pupils with Special Educational Needs or those with English as an additional language.
- Termly review of SEN Support Plan for pupils with SEND (This could include use of B Squared tracking tool, where appropriate).

Pupils' writing is assessed against Assessment Frameworks, which outline the curriculum expectations for each year group. Assessment processes for EYFS are detailed within a separate section of this policy. Progress Progress at the end of each curriculum year:

Years 1-6 Pupil attainment is measured against Age Related Expectations and progress measured against their individual starting points. The National Curriculum learning objectives are used to assess key outcomes at the end of each curriculum year and assessment measures are based on these following descriptions: working at 'greater depth' within the expected standard (GDS); working at the expected standard (EXS); working towards the expected standard (WTS); working below the expected standard (WBS) and working below national curriculum standard. It is against these measures and according to Age Related Expectations, we measure progress and based on overall teacher assessment, decide upon the key outcome at the end of each curriculum year. For example: Progress between terms: Years 1 – 6 Midway through the academic year, teacher assessments are made, using the combination of formative and summative assessment, to decide how well a child has met the learning objectives for English and Maths during a given period of time.

Data Collection

The school uses BromCom as its data management system which includes the tracking of pupil progress in English (reading and writing), maths and science. This is broken down into five categories of 'working well below', 'below' 'just at' 'working at' and 'exceeding' for the child's current year group. Input of data takes place 3 times per year. The data is anonymised and reported to Governors. Teacher assessment forms the basis of feedback at the formal parent consultations in the spring term and is reported to parents as part of the end of year formal written reports (July).

Internally, data analysis is fed back into the planning and teaching cycle and dialogue continues between all members of the teaching staff (including senior and middle leaders) and children to ensure that our assessment aims continue.

Meaningful and useful information about the pupils' achievement and progress transfers with the pupils as they move from class to class and from one Phase or Key Stage to another. Performance is analysed in terms of cohorts or groups of pupils, as well as analysis of the achievement and attainment of individuals

Target Setting

We use pupil data to set individual progress targets for all pupils in school for reading, writing and maths. These are discussed and agreed with all staff. Pupil progress meetings take place with all teachers as part of the appraisal process. At the end of the academic year, a final teacher assessment will be made and where there are any cases of children who have made less than expected progress, teachers will discuss intervention strategies applied together with any other relevant information, which will be carried forward to the next academic year.

Early Years Assessment

The children in EYFS are assessed against Development Matters over the year using PITA (Point in Time Assessment) this is also used to RAG (Red, Amber, Green) rate the children in the 7 areas of learning based on the curriculum coverage from that half term/ term, which is annotated for any specific needs. Development Matters is non-statutory guidance material that supports practitioners in implementing the statutory requirements of the EYFS curriculum. At the end of each child's Reception year, they are then assessed against the Early Learning Goals (ELGs). The EYFS curriculum and 17 ELG's are divided into 7 areas of learning. These are grouped into Prime or Specific areas.

Prime Areas are:

- Personal, Social and Emotional
- Physical Development

Communication and Language Specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

On-going formative assessment is at the heart of effective early years practice. This is done through practical assessment tasks and informal observations, made while working and playing with the children.

Baseline Assessment

Pupils complete the Reception Baseline Assessment (RBA) during the first half term of the academic year. The purpose of this is to provide an on-entry assessment of pupil attainment, which will then be used to judge how much progress a child makes during their time in primary school. The assessment is not intended to provide diagnostic information about pupils' areas for development. The assessment takes the form of a twenty minute 1:1 session with the teacher. Staff use the baseline assessment data as a benchmark to judge pupil progress when working towards the EYFS Profile.

Early Learning Goals

At the end of the Foundation year, children will be judged against each of the seventeen Early Learning Goals (ELGs). Staff will judge and moderate together as to whether a child is meeting the level of development expected. They will be given a judgement of whether they have met the ELG (working at the expected standard) or are emerging in the ELG (working below or towards the expected standard). The key foundation stage performance indicator is "A Good Level of Development". In order to achieve "A Good Level of Development", children have to meet the expected level in all of the Prime areas of learning, as well as in Literacy and Mathematics. When assessing children against the ELGs, teachers should look at the whole description for each goal to determine whether this best fits their professional knowledge of the child. The ELGs are interconnected, meaning that children demonstrate

attainment in more than one area of learning when engaging in a particular activity. Practitioners should consider the child's development across the areas of learning, and whether the levels of development in relation to each of the goals make sense when taken together.

The assessments are used to:

- Inform parents about their child's next steps and the characteristics of their learning.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

Monitoring and Evaluation

The headteacher will ensure this policy is implemented consistently throughout the school. This policy will be evaluated and reviewed bi-annually. Any implications relating to issues for the whole school will be considered for inclusion in the school development plan.

Assessment materials, tools and tests:

Reading	Focused marking Pupil observations Book/work scrutiny Guided Reading Records Phonics assessment materials (including flashcards, real/invented word tests, robot-talking words; sight recognition of high frequency words) Teacher planned comprehension tests/activities Phonic phase assessments (including flashcards)
Writing	Focused marking Pupil observations Book/work scrutiny Writing samples (independent where possible) Phonics assessment (Monster Phonics assessment materials) Independent writing checklists Results of class tests (e.g. weekly spelling tests)
Maths	Focused marking Pupil observations Book/work scrutiny Results of class tests (e.g. tables tests) Maths unit tests

School Assessment Schedule

Aut 1	On entry data for Foundation Stage Profile in Reception (Baseline) Senior Leaders analyse SATs results Parents' Consultation Meetings Staff Meetings PITA for Foundation Stage
Aut 2	Pupil Progress Reviews SEN intervention trackers reviewed Individual and class intervention trackers produced SEN Reviews Phase group assessment moderation meetings Class assessment folder updated (on-going) PITA for Foundation Stage
Spr 1	Parents' Consultation Meetings Phase group assessment moderation meetings Class profiles updated – Bromcom Class assessment folder updated (on-going) PITA for Foundation Stage
Spr 2	Class profiles updated - Bromcom Pupil Progress Reviews SEN intervention trackers reviewed Individual and class intervention trackers produced Phase group assessment moderation meetings SEN Reviews Class assessment folder updated (on-going) PITA for Foundation Stage
Su 1	Phase group and cross phase assessment moderation meetings End of year reports produced Prepare class hand-over Y4 Multiplication checks Year 6 SATs fortnight Year 2 SATs (on-going throughout the half term) Local Authority SATs and moderation meetings for Reception, Year 2 and Year 6 Class assessment folder updated (on-going) Class profiles updated - SIMs PITA for Foundation Stage
Su 2	Year 1 Reading Test Class profiles updated - Bromcom Pupil Progress Reviews SEN intervention trackers reviewed Individual and class intervention trackers produced Report EYFSP to Local Authority Report Year 1 Reading Assessment results to Local Authority Report Years 2 SATs results to Local Authority Report all results of statutory assessments to parents Annual reports sent to parents End of year Parent Transition Meetings Class assessment folder updated in preparation for class handover meeting (on-going) Class handover meetings (current teacher meets receiving teacher to share information)

11. Inclusion

Our emphasis is on raising the attainment of all pupils, with high expectations for their learning and behaviour. The National Curriculum and quality first teaching is adapted and differentiated in the class to meet the varied needs of the children; through targeted support, scaffolding of tasks, outcomes, targets and so on. Children's needs are identified through ongoing formal and informal assessments, observations and discussions with the SENCo. Class Teachers are responsible for the teaching and learning of all pupils within the class. The SENCo advises and supports Class Teachers and oversees the whole school provision.

This is detailed further in our [SEND information](#) document.

12. Homework

Introduction

At Castle Camps School we believe that homework can contribute towards children's progress at school and help to raise levels of attainment. We believe that it is an important part of the home-school partnership and through working together we can support children's learning at home.

Aims of Homework

- To consolidate knowledge and skills previously introduced through the school curriculum.
- To encourage independent study and foster a positive attitude towards learning.
- To develop and support the home-school partnership between parents, teachers and pupils.
- To maintain a system of homework and communication about homework that is manageable for all.

Foundation Stage/Reception

Parents and carers are encouraged to share books together as often as possible. Reading books provided by the class teacher, and library books chosen by the child, are changed and sent home weekly. Reception children will also be given weekly phonic sounds and high frequency words to learn. Children will occasionally be asked to bring items to school to support a project, as appropriate.

Monitoring

Reading diaries are introduced in Key Stage 1. This is a record of books read and a space for parents and teachers to communicate about a child's progress.

In Key Stage 2 children are given a 'Home-School Communication Book'; as they progress through the Key Stage they are expected to record all homework tasks. Teachers will check these weekly and parents similarly. Children may be asked by parents or teachers to specifically show the book to the teacher or parents on occasions.

Teachers will give an adequate time allowance for the completion of homework and provide feedback and marking if appropriate. Teachers will monitor the homework diaries on a weekly basis.

Parents are expected to monitor the diary and are requested to encourage children to complete all tasks set and hand in work on time.

Homework for Children who are Absent

If a child in KS2 is away for one day then the teacher would expect the child to ask what the homework was and when it should be handed in. However if the child is absent for 2 days or more then the completion of the homework will be at the discretion of the teacher. If a child were absent from school due to illness usually they would not be considered well enough to work.

13. Appendix

Guidelines for Primary and Secondary Schools

Years 1 and 2	1 hour / week	Reading, spellings, other literacy work and number work
Years 3 and 4	1.5 hours / week	Literacy and numeracy as for Years 1 and 2 with occasional assignments in other subjects
Years 5 and 6	30 minutes / day	Regular weekly schedule with continued emphasis on literacy and numeracy but also ranging widely over the curriculum

Homework Weekly Expectations

EYFS	Banded reading books and Monster Phonics guided reading changed weekly. 1 piece of phonics homework.
Years 1	Banded reading books and Monster Phonics guided reading changed weekly. From Spring Term: Spelling homework each week. Optional weekly topic homework.
Years 2	Banded reading books and Monster Phonics guided reading changed weekly. Spelling and maths challenge each week. Optional weekly topic homework.
Years 3	For those still receiving phonics - Monster Phonics guided reading changed weekly. Banded reading books changed weekly. Spelling and grammar homework and maths challenge each week. Optional weekly topic homework.
Year 4	Project X or free reader reading books changed weekly. Spelling and grammar homework and maths challenge each week. Optional weekly topic homework.
Year 5	Project X or free reader reading books changed weekly. Spelling and grammar homework and mental arithmetic each week. Optional weekly topic homework.

Year 6	Free reader reading books changed weekly. Spelling and grammar homework and mental arithmetic each week. Optional weekly topic homework.
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N/B: Homework is not set over the holiday periods.

Layout and Presentation Expectations

Reception

- We write our name on our work.
- We form our letters correctly.
- We put finger spaces between words.
- We sit with good posture when scribing and writing.
- We write from left to right and start at the top of the page.

KS1

- We form our letters correctly.
- We have finger spaces between our words.
- We sit with good posture when writing.
- We write from left to right and start at the top of the page.
- We use capital letters and full stops.
- We spell high frequency words correctly.
- We write the title and long date when our teacher asks us to.
- We are beginning to join up our writing.
- Our ascenders and descenders are formed correctly.

KS2

- Our letters are formed correctly.
- We use finger spaces between words.
- We write from left to right and start at the top of the page.
- We sit with good posture when writing.
- We use capital letters and full stops.
- We spell high frequency correctly.
- We group our ideas into paragraphs.
- We write the title and long date.
- We use rulers to underline.
- Write the Learning Objective (WALT).
- Remember: Date, Underline, Miss a line, Title, Underline, Miss a line, Start (DUMTUMS)
- We join our writing.
- Our ascenders and descenders are formed correctly.
- We use punctuation extensions such as speech marks, exclamation marks, question marks, and commas.

Reception and KS1 Expectations for Mathematics

Reception

- We write our names on our work.
- We form our numbers correctly.
- We sit with good posture when scribing and writing.
- We write from left to right.

KS1

- We form our numbers correctly.
- We write from left to right and start at the top of the page.

- We write the short date, for example 03/09/26.
- We sit with good posture when writing.
- We use 1 digit per square.
- We leave a blank square for a finger space.

KS2

- We form our numbers accurately.
- We write from left to right.
- We write the short date and underline it.
- We sit with good posture when writing.
- We use 1 digit per square.
- We leave a blank square or a finger space.
- We use rulers to underline.
- Write the Learning Objective (WALT).
- We remember: Date, Underline, Miss a line, Title, Underline, Miss a line, Start (DUMTUMS).
- We include units of measurement.
- We draw tables and graphs carefully with a ruler – use the squares as a guide.