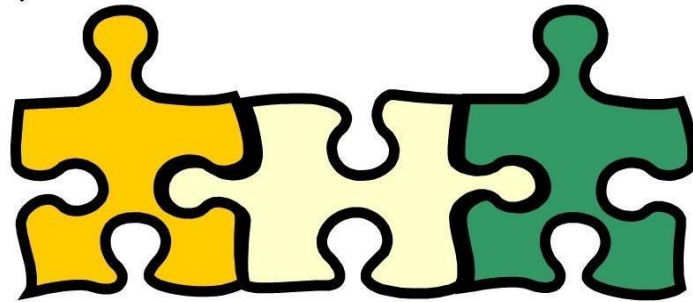


# The Questioning Curriculum

*William Davies*



*Together we achieve more*

# Teaching and Learning Policy

## Years 1 – 6

Reviewed July 2022

April 2020 Section added re distance learning during school closure

September 2020 - Please also refer to our [Learning Continuity Plan](#) for possible individual isolation or school closure.

Please note, many of our curriculum areas are based around visits, visitors and experiences - where reference is made to in this document, we will continue to aim for an experience rich curriculum but within the parameters of up to date guidance and safety considerations.

### Learners for life:

**Our curriculum has been designed to give every child an experience and language rich education within our ethos of ensuring everyone at William Davies is Safe, Happy, Challenged and Makes Memories. We pursue our belief that children should be empowered to become powerful learners by instilling our Learning Powers: Be Curious, Be Resilient, Be Enthusiastic, Be Collaborative, Be Reflective, Be Adventurous.**

We offer a curriculum which is broad, balanced and promotes the spiritual, moral, cultural, mental and physical development of our pupils. It prepares pupils for the opportunities, responsibilities and experiences of later life by fostering characteristics of effective learning for life - our learning powers. These elements are carefully chosen based on our children's starting points and what we have identified as important for our children to become learners for life.

We have designed our own programme of education which comprises the national curriculum as well as other varied learning opportunities and experiences appropriate to the needs of our community. 'The Questioning Curriculum' encourages inquiry and promotes independent learning in order to develop self-confidence and resilience.

English and Mathematics are taught daily, Music and Physical Education, weekly.

Other subjects are taught in topic blocks or weekly, as best suited by the subject.

Our chosen foreign language is French and is taught in years 5 and 6. All the children in key stage one and key stage two also learn to play a musical instrument, with singing taught regularly in all classes.

Teaching responds to the needs of the learners and teachers are creative in how this happens. A commitment to excellent 'Continuing Professional Development' is offered to all staff to ensure teaching is of a high standard.

The aim is to ensure current practice is up to date, and to ensure we are continuously reflecting on and adapting our practice to meet the needs of our children.

This policy does not stand alone: to be effective it must be embedded into our classroom practice and other related policies. Therefore, this policy is linked to:

- *Behaviour Policy*
- *SEND Policy*
- *Assessment Policy and Practice*
- *EYFS Policy*
- *Up to date government guidance.*

**A number of key aspects of our school promote excellent teaching enabling our pupils to learn.**

### **Planning**

Planning shows that consideration has been given to the needs of the class and that the strategies discussed in this policy are used appropriately to support learning.

Annual, term and weekly plans are filed electronically on the Google Drive so that teachers can use them as a reference and so that they can be monitored. We have no set format for planning, plans can come in the form of flip charts, Jamboards, google docs etc. Planning must include, at a minimum, the fundamental elements:

- statement of learning;
- activity name/title;
- scaffold/challenge;
- relevant details about pupils working on different or modified outcomes.

Overviews and content for planning and assessment can be found centrally on the [Curriculum Hub](#), this enables subject leaders to demonstrate an overview of their subject and teachers to see the skills, knowledge and understanding for their current year group and

how these things progress over the year groups. When planning, teachers must use this to analyse the knowledge, skills and understanding their class should have learned, in order to build on it, and to understand the next steps for that concept/subject.

## **Challenge For All**

In order to challenge all children effectively, teachers must have a clear understanding of exactly where the children are in their learning and what the next steps are to support them.

'Challenge for All' means that children will be **supported and scaffolded to meet, make progress towards, or deepen their understanding of the learning intention, or a modified version of it**. It also means that children will be **challenged to meet their personal learning targets** in the context of whole class learning. Some children, not working on the standard curriculum, will be challenged by working toward robust personalised learning goals. We use a range of strategies and approaches to ensure children are challenged in their learning.

## **Teaching Strategies**

Our school has a very high proportion of children who are learning English as an additional language, children who have special educational needs and children with a range of other barriers to learning effectively. To meet ranging learning needs, engage all children and to help children become confident, proactive learners, it is essential to use varied teaching strategies, including interactive, language rich and very visual approaches.

We encourage children to be independent, evaluative and self-aware in their learning. These skills will be developed with the children over their time in school and will be age appropriate.

We encourage speaking and listening activities in all year groups as well as providing opportunities for real experiences to develop language skills. Educational visits are organised to both enhance learning and broaden the horizons of our pupils.

## **Assessment**

See also Progress and Attainment Procedures Assessment Policy and Practice and Feedback at WDPS.

<https://docs.google.com/document/d/14Dy9ksYbTY0fWxUyy1aJ5nY2-wxvzWdl4MGmLc-xg8Y/edit>

At William Davies we assess for the following purposes:

- To anticipate and respond to children's learning needs and adapt practice accordingly
- To inform attainment and progress measures accurately to ensure high standards are maintained
- To inform the impact of our practices

Formative and summative assessment are used to plan lessons that are accessible to all children.

Formative assessment and learning reflection sheets are used to inform teaching and learning on a regular basis.

Summative assessment data is used to inform provision for the following term and provide outcome data. Assessment against the Curriculum Hub 'End Points', along with other statutory supporting documents (Pre-key stage assessment, framework for KS1 and KS2 teacher assessment) and test results will be used to support teachers in making decisions about children's assessments at the end of the year, and for making in-year progress judgements.

Individual judgements of achievement in maths, reading and writing are recorded each term. Achievement in Science and the non-core subjects is recorded termly against age related expectations. Each class teacher has regular pupil progress meetings (with the Head teacher and SENDCo) to review the children's progress.

Attainment and progress, in all subjects, is reported to parents annually, in line with statutory expectations for Reporting to Parents. Internal and external moderation meetings and exercises are held regularly, to ensure consistency in assessment across the school.

### **Inclusion**

All children have equal entitlement to entry to William Davies Primary School.

Teaching at our school is fully inclusive. We value all children as individuals with unique interests and strengths and equal rights of access to a full and balanced curriculum. See also SEND policy.

**Transition** (NB some of these aspects may be modified or cancelled depending on government guidance at the given period)

Transition is a process not an event.

Robust systems are in place for transition to ensure that children are ready for the next stage in their learning.

- We recognise children may be vulnerable at points of transition.
- There is a shared teaching and learning ethos throughout the school.
- We maintain children's security, confidence and well-being.
- We involve parents/carers, staff, agencies and children.
- We consider the whole child - children's needs are central - transition can be personalized according to need.
- We communicate with and inform parents about the process. Expectations are explained to parents, along with information about how they can support their children.

### **Transition to Nursery**

- Nursery open day for parents and children takes place in the Summer term.

- Parents and children attend two pre-nursery play sessions with the Nursery teacher in July.
- Parents' induction meeting takes place in the Summer term.
- Home visits are carried out in July or September. At home we ask parents/carers to talk with staff about their child's interests, strengths, pre-nursery experiences, medical history, and to provide information about the child and the family as a whole.
- We liaise with other agencies, if appropriate and follow up on previous settings, if appropriate.
- Information about the setting is given to all parents, including specific information on '[Preparing Your Child for Nursery](#)'.
- The intake of nursery children is staggered and flexible to facilitate settling in.
- Parents settle their children in the classroom throughout their time in nursery.

### **Transition from Nursery to Reception**

- Familiarisation with the Reception setting is developed through shared learning areas and free-flow between classrooms.
- Teaching assistants are deployed across the setting.
- Children enjoy shared experiences: performances, special assemblies and special days.
- In the Summer term, children have a story session in Reception with their new teacher, who also 'visits' them in Nursery.
- Children who have not attended our nursery are invited to a settling in session with their parents in the Summer term.
- The teacher visits children in the Nursery setting during the Summer term (if appropriate) and meets the key-worker.
- An induction meeting is held for parents.
- Children attend part-time for a week. After that, settling is flexible and according to need.
- Parents are invited into reception for the first 15 minutes of the day - throughout the year.
- Supporting your child in reading and maths workshops are held for parents during the first half term.
- Close liaison between Nursery and Reception teachers - handover sessions/transition meetings take place in the summer term.
- Continuity is maintained in terms of the curriculum (themes) and routines.
- Assessment is continuous from the start of nursery to the end of Reception- cross year group pupil tracking is applied. Data and progress books are transferred. Information is obtained from other settings where possible.
- On-going monitoring of children's characteristics of effective learning and weekly EYFS staff meetings ensure continued understanding and monitoring of children's needs.
- EYFS lead and SEND lead are involved in Reception pupil progress meetings.

### **Transition from Reception to Year 1**

- Familiarity with whole-school expectations and routines is developed through participation in whole-school special assemblies and initiatives e.g. Summer Fair, World Book Day, Sports Day and through the whole school behaviour policy.
- Children move around the school for RWI; children have story sessions in the library.
- At lunchtime, children can play in the year 1 outside area and in the 'big' playground.
- Towards the end of the Summer term, the Reception children visit the year 1 classroom in small groups. They also attend as a class on transition day where they will meet their year 1 teacher. Their year 1 teacher will also visit them in Reception later on in the Summer Term.
- Children in Reception experience teaching in small groups and whole-class teaching.
- Close liaison between the Reception and Year 1 teachers; handover/transition meetings facilitate data transfer (attainment & progress data and information relating to learning behaviours, home circumstances, medical and learning needs, safeguarding information, personal and social skills etc) ensures continued understanding and monitoring of children's needs.
- Cross phase tracking allows continuity of assessment from Reception to Year 1.
- RWI continues to be taught in the same format, in small groups.
- RWI lead assesses children throughout Reception and Year 1. SLT (of which EYFS lead is a member) reviews pupil progress and attainment regularly.
- EYFS lead attends year 1 progress meetings.
- SENDCO liaises with the Year 1 teacher and the new teacher will attend PLP reviews in the Summer term in order to ensure familiarity with children with SEND in their new class.
- Safeguard Lead updates Year 1 staff in order to ensure the new staff are aware of any ongoing or relevant safeguarding aspects affecting the children.
- Parents are invited to meet the new teacher at the start of the Autumn term for an introductory meeting. A meeting is also held at the start of every term to share information about the coming term.

### **End of Year Transitions: Years 1 through to 6**

- Close liaison with teachers in the Summer term - handover/transition meetings facilitate data transfer (attainment & progress data and information relating to learning behaviours, home circumstances, medical and learning needs, safeguarding information, personal and social skills etc) ensures continued understanding and monitoring of children's needs.
- Ongoing tracking, year on year, allows continuity of assessment from Nursery to Year 6.
- Towards the end of the Summer term, children attend a session in their new classroom with their new teacher.
- Children attend assemblies that they will perform in the future and have performed in the past.



- Children attend special occasions throughout the year, mixing with other teachers and children from around the school and using different spaces around the school.
- Classrooms remain consistent - children know which classroom they will be going into next.
- Parents and children are informed about who their new teacher will be in the Summer term.
- Parents are invited to meet the new teacher at the start of the Autumn term for an introductory meeting. A meeting is also held at the start of every term to share information about the coming term.
- SENDCO liaises with the teachers and the new teacher will attend PLP reviews in the Summer term in order to ensure familiarity with the needs of the children with SEND in their new class.
- SENDCO attends pupil progress meetings for all year groups.
- Safeguard Lead updates new teachers and support staff in order to ensure the new staff are aware of any ongoing or relevant safeguarding aspects affecting the children in order to ensure continuity in the safety and welfare of any vulnerable children.
- Curriculum handovers also take place, to support teachers to meet the needs of the 'new' year's curriculum.
- Annual Reports and pupil progress notes are available for teachers to review as needed.

### **Transition from Year 6 to Secondary School**

- Parents are supported to complete application forms on time and correctly.
- Additional guidance of what to expect when applying for secondary school is included in the Year 6 Parents' Meeting in the Autumn Term.
- PSHE units focus on the transition.
- Children are encouraged to attend open days
- Visits from Secondary staff are facilitated (if that is the policy of the secondary school).
- The SENDCO liaises with the secondary SENDCOs to ensure the child's needs are understood.
- The Safeguard lead liaises with the DSL from the secondary schools, where appropriate and as needed to ensure continuity in the safety and welfare of any vulnerable children.

### **Transition for children with SEND**

- Above processes will take place as appropriate for individual children.
- Where possible, adults due to be working 1:1 with children will spend time with the child and the existing 1:1 adult to get to know the child, their routines and approaches used with them.

### ***Transition from another school or setting (Mid Phase Admission) - yet to be agreed and actioned***

- *Before the child starts: Parents and children are invited in, shown around the school, introduced to the child's teacher and supported to complete admission information forms.*
- *New children have their photo taken and added to our MPA information document.*
- *Relevant information from admission is shared with the class teacher and the senior leadership team and SENDCO as necessary.*
- *Teachers prepare the relevant learning materials for each child e.g. exercise books, work books, tray labels, coat labels etc.*
- *Before the child arrives, teachers assign a buddy(ies) and ensure the child is prepared for the role. (2 buddies will be assigned for showing around and in case of illness, but they are only partnered with one in the classroom.)*
- *The child is seated next to their buddy in their first week*
- *The child is shown around the school by their buddies on the first day, following the guidance (created by our school council).*
- *The DHT provides annual training for each class in 'being a buddy'.*
- *Where possible, children will be buddied with a child who speaks the same language*
- *Teachers complete a baseline assessment of the child's reading, writing and mathematics or the prime areas in EYFS in the first 15 school days/session. This is to be recorded on the class' Data hub.*
- *Teachers complete an English Proficiency assessment after the first 15 school days, also to be recorded on the class' data hub.*
- *Children at stage A or B will have ½ hour English Proficiency Training following our WDPS syllabus.*

### **Resources**

At William Davies we recognise that it is essential to provide carefully chosen, clear, visually stimulating resources to support all learners. We have a wealth of computing resources to engage learners and the use of these should be incorporated into planning. A wide variety of resources are stored centrally for use by classes when needed, as well as all classes having a set of their own resources that they access regularly.

Online resources are stored on the Google Drive.

The school library has a collection of fiction and non-fiction books covering many subjects. Class bookshelves have a selection of age-appropriate and topic specific books for use within the class. Children regularly visit Green Street Library to further enhance the selection of books available.

### **Parental Support and Homework**

Parents are invited to termly Parents' Meetings during which the teacher outlines key learning, topics and information for the term, and establishes expectation for parental involvement, such as: what the parents can expect in terms of homework (See appendix – Homework Policy) - and how to support their child and how to support their child's reading. We encourage parents to read regularly with their children, particularly when the children are at the early stages of learning to read.

Parents are encouraged to offer support for educational visits.

Through the year, parents are invited into school for additional workshops relating to specific aspects of their child's learning and how they can support their child.

Parents are asked to support their children in the completion and marking of the set homework.

### **The role of subject leaders**

Each subject leader has responsibility for monitoring the planning, teaching, learning, assessment and coverage of their subject. They have the responsibility of the procurement, distribution and storage of resources. They are expected to support colleagues with planning and assessment as well as deliver training in their subject. They will keep up to date with developments in their subject, attending training where appropriate.

### **Monitoring for compliance with this policy**

- *Planning* is monitored by senior and subject leaders at various points throughout the year.
- *Lessons or parts of lessons are observed* - either as part of the performance management process or as part of the school improvement process.
- Subject leaders will observe aspects of teaching and learning for school improvement.
- Books are monitored by subject leaders and senior leaders.
- Children are interviewed both formally and informally.
- Learning environments are monitored by senior leaders for compliance and quality.
- The Google Drive is monitored by senior leaders for compliance with deadlines.

## **Governors**

It is the responsibility of the governors to ensure the national curriculum is taught and that the school discharges its statutory duties. In order to fulfill its role of making strategic decisions and acting as a critical friend, the governing body requires information at an appropriate level of detail.

The Headteacher reports to the Standards, Curriculum and Behaviour Committee every term and this is then reported back to the full Governing Body.

The Headteacher reports to the full Governing Body every term.

Link governors meet with key staff and report back to the governors. Governors receive summary information on standards throughout the year. Governors receive any national data as it becomes available.

## **Policy specific to individual subjects**

All subjects intention, content and assessment descriptors are on the Curriculum Hub.

### Collective Worship:

We provide a daily Act of Collective Worship. We have a determination against the wholly or mainly Christian nature of this worship.

### English:

We follow an overview mainly based around a range of texts guided by Just Imagine's 'Take One Book'. We integrate opportunities to write a range of text types into these units, where we examine and analyse text types before planning and writing. Teachers have freedom to select text types (often with suggestion and guidance) but are directed to fulfill a balance of fiction and non-fiction texts. Spring 2 half term focuses solely on poetry, to which we have our [own approach](#), thus ensuring coverage of all aspects of the National Curriculum.

The cursive script method of handwriting is taught with reference to the published 'Nelson Handwriting Programme'. 'Read Write Inc.' is our chosen phonics scheme.

### Mathematics:

The Maths No Problem scheme of work, textbooks and workbooks are used to support maths teaching and learning.

All children in key stages one and two have access to a range of websites and apps, which children are encouraged to access from home to develop their mathematical fluency.

Teachers in years 4, 5 and 6 have access to Maths Watch, a website used to support maths learning both in school and at home, which they can use with their classes to reinforce classroom learning and introduce new topics.

The use of manipulatives is central to maths teaching and learning. Each class has concrete resources to use in lessons.

### Science:

The safe use of equipment is to be promoted at all times.

Regular educational visits complement work in Science. Most often we visit The Science Museum, go pond dipping and visit a nature reserve.

As far as is possible, Science teaching will focus on practical investigations.

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants.

WDPS Science Cards support the teaching of science and give direction, support and guidance to the teaching of science at William Davies.

### Computing:

Our curriculum is based to a certain extent on the Newham NPW scheme of work which is updated to account for developments in technology. We also include other elements as appropriate and directed by the computing lead.

Teachers deliver online safety lessons each year and children are directed to the 'Think you know?' website. These links are also made available on the school's website. We make selective use of Google's 'Internet Legends' lesson plans and schemes of work to support content relating to internet use.

Planning resources and schemes used:

- NPW
- J2e/Jit
- Barefoot
- Google Internet Legends
- Think You Know

- Knowsley City Learning Centres

### PE and Outdoor Education:

Sports coaches support class teachers regularly and run after school clubs. We have an annual sports day and attend local sporting events. Our older pupils have the opportunity to attend a residential outdoor education facility and use the local park for some lessons. Children in years three and four attend swimming lessons.

We use a range of schemes to support the teaching and learning of PE:

- Val Sabin
- Twinkl Move
- Yoga Buss
- Lawn Tennis Association
- Badminton England
- Run, Jump and Throw (UK athletics)
- Chance to Shine (Cricket)
- A range of resources from the National Sports Associations

### History:

We place an emphasis on examining historical artefacts and primary sources.

We use educational visits to enhance understanding and to help bring history to life. (British Museum, Natural History Museum Victoria and Albert Museum, The Museum of Childhood, The Museum of London.)

We encourage visitors to come into the school and talk about their experiences of events in the past.

WDPS History Cards support the teaching of history and give direction, support and guidance to the teaching of history at William Davies.

### Geography:

We encourage children to learn by experience and we value fieldwork as an integral part of Geography teaching.

### R.E:

We teach religious education to pupils at every key stage following the Newham Agreed Syllabus. We have a programme of visits to places of worship which ensures children have visited a wide variety by the end of year 6.

#### French:

Where possible, native speakers will be invited into the classroom to provide an excellent model of the spoken language as well as to involve the children in learning about the culture of France. We use an online programme, Rigolo, for teaching and learning resources.

#### Music:

A singing teacher teaches singing across the school.

A music teacher delivers lessons in percussion, flutophone, ukulele and guitar across key stages one and two.

We provide opportunities for children to perform at special events as well as attend concerts. Teachers are aware that any music played in school should be of suitable content for primary aged children.

#### Art:

The programme of art across the school ensures a variety of forms are covered.

Reference is made to famous artists and architects and visits to galleries are planned.

Children have opportunities to contribute to displays around the school at various times of the year. Each teacher is responsible for displays in their classrooms and in the communal spaces.

WDPS Art Cards support the teaching of art and give direction, support and guidance to the teaching of art at William Davies.

#### Design & Technology:

Lessons will be mainly practical in nature following the design-make-evaluate cycle. Children will be given suitable instruction on the operation of all equipment before being allowed to work with it and will be strictly supervised.

Children will be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

#### PSHE:

We use resources from the 'Jigsaw' scheme to support PSHE teaching.

[See RSHE policy for sections on drugs, relationships, sex and health education.](#)

## The role of the Headteacher

The Headteacher ensures colleagues teach and assess the curriculum effectively. She is responsible for ensuring the policies are actioned and the National Curriculum is delivered.

Supporting Documents:

Feedback at WDPS: [https://docs.google.com/document/d/143\\_hPsUUEPMmfLLMSiw89QtmINAoIC1OyLkPECOqVkQ/edit](https://docs.google.com/document/d/143_hPsUUEPMmfLLMSiw89QtmINAoIC1OyLkPECOqVkQ/edit)

English at WDPS: <https://docs.google.com/document/d/1YhUAV7zzchy5a4aDGmiHcKatzEbGABn9kumjEmLuli8/edit>

WDPS Assessment Policy and Practice:

<https://docs.google.com/document/d/14Dy9ksYbTY0fWxUyy1aJ5nY2-wxvzWdl4MGmLc-xg8Y/edit>

WDPS Curriculum (1-6): [Curriculum Hub 21/22](#)

<u>WDPS Curriculum</u>	Autumn	Spring	Summer
EYFS	All about me Celebrations Performance Weather	Our Community Growth Spring Easter	Mini-beasts Traditional Tales & Rhymes Wild /Farm Animals
Year 1	Who shares our world?	What is our world made of?	What is in our World?
Year 2	Is fire good or bad?	What is 'being healthy'?	What makes a home?
Year 3	How did we begin?	How do we stay alive?	Did the Romans really leave?
Year 4	Do we need robots?	Was the River Nile important in Ancient Egypt?	What is the most important living thing?
Year 5	Were the Greeks really civilised?	How can a play come to life?	Were the Vikings a threat?



Year 6	What does it mean to be alive?	What if electricity stopped?	Is everything Art? How significant was Baghdad c900CE?
--------	--------------------------------	------------------------------	---

# The Mathematics Curriculum



Our maths curriculum encourages our children to be creative and inquisitive, preparing them for the next stage of their education with a confident, positive and enthusiastic attitude towards maths and problem solving. It is based on the Maths No Problem scheme of work and adapted where necessary.

It develops a deep and interconnected understanding of mathematical concepts and uses practical equipment and pictorial representations to support the development from concrete to abstract understanding.

The expectation of precise use of mathematical language and a focus on fluency, reasoning and solving problems in a wide variety of contexts underpin our overall methodology based in the mastery approach.

Exploring, explaining, using logic, multiple methods, practice, journaling and reviewing ensure challenge for all.



## Mathematics Overview

All durations are approximate, based on classes need.	Duration of Chapter - Weeks					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chapter 1	2	2	2	3	3	2
Chapter 2	3	4	6	4	2	4
Chapter 3	2	3	4	4	4	4
Chapter 4	2	3	3	4	1	3
Chapter 5	1	2	2	1	2	1
Chapter 6	2	2	1	3	4	1
Chapter 7	2	1	2	2	3	1
Chapter 8	2	1	2	3	1	2
Chapter 9	3	1	4	2	3	2
Chapter 10	2	3	1	3	1	1
Chapter 11	2	3	6	2	3	1
Chapter 12	2	2	2	2	3	2
Chapter 13	1	4	2	1	2	2
Chapter 14	2	3	2	1	1	2
Chapter 15	2	3				1
Chapter 16	2					Remaining Time: Revisit where necessary; Transition Maths; Deepening and bProblem Solving
Chapter 17	1					
Chapter 18	1					
Chapter 19	1					
Chapter 20	2					
<b>Notes</b>	Approximately 2 weeks white space	Approximately 2 weeks white space	NO WHITE SPACE	Approximately 4 weeks white space	Approximately 6 weeks white space	Syllabus needs to be covered before SATS in mid-May

# The English Curriculum



Our English curriculum is designed to equip children with the knowledge, skills, attitudes and vocabulary to read, write and speak fluently and through developing these essential attributes, broaden their experiences and opinions, access and interact with the world, communicate effectively and are well-placed for the next stage of their education.

Our reading curriculum is designed to equip children with the knowledge, skills, attitudes and vocabulary to become reflective, life long readers who, through reading, broaden their experiences and opinions, access and interact with the world, communicate effectively and are well-placed for the next stage of their education.

See also: English Curriculum at WDPS:

<https://docs.google.com/document/d/1YhUAV7zzchy5a4aDGmiHcKatzEbGABn9kumjEmLuli8/edit>

Speaking, listening, reading and writing are an essential foundation for successful learning in every subject.

Children are taught to speak clearly and convey ideas confidently using Standard English for effective communication.

Our English curriculum is based upon Just Imagine's 'Take One Book'. A flexible, literature based framework for teaching English. The Take One Book approach applies a broad range of activities across a varied range of text types and genres, including poetry, to support the continued development of our children's reading skills.

Writing is integrated into each unit. We use a cycle of read, discuss, analyse, model, plan, write, edit & re-draft and finally present for 'big writes', but for the more spontaneous 'lite writes', there is less emphasis on text level, genre structure. Teachers can respond creatively to the texts and choose how children will respond in writing but must ensure a range and balance of text types across the year.

Pupils are taught to read using synthetic phonics and progress through 'Read Write Inc.' stages, along with regular book sharing and language enrichment. RWI books are sent home each day with the expectation the children will practise reading to a parent. Children will also have a book they may not be able to read themselves, but that the parent can read to them.

Reciprocal reading sessions, outside of English lessons take place daily to support the development of reading proficiency and text understanding. This is focused on the children's specific needs to accelerate their progress.

Children are required to read age-appropriate books regularly, at home and in school (ERIC time), in order to develop the habit of reading often for pleasure and information.

Grammar and punctuation are taught in context, when planning and writing, as well as discretely from year group content.

Handwriting is directly taught in years 1 and 3, with some direct teaching in older classes as needed.

Spelling words are set weekly from the Rising Stars scheme, which follows National Curriculum Expectations. Children learn these independently and are tested weekly. Some children are set personal spelling targets and individual word lists.

Children are encouraged to read at home independently and with their family members. Families are encouraged to take part in 'Read Together', an initiative designed to promote parents and children reading together. Older children are encouraged to take part in 'Read Every Day' an incentive designed to encourage a daily reading habit.

# Homework Policy

At William Davies Primary School we believe that a close working partnership between school and home is fundamental for a child to reach their potential. Learning is a lifelong process that takes place both at home and at school.

We aim to develop this learning partnership through our Homework Policy and Programme. Homework supports our drive to raise achievement and develop good learning behaviour.

## Why have homework?

- It develops an effective partnership between home and school;
- It builds on the learning which takes place at school;
- It consolidates and reinforces skills and understanding of knowledge and concepts taught;
- It supports the children in achieving their targets;
- It gives the children an opportunity to practise the relevant English or Maths targets that have been set for them;
- It ensures the needs of individual children are met;
- It encourages children to develop independence, self-discipline and individual responsibility;
- It helps parents to have a clearer understanding about the expectations the school has about their child's progress;
- It prepares children at the end of KS2 for transition to secondary school.

## Homework programme

It is the involvement of parents and carers in joint activities which is most valuable in promoting a child's learning.

The amount of time to complete homework will vary from week to week and class to class. Parents as well as teachers are encouraged to mark and comment on the child's homework.

## Daily Homework

It is expected that parents will hear their child read every day. As children become more fluent readers parents may wish to discuss the content of the book and allow the children to read alone.

Suggested daily reading times:

Nursery reception	5 minutes
Year 1 and Year 2	10 minutes
Year 3 and Year 4	15-20 minutes
Year 5 and Year 6	20-30 minutes

## **Weekly homework**

Parents can purchase homework books from the school - one book for English and one book for Maths. The teacher ensures the child is given a book at the appropriate level. This homework is given for children to complete over the weekend. Maths and English will be set on alternate weekends. Both Maths and English will be set for longer holidays. Only the pages set by the teacher should be completed as the work follows on from what has been taught in class.

Parents of pupils in year 6 are given the opportunity to purchase additional homework books as both English and Maths activities are set each week.

Parents should ensure homework is complete and can mark it using the mark sheet provided. Children should bring the homework back on the agreed day. Teachers will check it has been completed and acknowledge this with a stamp. Should the homework book be lost, parents will be able to purchase another from the school. If children do not complete homework regularly, a member of the senior leadership team will arrange to meet with parents.

## **Family homework**

Family Homework is set during school holidays to allow families to learn, explore, research and create together. There is often a whole school focus, which allows siblings in different year groups to work together to complete projects at home. In some instances, specific homework is set for different classes.

At times children will be expected to complete other homework as appropriate. This may include learning spellings, multiplication tables, or number facts.

## **Information for Parents**

At the beginning of the academic year, parents are given reading, writing and maths targets, making learning expectations for the year as clear as possible. At the beginning of each term, parents are given an information sheet about the focus of learning in each topic. They are invited to a class meeting with the teacher to discuss this information and are invited to individual parent meetings to discuss their child's progress throughout the year.

## Distance Learning during school closure *(added April 2020)*

There is no statutory obligation to do this but we will use our website, google classroom and existing technology to set pupils' work and activities.

We will bear in mind:

- Without a teacher present and with the inevitability of varying levels of support available at home, we will ensure activities do not require high levels of support and input.
- We will remind staff about policies around the safe use of the internet for pupils and staff; we are also mindful that pupils' access to the internet may vary and not all pupils will be able to access activities set.
- We are also mindful of the pressures on families in the current circumstances. For example, some families will have children who need to share devices. With that in mind, we will not try to 'recreate' a usual school day. Families may need some flexibility in terms of the times they access online learning tools.

Parents will be informed that no amount of preparation will replicate the typical school day, and any attempt to provide educational continuity will be carried out with the aim of supporting parents in the education of their child.

Google Drive and other learning platforms will continue to be used for staff to share information with each other and with pupils.

To ensure inclusion, teachers will need to maintain opportunities for particularly young pupils and pupils with 'additional needs' to continue their learning.

The following will apply:

- Staff will use Google Classroom to communicate, share information and additional tasks.
- The school website will display weekly tasks per year group.
- Pupils have usernames and passwords to the platforms we use as a school, e.g. Google Drive, sumdog etc.
- Parents are told that they can contact the school via text, phone message or email.
- Teachers will be given the time to prepare potential learning tasks in readiness for a possible school closure.
- Children and parents will be reminded of safer internet use at home with reference to our online safety policy.

On 27 March 2020, the DfE published new safeguarding [guidance](#). In this guidance, the DfE suggests the following:

- The starting point for online teaching should be that the same principles as set out in the school's or college's staff behaviour policy (sometimes known as a code of conduct)
- As with the child protection policy, in some cases, an annex/addendum summarising key covid-19 related changes may be more effective than re-writing/re-issuing the whole policy
- Schools and colleges are likely to be in regular contact with parents and carers. Those communications should be used to reinforce the importance of children being safe online



- Parents and carers may choose to supplement the school's or college's online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, schools and colleges should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

What resources are available?

The EEF has published a short [research review](#), which school leaders may find helpful.

NAHT has published a list of some of the free resources currently available to support learning in the home environment [here](#).