



Loughton School
Teaching and Learning Policy 2014
(updated September 2015)

Vision & Aims:

Loughton School..... Inspiring Children.

Our school has a happy and caring environment.
We are resourceful, active and independent learners, excited by our opportunities.
We explore and develop our potential, recognising and celebrating our achievements.

Rationale

At Loughton we believe that all children have the right to effective teaching and effective learning, through the framework of a broad and balanced curriculum, within the context of a secure and caring environment. We believe that learning should be exciting and it should be a lifelong process. At Loughton, we believe that our commitment to the continued improvement of the teaching and learning in our school will lead to our children recognising and achieving their individual potential. This policy aims to clarify, create and maintain a common approach for effective teaching and learning and continuity. It ensures that we have common expectations of children in the school and acts as a tool for self-evaluation.

The school develops resourceful, active and independent learners.

At Loughton we believe that children learn best when they:

- are happy;
- are confident, feel secure and aware of expectations;
- are interested and motivated;
- achieve success and gain approval, thus enhancing their self-esteem;
- are given tasks that match their ability;
- clearly understand the task;
- are challenged and stimulated.

Purpose

The policy will outline:

- what we feel is an effective learning environment that brings out the best in children;
- the knowledge and range of skills for to bringing about effective teaching;
- what we feel is effective learning;
- the role of the teaching assistant;
- our approach to planning;
- our approach to displays;
- our expectations of the role of parents to support the teaching and learning;
- ways in which children are empowered to take responsibility for their own learning;
- ways to foster positive attitudes to learning and develop lively and enquiring minds by providing a range of exciting experiences;
- ways to 'inspire children' so that they become enthusiastic learners, with the desire and motivation to discover new knowledge.

Learning Environment

The learning environment has a fundamental influence on the way teachers and children, think, learn and feel. It can positively support or inhibit the quality of learning and how children feel about school.

At Loughton we believe an effective learning environment is achieved through a high standard of classroom organization and management. This expectation includes shared areas, dedicated rooms and curriculum stores. The 'Waves of Provision – Learning Environment' articulates our approach (See Appendix 1). In essence, the learning environment will be:

- happy and caring;
- peaceful and calm;
- organized;
- well resourced;
- challenging and stimulating.

Effective teaching

The teacher is the key person in facilitating learning. He/she is responsible for the learning in the classroom and ensuring it is effective for all children. At Loughton, we believe that effective high quality first teaching is achieved when the teacher provides;

- thorough preparation and planning;
- shared learning objectives which are understood by children, within the context of the 'big picture';
- shared 'steps to success' which are understood by the children;
- clear expectations of what children are expected to achieve by the end of the lesson;
- high expectations of children's learning;
- high expectations of children's presentation (Appendix 3 – Presentation)
- differentiated planning and support for learning (including effective use of teaching assistants);
- an atmosphere where children are prepared to take risks and accept that it is 'OK not to know'.
- appropriate pace;
- lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference;
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations;
- open-ended, thought provoking, challenging questioning of the children (See Appendix 2 – Marking);
- opportunities to review and reflect on the learning (See Appendix 2 – Marking);
- developmental feedback and constructive comments to further learning and understanding (Appendix 2);

Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning, using a variety of teaching and learning styles, for example:

- investigation and problem solving;
- whole class work;

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- watching film and responding to musical or recorded material;
 - research;
 - questioning;
 - debates, role plays and oral presentations;
 - group work;
 - use of ICT;
 - designing and making;
 - paired work;
 - fieldwork and visits to places of educational interest;
 - participation in physical activity;
 - independent work;
 - creative activities;
 - reflecting on what has been learned.

The role of Teaching Assistants

Teaching assistants make a real difference to the quality of teaching and pupils' learning. They provide effective support for teachers, pupils and the whole school and should be used in the following ways:

- work in close partnership with the teacher who should plan for the TA's role in the lesson and arrange for feedback on pupils' learning, attitude and behaviour;
- carry out, with teacher's guidance, prescribed teaching;
- take guided reading groups and hear individual readers;
- provide 1:1 support for pupils who have a statement or an Education Health Care Plan;
- provide targeted 'keep up and catch up' intervention for small groups of pupils under the guidance of the class teacher and Inclusion manager;
- support less confident or more able pupils in class, or enable the class teacher to work with targeted groups by managing classroom activities;
- support on educational visits;
- carry out administrative tasks and welfare duties.

TAs should receive planning for the lessons in which they are supporting.

Planning

Each term Year Groups plan a number of cross-curricular themes linking a range of foundation subjects. English and Mathematics are planned and taught as discrete lessons but cross curricular links are maximised. Opportunities are also sought to use Computing across a range of subjects. Physical Education and Music are planned and taught as discrete subjects. Art, ICT and library skills are taught in discrete lessons but are linked to the cross-curricular themes. (See Curriculum Policy)

Planning is done on agreed proforma and is stored on the school's S drive. Year group teams work cooperatively to produce core planning, organize resources and arrange special activities e.g. visits and visitors. Individual teachers then adapt planning and differentiate activities to suit the needs of individual classes and children.

For maths, children are divided into sets across year groups. Each teacher produces a termly overview and from that writes more detailed weekly planning. All planning is stored on the school's s drive.

Planning is given to teaching assistants before each new unit of work.

Parents are informed about forthcoming areas of study in a termly newsletter.

Displays

Displays around the school should help to create an exciting and stimulating environment, conducive to pupils' learning. They can serve a range of purposes:

- Engage pupils in learning – ownership by the pupils
- Enable learning to take place
- Keep what is learnt in mind
- Celebrate success
- Raise expectations
- Clarify routines
- Encourage independence
- Encourage inclusivity

Role of parents

We believe that parents have a fundamental role to play in helping their children to learn. We do all we can to inform parents about how their children are learning by:

- Holding parents information meetings e.g. SATs meeting for Y6
- Holding parent consultation evenings to discuss progress and strategies for further improvement.
- Sending information to parents at the start of each term about the themes and programmes of work children will be studying.
- Sending a mid-year report which focuses on each child's attitude and approach to school and learning;
- Sending a detailed end of year school report in July. This outlines the child's achievements during the year, how they are achieving relative to age related expectations and how they can improve and develop in the future. Parents may discuss any concerns they have with teachers.
- Communicating with parents through the Home/School Diary;

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance possible. Holidays should be avoided during term time as these interrupt the child's progress and they miss important work and may fall behind.;
- Ensure that their child is equipped for school with the correct uniform and PE kit;
- Inform the school if there are matters outside school that are likely to affect a child's performance or behaviour at school;
- Promote a positive attitude towards the school and learning in general;
- Inform the school of any absence on the first day (telephone answer phone available) so that we know that they are safe at home;
- Fulfil the requirements set out in the home/school agreement. (Appendix 4 – Homework Statement)

Equal Opportunities

- All children should have equal opportunities in all aspects of school life. Differentiated learning opportunities are developed during the planning process. Children judged to have special education needs have an IEP or targeted intervention to support their learning needs, which is reviewed regularly (Appendix 5)

Assessment

- The standards and provision of teaching and learning will be monitored throughout the year by the Subject Managers, the Year Leaders the Inclusion Manager and the Senior Management Team. Judgements will be formed on the school's strengths and weaknesses, based on evidence collected during the monitoring and evaluation process and by analysis of test data. Outcomes of monitoring and evaluating inform future development plans.
- Assessment for learning (Afl) techniques are used throughout lessons to assess children's understanding and progress and to establish their next steps
- 5-6 children are assessed in reading, writing and maths each term, using Assessing Children's Progress (APP) grids. This information together with Afl information and work in books is used to level all children each term. Progress is plotted on Mapping Attainment Grids and progress is calculated and analysed. Any children in danger of falling behind expected progress are considered and work is targeted to their needs.
- Data about vulnerable groups e.g. SEN, EAL, those eligible for Pupil Premium funding is similarly analysed and acted upon.
- The Governing body analyses school data annually and has a programme of curriculum visits. Information from these is shared with the full governing body and relevant staff from the school.
- In addition teachers themselves agree professional development objectives within the Performance Management process and use these to reflect on their teaching and its effectiveness during the year, and to plan for their future professional development.

Appendices

- 1 Waves of Provision
- 2 Marking and feedback
- 3 Presentation
- 4 Homework Statement
- 5 IEPs
- 6 Monitoring & Evaluation Policy

APPENDIX 1:



Creating An Environment For Learning – Teaching Areas Agreed Expectations for All Year Groups

(Relates to Teaching Standards 1,5,7,8)

<p>Tables</p> <ul style="list-style-type: none"> -Same size -Arranged for groups 	<p>Seating</p> <ul style="list-style-type: none"> -Same size -Same colour of chairs 	<p>Carpet Area</p> <ul style="list-style-type: none"> -Each teaching area has a designated space for bringing the class together
<p>Displays</p> <ul style="list-style-type: none"> -Each teaching area to have: -English board -Maths board -Behaviour Plan on display 	<p>Class Notice Board</p> <p>to include:</p> <ul style="list-style-type: none"> -Fire drill (or by light switch near door) -Wet play routines -Behaviour plan -Red triangle -Routine jobs and monitors -Up to date timetable 	<p>Cloakroom</p> <ul style="list-style-type: none"> -Labelled places for coats and bags

1st Wave Provision non-negotiable own professional decision	Suggested Inclusive Teaching Strategies	2 nd Wave	3 rd Wave
Tables -Basic equipment stored tidily on tables	-table points -monitors for tidying boxes -only essential items stored in baskets -items checked regularly -colour-coded equipment		-separate table for individuals to sit at for short spells (up to 1 session) -use of sloping boards -work tray at individual's work station
Seating -Seating plans for different lessons -Chairs stacked tidily at the end of the day	-seating plans displayed -labels on wall for chair stacking places / numbers of chairs -chair monitor a.m.	-certain children sit near teacher/ near whiteboard -carpet buddy	-special seating for those with S.E.N. or disabilities
Storage -Curriculum resources (not in everyday use) stored centrally in resource areas -A place for everything, known by teachers and class -All resources stored neatly -Water bottles in class baskets	-monitors for resources -labels colour coded for different types of resources / paper/etc. Think about use of space, having different curriculum areas, where best to store children's books	-monitors -picture cues -colour coding	-monitor mentors -instructions repeated and simplified -1 step instructions
Resources -All labelled neatly and clearly -Easily accessible	-regular clearing out of trays / no personal stickers on children's trays -picture cues on resource	-label / sticker individual group's resources	-label / sticker individual child's resources

-Well cared for	trays and boxes -correct quantity		
Carpet Area -Each teaching area has a designated space for bringing the class together	-limited number of children sat on specified chairs around edge of carpet area	-carpet spaces / carpet partners -one or two children on chairs or cushions	-T.A. support
Route ways -Clear space for lining up -Easy movement around the teaching area for children to be independent and teachers to access groups -Clear access to cloakroom, class resources, Smartboard	-set routes for year groups into assemblies		-place children with mobility difficulties near exits -place children with behaviour issues near the door -furniture arrangements need to remain unchanged to support visually impaired pupils
Displays -Quality displays: interactive, celebratory, colourful	-learning journeys	-EAL signs / labels	-cater for colour - blind children and those with sight impairment
Cloakroom -Kept clear and tidy -Clear routines	-cloakroom monitors -labelled pegs	-groups told when they can go -teacher stands at cloakroom door	-individuals or pairs sent together / sent on their own / first, last, with T.A.
Class Notes -Effective system for giving out notes e.g. newsletters /notes for absent children, PE kit, library, homework	-daily timetable on board -notes put in book bags	-information enlarged /simplified -given verbally to groups	-simple messages given verbally to individuals by T.A. or class teacher, reinforced often -individual timetables etc. in diaries or in trays
Personal Belongings	-labelled peg / shelf for		-checklist to take home, tied to

<p>What children should bring to school:</p> <ul style="list-style-type: none"> -pencil cases (small) Y5, Y6 only -size of school bags - encourage use of smaller ones -encourage use of book bags / drawstring bags for P.E. -clear routines for storage and use of home-school diaries 	<p>belongings</p>		<p>bag</p>
<p>Staff Resources e.g. laptops, class files, teacher file, teachers' desks</p> <p>-stored neatly</p>			

June 2014, JH



Creating An Environment For Learning – Daily Routines

Agreed expectations for all year groups

(Relates to Teachers' Standards 1,4,5,7,8)

1st Wave Provision:	Suggested Inclusive Teaching Strategies	2 nd Wave	3rd Wave
<p><u>Morning -First Thing</u></p> <p>Start:</p> <p>Blinds will be open and teachers will welcome the children at the outside doors at 8:45a.m.</p> <p>The date will be written on the board (long and short versions) The day's timetable will be displayed down the side of the board Simple and routine Early Work tasks will be known / displayed on board for children to see Children will be sat down in their places and settled to the Early Work / Guided Reading task quickly. Registers will be taken once the</p>	<p>-picture prompts visible to support early morning routines</p>	<p>-put the work out on tables</p> <p>-challenge children to beat the timer/ or the register bell to</p>	<p>-visual timetable on stand</p> <p>-tell instructions to individual</p> <p>-T.A. collects work for individual child</p>

<p>class are working quietly. Routines for handing in notes / letters will be known by the class.</p> <p>Finish: Time will be given for the class to pack away in an orderly manner for the prompt start of the next session The class will line up quietly in alphabetical order / in maths sets</p>	<p>-monitors could set up for the start of the coming lesson</p> <p>-stand behind chairs first, then line up</p> <p>- line up group by group</p>	<p>settle quickly</p> <p>-alternative places for some children-e.g. start/end of line</p>	<p>-individual holding hand or individually escorted</p>
<p><u>Changing Between Lessons</u></p> <p>Year groups will agree change over times for lessons i.e. classes to swap at 9:15 Change over for lessons should be quiet, orderly, prompt.</p> <p>Keep to left system in shared areas Last child out turns off lights</p>	<p>-positioning of staff to supervise</p>	<p>-partners to escort</p>	<p>-T.A.s to monitor individuals</p>

<p>Lessons Start:</p> <p>Children will know where they sit in the lesson. Where there is a staggered start, there will be a routine activity on the board for children to get on with immediately.</p> <p>Equipment will be set out on the tables or given out quickly and in an orderly manner. There will be a learning intention displayed or shared for all lessons. Steps to success will be shared with the class and known by the children</p> <p>Finish: Children will know the routine for what to do if they finish a task early. All lessons will have a plenary (or mini-plenaries) to review the children's learning. Children will know where to put their books for marking. Monitors for each group will ensure the class is left tidily.</p>	<ul style="list-style-type: none"> -Ensure there are enough resources for groups, in packs / trays / boxes -all in working order -routine established and adhered to -refills available/to hand 	<ul style="list-style-type: none"> -ready on group's table -group equipment colour-coded -L.I. pre printed / written on worksheet already 	<ul style="list-style-type: none"> -individuals given their resources by another child or T.A.
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<p>Children will be told what they will be learning in the following lesson.</p> <p>At the end of the lesson, children will line up quietly in alphabetical order / class groups.</p> <p>Marking of work follows school policy.</p>	<ul style="list-style-type: none"> -set places for work for marking/ unfinished work -monitors, names displayed, changed regularly -enough time allowed for clearing up calmly and efficiently 		
<p><u>Assemblies</u></p> <p>Children enter quietly in lines.</p> <p>Children wait to be told to sit down (often a non-verbal sign)</p> <p>Children sit still and quietly, facing front</p>	<ul style="list-style-type: none"> -teachers positioned along the route -some staff in assembly -visuals on OHT -music 	<ul style="list-style-type: none"> -separate individuals, put on ends of lines 	<ul style="list-style-type: none"> - sit at front - sit near adult
<p><u>Morning Playtimes</u></p> <p>Start:</p> <p>The teacher on duty will be on the playground as the children come out of classes.</p> <p>Teachers will dismiss their classes in an orderly way.</p> <p>Finish:</p>			

<p>Bells will be rung at agreed times: 10:47 for Y3/4, 10:27 for Y5/6 Staff will be at the door to welcome the children in. The children will line up outside the class door in alphabetical order.</p> <p><u>Wet Playtimes</u> Monitors will get out and put away the wet playtime games and wet playtime paper</p> <p><u>Lunch Times</u> Start: Teachers will dismiss their classes in an orderly way. Water bottles will be filled during lunchtime. Finish: Bells will be rung at agreed times: 1:27 for Y5/6</p> <p>Staff will be at the door to welcome the children in. The children will line up outside the class door in alphabetical order. Children will be sat down in their places and settled to the afternoon task quickly Routines for handing out notes / letters will be known by the class.</p>	<p>-wet play rules on display in teaching area -wet playtime paper (terminology: 'practice paper' not 'scrap paper?') -children dismissed table by table</p>	<p>-wet playtime games kept near monitor who checks them in and out</p>	
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	-at the end of the morning session remind the class what will happen at the start of the afternoon		
<p><u>Homework</u></p> <p>Routines established for giving out and returning homework</p> <p>Set routine established for marking of homework</p> <p>Children to know days on which homework will be set</p>	<ul style="list-style-type: none"> -enough time allowed for giving out and explaining homework -loose homework named immediately -routine for handing in homework known by children -homework box for returned work -message on whiteboard if different -homework days/subject displayed 	<ul style="list-style-type: none"> -Learning Intention already typed onto homework sheet -short explanation for parents/helpers 	<ul style="list-style-type: none"> -homework stapled into home - school diary
<p><u>Reading Sessions</u> (quiet reading /group reading /guided reading /paired reading)</p> <p>Routine established for settling quickly</p> <p>Routines known and displayed for who is reading and when</p> <p>Clear and effective routine for changing reading books</p>	<ul style="list-style-type: none"> - set out before go out to lunch play -reading group rota on display -book monitors 	<ul style="list-style-type: none"> -parent helpers 	
<p><u>Home Time 3:15</u></p> <p>Start: The class will be left tidily. The</p>	<ul style="list-style-type: none"> - prompts visible to help children remember the home 		

<p>table tops, floor, and surfaces will be tidy and clear.</p> <p>Finish: Teachers will dismiss their classes in an orderly way. Teachers will position themselves so as to be able to scan the room and ensure it is left tidily. The teacher will say goodbye to the class at the cloakroom door.</p>	<p>time routines -stack chairs -clear cloakroom</p> <p>-plenty of time allowed to finish and clear away</p> <p>-stand behind place, ready to be dismissed</p>	<p>-classroom monitors</p>	
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APPENDIX 2 :**Expected Marking**

Revisions to the marking guidelines have been made for the following reasons:

1. **To help raise standards**
2. **In response to Ofsted**
3. **In preparation for book trawls**

Always keep in mind:

Is your marking effective?

Are your comments specific and not general?

Does your marking make a difference to the children's learning?

Have children followed up and made improvements after your marking?

Can you see progress in the children's work following your marking comments?

- Marking should motivate pupils
- All work should show that it has been seen by the teacher.
- When a group is supported by a teaching assistant the work should be marked with TA code.
- When a teacher supports a group, the work should be marked with FG code (focus group)
- A range of strategies should be used for marking and feedback.
- Marking should not involve teachers in writing more than the children!
- There are agreed highlighter colours for marking:
 - **green** = area of strength i.e. good/ well done
 - **yellow** = area for improvement i.e. next steps
- Children should be able to read comments written by teachers.
- Children should be seen to respond regularly to teachers' marking comments using purple pens e.g. initialling, commenting, amending / improving work
- *(As part of book monitoring, children will be asked about marking and feedback and how they use it to help them learn.)*
- Time needs to be built into lessons for children to respond to teachers' marking e.g. discussion, reflection, written, additional teaching time

Marking specific to English

- In each Literacy unit, 1 piece of work (minimum) should be next step improvement marked.
- There are agreed codes when marking to the Literacy targets:

Year 3/4 Targets	Year 5/6 Targets	
Well-chosen words	/ V (well-chosen vocabulary)	√
Connect Up	/ C connectives	

O openers 
 P punctuation (highlight omitted full stops / capital letters in pink)

Powerful Punctuation in Super Sentences

- **sp** in the margin indicates a spelling error which has been corrected by the teacher (key words, taught spelling patterns / phonics etc.). Children are expected to write out the corrected spelling three times at the bottom of the page.
- There should be at least 1 piece in each unit where self / peer assessment is used.
- Literacy targets are displayed in class and referred to during teaching

Marking specific to Maths

- Mistakes in calculations:

Circle places to look at and improve.

e.g;

$$\begin{array}{r}
 + \quad \begin{array}{l} 26 \\ 15 \\ \hline 31 \\ \hline 1 \end{array}
 \end{array}$$

The numbers 26, 15, 31, and 1 are circled in the original image.

- Indicate errors with a ● not a x. This can be changed to a ●✓ when corrected.
- Maths targets are displayed in class and referred to during teaching

Book Trawls

Book Trawls throughout the year will monitor against the Expected Marking and will refer to the attached monitoring sheets (English, Maths, Theme/ Science)

Updated March 2014

APPENDIX 3**Presentation**

- Children are expected to take care and a pride in their work and in its presentation. Exercise books should be kept in good condition and free from any superfluous marks, over and above that required from the lesson. The exception to this is the Home-School Diary which is a personal document. The inside may be used in whichever way suits the owner best.
- Year 5 and 6, once the children have been awarded a pen license, can write in black pen in some exercise books and for homework. The mathematics, music and drafting books are the exception where they will generally use a sharp pencil. Biro's are not acceptable.
- All work should be dated, using the abbreviated date in mathematics books and the full version, including the year, in all other books. The date should be written on the left hand side of the page and underlined.
- Where appropriate children should write the learning intention at the beginning of their work. It may also be appropriate to give the piece of work a title. These should be underlined.

APPENDIX 4:**Homework Statement
(updated September 15)****Introduction**

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school, parents and the children themselves.

Rationale

Homework is a very important part of a child's education and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper, 'Excellence in Schools', where homework was seen as 'an essential part of good education'. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. At Loughton we acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We believe children develop their skills, interests and talents to the full when parents encourage them to make maximum use of the experiences and opportunities that are available outside school.

Aims and Objectives

At Loughton we believe that a strong partnership between school and home is at the heart of successful education. Regular, well-planned homework can:

- enable pupils to make maximum progress in their academic and social development;
- help pupils develop the confidence and self-discipline needed to study on their own and prepare them for the requirements of secondary education;
- promote a partnership between home and school;
- provide educational experiences not possible in school;
- consolidate and reinforce learning done in school and allow children to practise skills taught in lessons;
- help children develop good work habits for the future;
- provide a contact for pupil / parent interaction;
- help parents gain an insight into their child's schoolwork;
- enable work to be personalised to the interest of individual children.

Types of Homework

We see homework as encompassing a wide range of possibilities. The following list gives just a few examples:

- reading with a parent;
- a family visit to a local museum;
- learning parts for an assembly/production:

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- taking part in physical activities eg playing games which develop their physical skills, swimming, learning to ride a bicycle safely;
 - undertaking individual research for a project using the local library and internet;
 - learning number facts or times tables;
 - memorising a poem;
 - ensuring musical instruments are practised;
 - cooking, gardening, making things;
 - explaining how things work;
 - ensuring that children have opportunities to colour, paint, draw, stick, glue, etc;

At Loughton School we provide a range of homework that is appropriate to the age of the child. As the children progress through the school they will benefit from a wider range of tasks that enable them to prepare for entry to Secondary School.

Amount of Homework

We expect children in Years 3 and 4 to spend approximately *15–20 minutes per night (1.5 hours per week)* on homework and children in Years 5 and 6 to spend approximately *30 minutes per night (2.5 hours per week)*. This is in line with the DCFS guidelines that were issued in 1998. A large percentage of this homework is reading and times-tables practise. We believe that children who regularly read to and with parents/carers benefit by gaining confidence and fluency as readers. We believe sound knowledge of number facts, including times tables, underpins future success in mathematics.

Pupils with Special Educational Needs

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

The Role of Parents

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing. We ask parents to check the home/school diary at least once a week and to sign it as requested. If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher.

APPENDIX 5 : Individual Education Plan (IEPs)

The class teacher is responsible for planning and delivering an IEP for a child who has been identified as having a special educational need (SEN support /Statement/Education Health Care Plan). Consultation will take place with the Inclusion Manager and parents. Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP).

The IEP will include information about:

- What the child enjoys learning about
- The short term targets set for the child
- The strategies to be used to achieve the target
- Who will be involved with the target
- How parents can support at home
- Intervention the child is receiving
- When the plan is to be reviewed
- Outcomes and next steps (to be recorded when IEP is reviewed)

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus on one specific target that has been identified as the child's main barrier to learning. This target will be worked towards for 6 weeks. The child will be aware of his/her target and motivated to achieve it, e.g. through target cards. Parents will be given a copy of the target and a copy of any intervention that is taking place. The target will be reviewed with the child and parents will be notified about progress. A new target will be set and the process will be repeated.

Appendix 6:**Monitoring and Evaluation Policy****Rationale**

At Loughton, we believe that to be a successful school we must take responsibility for our own improvement through self-evaluation.

We believe that this process of monitoring and evaluation involves a range of strategies to enable us to set targets that raise standards and improve the quality of teaching and learning.

Purpose

We will monitor and evaluate because it will enable us to form judgements about the school's provision and to act on these to raise standards.

Monitoring and evaluation will:

- Ensure that we meet the vision, aims and commitments of the school:
- Inform School Self-Evaluation i.e. identify strengths and weaknesses in the quality of the education our children receive;
- Raise standards in the quality of the school's provision;
- Promote high quality teaching and learning;
- Check our performance against set, measurable targets;
- Inform the School Improvement Plan, Performance Management and Staff Development;
- Ensure that all children receive their entitlement to a broad and balanced curriculum where there is 'Excitement in Learning';
- To ensure continuity and progression within and between Year Groups.
- To ensure that children have a positive attitude towards their work and that behaviour is good.
- To ensure children progress and develop.
- To ensure that school policies are observed and followed.

Principles

Systems and procedures for monitoring should:

- involve the headteacher, staff and governors
- lead to action
- identify priorities that lead to school improvement
- have a focus on staff development
- foster a spirit of development/coaching rather than criticism
- have a strong focus on pupil learning, development and achievement
- ensure that everyone is clear about their role and understand the process
- celebrate success

What we will monitor

1. Teaching and learning and, in particular, how effective we are in meeting the requirement of the Teaching and Learning Policy.
2. Standards of work.
3. The learning environment.
4. How safe the children in our care are
5. Attitudes, motivation and behaviour of the children.
6. The aims of the school and how we are achieving them.
7. The curriculum, assessment, recording and reporting.

Monitoring

Monitoring is the on-going process of gathering data.

We will monitor through:

- Classroom observation
- Questioning children about:
 - their recent learning and next steps
 - their attitude to learning and motivation
 - their ability to work cooperatively or independently depending on task
- Sampling of children's work to assess:
 - standards
 - progress
 - presentation
- Sampling of children's work to:
 - match planning with work
 - assess marking/feedback impacting on children's learning
- Examining resources
- Checking Waves of provision for:
 - Teaching Area
 - Daily Routines
 - Environment
- Sampling planning and records kept by staff
- Moderating Assessment of pupils' attainment and progress:
 - Baseline Assessments at the beginning of Y3
 - Use of Assessing Pupil Progress (APP)
 - Use of Mapping Attainment Grids (MAGs)
 - Tracking year on year progress
 - Teachers' informal jottings and notes in their mark books
 - End of year standardised tests.

- Examining Displays
- Focused Governor visits into school

Evaluation

Evaluation is the analysis of the monitoring of data in order to form judgements of the school's strengths, weaknesses and effectiveness. The SMT, Inclusion Manager, Year Leaders. Subject Managers and Governors will evaluate:

- Overall effectiveness of the school
- Quality of Leadership
- Behaviour and Safety
- Quality of teaching
- Achievement of pupils
- What makes Loughton special

The findings will be reported and used to inform the School Self – Evaluation Form, School Development Plan (SDP), Performance Management and Staff Development.

Planning Process

Monitoring and Evaluation for the academic year is planned termly through the school's 'Management Plan'. Governor Visits are driven by the Governor Visits Policy.

Appropriate feedback, whether individual, year group or whole staff is key to the process of school improvement. The results of Monitoring and Evaluations will be reviewed and decisions made to ensure improvement. Accumulated findings by the end of the academic year will inform the next SDP.

Reporting

The reporting of monitoring and evaluation initiatives will include:

- Feedback meetings.
- Reporting to/from Governors
- An annual report by Subject Managers