# Teaching and Learning Policy

**Headteacher:** Mrs P Northcott
**Chair of Governors:** Mr J Davison
**Responsible Person:** Mrs K Hall

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## Dean Bank Primary School - Teaching and Learning Policy

At Dean Bank Primary School, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

This policy highlights classroom practices and procedures that promote high quality teaching and learning based on the current DfE Teaching Standards.

### Teaching Standards Summarised (Part 1):

1.  Set high expectations which inspire, motivate and challenge pupils.
2.  Promote good progress and outcomes by pupils.
3.  Demonstrate good subject and curriculum knowledge.
4.  Plan and teach well-structured lessons.
5.  Adapt teaching to respond to the strengths and needs of all pupils.
6.  Make accurate and productive use of assessment.
7.  Manage behaviour effectively to ensure a good and safe learning environment.
8.  Fulfil wider professional responsibilities e.g. deployment of support staff and communication with parents.

### Contents of this policy:

- Section 1 – Curriculum Intent
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- Section 4 – Monitoring: 8 Characteristics for Effective Teaching and Learning
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- Section 6 – Homework

# Section 1: Curriculum Intent

## Believe, Achieve and Soar with Pride

Children at our school need to feel safe, listened to, supported and valued.

They need to be prepared for their next steps in life and be resilient to face challenging situations.

We help our pupils to develop this through our School Values, the opportunities we plan to raise aspirations and ensuring our curriculum shows progression of skills and acquisition of knowledge needed for our pupils to be valuable and productive citizens.

Improving the Wellbeing and Mental Health of everyone is vital to ensure staff and pupils are successful and reach their potential.

## School Values
## To be a confident and successful citizen

Respect
Empathy
Tolerance
Fairness
Honesty
Resilience

## Wider Opportunities
## To provide access to motivating and inspirational activities to help to raise aspirations

Science Ambassadors
Ambassadors for Change
Extra-Curricular Opportunities
Mini Police
Enrichment Activities
Inspiration from Visitors
Make a Difference Challenge
University Visits and Workshops
Residential visits
Shakespeare projects with the RSC

## National Curriculum
## To be able to communicate effectively for different purposes and reach their full potential

Subject knowledge
Basic skills
Lifelong Learning

## Section 2: Classroom Practice

When teaching, we focus on motivating the children to want to succeed and achieve their potential. A number of strategies are used:

- Providing a varied and exciting curriculum in line with statutory requirements and the needs of our pupils
- Utilising ICT as a tool for learning.
- Ensuring there is a balance of appropriate teaching strategies used.
- Using interesting and good quality resources and visual aids to support effective learning.
- Building on pupils' skills, knowledge and understanding of the curriculum.
- Using the school's long term planning to guide our teaching with clear learning objectives.
- Ensuring the learning environment is stimulating to interest, encourage and engage pupils.
- Making effective use of time and insisting on high standards of behaviour.
- Using homework effectively to reinforce and extend what is learned in school.
- Providing personalised interventions to ensure pupil progress and raise pupil confidence.

### Planning:

Our planning has 3 main forms: long term, medium term and short term. Long term planning provides an overview of the topics and key areas of the curriculum that will be covered in different year groups at certain times within the year. Subject leaders are responsible for monitoring the long term planning for their subjects to ensure there as adequate coverage of the curriculum and that there is clear progression throughout school. Following long term planning, medium term plans are formulated to identify specific learning objectives that will be covered during each topic and detail differentiated activities that may be used to meet these objectives. Additionally, key vocabulary, key questions, links to prior learning and other relevant information might be included depending upon the particular subject. Finally, short term plans are created for maths and English to identify the breakdown of lesson across a week and provide more detail about what will be taught based on prior assessment of the pupils' needs.

Teachers planning is uploaded to the shared planning folder on Office 365 with long term planning expected before the start of an academic year, medium term planning expected at the start of each term and short term planning expected at the start of each week. This enables both senior leaders and subject leaders to be able to monitor planning; allows teaching assistants to learn how they will be expected to support in class during the week; and also supports staff if a member of staff is absent and they need to cover a lesson. Long term plans are also uploaded to the school website so parents are aware of what their child will be taught in each class.

Agreed planning formats are available on Office 365 with EYFS using different planning formats that are more appropriate to the needs of their pupils and their style of working.

### Timetables:

Teachers create a class timetable at the start of each half term, which is uploaded to 365, and they should also create a weekly timetable to recognise that changes may occur due to educational visits, staff CPD, special events such as Easter services etc. This will ensure that senior leaders know what is being taught in school each day and also support teaching assistants and staff covering PPA with any changes to the usual timetable. Staff will endeavour to cover a wide range of subjects within the school week; subjects may be taught on a fortnightly basis or staff may decide to teach lessons in 'blocks' depending on the subject.

## Class files:

Each class teacher will prepare a class file, which will contain relevant information about the pupils in the class and an overview of planning. This will support any member of staff or supply teacher who is required to cover a class at short notice.

The file will contain:

- Up to date cohort profile
- A class timetable
- Details of any pupils with SEND
- Ability groupings for English and maths
- Any specific behaviour plans

## Pupil presentation:

Specific subjects have their own policies to address expectations for teaching and learning in each lesson but it is expected that pupils will neatly write the date in their books for each piece of work, with the long date being used in all subjects apart from maths and art. The date will be followed by a learning objective and both will be neatly underlined.

Pupils write in pencil until they earn a pen licence and they can write in pen for all subjects apart from maths and art. Sometimes it may be appropriate to use a pencil in other subjects too e.g. drawing diagrams in science. Pen licences are earned when pupils can neatly join their writing using the school's standard cursive style. Handwriting practice should happen on a daily basis until pupils have earned their pen licence. When pupils want to change answer or cross out a word they will cross it out neatly using a ruler rather than using a rubber.

## Classroom displays:

Classroom displays have two main purposes: to celebrate the children's learning journey and to provide support to pupils' learning and there should be a balance of these two aspects within the classrooms at Dean Bank Primary School. Displays will aim to highlight key vocabulary and concepts that the children can use within their lessons. Every classroom will also have a school values display board, which will be changed on a half termly basis to show work linked to the school value of that half term. They will also have a maths working wall which is kept up to date and a times table/ spelling mountain to celebrate pupils' successes.

# Section 3: Feedback

At Dean Bank Primary School, we recognise the importance of feedback as an integral part of the teaching and learning process and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking.

## The purpose of feedback:

The sole focus of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil (e.g. making corrections to spellings, punctuation or elements of grammar).

### Feedback should:

- Be specific and accurate based on the child's needs
- Provide praise and encouragement
- Encourage the pupil to be self-reflective
- Identify next steps to move the learning forward
- Inform teachers' planning and assessment

## Progression of feedback:

Feedback can be written or verbal but where possible it will take place with the child within a lesson rather than with written comments that the child will read in a future lesson. Stamps and stickers will be used for praise throughout school and children will be awarded Dojo points for their effort and achievement.

While the purpose of feedback remains consistent across all years at Dean Bank Primary School, the type of feedback given will vary depending on the age of the children. In particular, feedback given in EYFS and year 1 is prominently immediate, verbal feedback. When working with very young children, feedback given later in time has little or no impact. Similarly, written feedback given to older pupils is not as effective as a verbal discussion between the child and teacher or teaching assistant. The amount of modelling and support given with improving the piece of work might also be affected if a child has special educational needs as they may require additional resources and assistance to be able to work towards being independent.

If progress in books is limited based on lack of impact of verbal feedback and hot-marking, staff may be asked to use more detailed written feedback. See section regarding the need for more formal written feedback for further details.

**How we give feedback:**

| Type | What it looks like | Evidence |
|---|---|---|
| **Immediate** | • Takes place during a lesson with individuals, groups or the whole class.<br>• Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers.<br>• Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task.<br>• Praises effort and contributions. | Lesson observations; learning walks. |
| **Responsive (catch-up)** | • Takes place after the lesson or activity with individuals or groups.<br>• Addresses knowledge from the lesson or activity or missing prior knowledge.<br>• Often given verbally with time to rehearse knowledge immediately.<br>• Delivered by a teacher or a teaching assistant based on guidance from the teacher.<br>• An element of the child's responses to catch-up may be recorded in their workbooks to show progress over time. | Learning walks; catch-up observations; feedback grids; book scrutiny |
| **Summary (feed-forward)** | • Involves reading/looking at the work of all pupils at the end of a lesson or unit.<br>• Identifies key strengths and misconceptions for the class or sub-groups.<br>• Takes place during the following lesson.<br>• Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups.<br>• Allocates time for editing based on feedback given or rehearsal of knowledge.<br>• May involve some peer support or support from a teaching assistant.<br>• May be delivered by the teacher or a teaching assistant. | Planning scrutiny; lesson observations; learning walks; book scrutiny. |

**Feedback linked to English:**

Most writing sessions will include or be followed up with editing time. During this time, children will receive whole class feedback about strengths and areas for development and direct teaching about how to identify and address individual weaknesses.

Teachers will have looked at pupils' work during or soon after the writing sessions and identified strengths and weaknesses, which may be recorded on a feedback grid. These will be linked to both the technical accuracy of writing: spelling errors, punctuation omissions and other transcription mishaps etc. as well as the actual content. Where individual children have done particularly well at certain aspects of their writing, teachers will make note of this and use their work for positive examples in future lessons. Similarly, if there have been particular aspects that children have struggled with, this will be used to inform planning.

Children will be expected to reflect upon their work and proof-read for basic skills errors and then edit for improvements to their composition (more effective vocabulary choices, experimenting with word order, including further cohesive devices to improve clarity etc.). Where appropriate, teachers may use marking codes to prompt children about a certain type of improvement needed within a paragraph (e.g. use of Sp. to indicate spelling errors or P. for punctuation issues within the paragraph).

Visualisers will be used for teachers to share good examples of pupils' work and discuss why they are effective with their classes, with the expectation that the children then make suitable edits to their work using ideas from the examples. Modelling of how to proof-read for errors will also be needed and this can also be done effectively using a visualiser. Extracts which display common errors or weaknesses for the class or a particular group within the class will be an effective teaching tool for the teacher to address misconceptions or re-teach a certain aspect that the class have struggled with.

Pupils will often work in pairs and complete a peer-assessment to support their partner with the editing process. A few children may need more support with the editing process in order to be successful in improving their own work. Younger children, in EYFS and KS1 in particular, may need more support as they learn to become more independent, although many young children will be able to edit and proof read independently after teacher modelling.

Editing stations may be used for children to focus on editing and improving a specific aspect of their work at one time and prompts for each station may be used to support children to become more independent when improving their work.

Marking codes that may be used to indicate areas for development within a paragraph:

| Sp | Spelling | V | Vocabulary |
|----|----------|---|------------|
| P | Punctuation | G | Grammar |
| HW | Handwriting | C | Capital letters |
| Co | Cohesion/ conjunctions | O | Organisation (paragraphs/sense) |

## Feedback linked to Maths:

Within day to day maths lessons, teachers and teaching assistants should regularly be assessing pupils' understanding rather than waiting until the end of the lesson before reviewing children's work. This allows swift intervention to occur when individuals or groups of children are having difficulties or provide further challenge when pupils are completing tasks successfully.

Feedback in maths lessons may be done by 'hot-marking' as the children work or by regularly asking the children to stop working in their groups while the answers are discussed as a class or group as appropriate. Furthermore, pupils may compare their answers with their peers and have a discussion if differences in their answers arise to find out where someone has made an error. Where children are more confident (and finish their work slightly earlier than others) it may be a valuable activity for them to 'mark' other children's books. When they do this, the crucial step is that they should not take their own book with them and just read off the correct answer. They should do the calculations again, faster and possibly mentally and therefore they will be getting the sort of over-learning that leads to solid long term retention.

As an alternative to providing answers, teachers may sometimes use the visualiser to model ways of checking and then ask children to so the same. In line with this, teachers should model how children can use the inverse operation to check their workings and answers. Where children have made mistakes and are finding it hard to identify where they have gone wrong, a prompt sheet or success criteria grid, shared with the class at the start of the lesson, can help. Using the success criteria as a checklist to identify errors means children use them thoughtfully and only when needed.

It is important that children move towards internalising what they are doing (over the course of several lessons) so that they no longer need a written checklist because they have their own mental checklist stored in their long term memory. As with English, giving children work to 'mark' from fictitious other children, which includes common misconceptions, is a good way of helping to develop this.

In KS1 and EYFS, whilst the above mentioned skills and routines are being taught and embedded, it may be necessary for teachers and teaching assistants to check through calculations for the children. In addition to this, whilst secure number formation is developing, incorrect formation may be identified with the child asked to complete number formation practice.

## Feedback linked to other subjects:

In science and foundation subjects, the purpose of feedback remains the same and where possible, teachers will use verbal feedback with classes, groups and individuals as appropriate, using similar strategies to those outlined above. When reviewing writing in foundation subjects, staff will focus on giving feedback based upon the learning objective and subject content rather than on English objectives but a good standard of basic skills will also be expected.

**Formal written feedback:**

As part of our monitoring cycle, progress in books will be monitored on a regular basis. The SLT will look for evidence of the impact of verbal feedback in books: use of green pen, corrections and improvements to pupils' work, progress in writing attainment etc. If there is insufficient evidence of the impact of hot-marking and verbal feedback on pupil progress, then staff may be asked to follow our formal written feedback policy.

**General guidance for more formal written feedback:**

The teacher or teaching assistant who has taught a lesson is responsible for the marking of a class's work. Teaching assistants will also be responsible for marking the work of a group they have worked with during a lesson although this will be overseen by the class teacher. All work will be marked. Marking should always be linked to clear learning objectives that begin with 'I can' and with the success criteria shared for that lesson.

In English, marking should also (where possible) reference the child's individual targets. Marking by the class teacher will be carried out in a red pen with any other member of staff, supply teachers and students marking in black pen. Time will be allowed for children to reflect on marking and respond to marking feedback. Work should be 'quality marked' with an improvement comment/ prompt where appropriate to move the child's learning forward. This will be more detailed following extended pieces of writing.

**Science/ Foundation subjects:**

All work will be marked with the focus on giving feedback based upon the learning objective and subject content rather than on English objectives but a good standard of basic skills will also be expected. Where appropriate (e.g. for extended writing), some basic skills might be corrected according to the English marking guidelines.

Corrections and improvements produced by the child following marking should be written in green pen. Other responses and additional information underneath the teacher's marking may be written in pencil or blue pen.

## Formal English Feedback

| | |
|---|---|
| How do children know if they've been successful in the lesson? | Positive comments and use of stampers and stickers for praise. <br> Writing targets ticked. |
| How do the children know what their targets are? | Children will have 2-3 targets as appropriate and these will be stuck in books after pieces of independent writing. <br> Children will self-mark their work according to their targets and mark T1, T2 and T3 in the margin to indicate where their target has been used. Teachers will then tick the targets if they agree these have been evidenced in the piece of writing. |
| What colour is used for marking? | Red (class teacher) <br> Black (other teacher, student, supply teacher and TA) |
| How is verbal feedback shown? | VF next to work |
| How are mistakes identified? | Question marks used where corrections are needed for answers to comprehension questions, sentence level tasks etc. <br> Margin marking will identify specific aspects of writing to be improved (see codes for spelling, grammar etc.) |
| How are mistakes corrected? | Crossed out by the child with one straight line using a ruler. |
| How is feedback given? | Through prompts/ comments, e.g.: <br> *Reminder prompt:*  Please check capital letters for names. <br> *Scaffold prompt:*  Re-write this sentence with a different opener. <br> *Target prompt* - Referencing targets in book <br> *Extension question:*  Why did you choose that simile? <br> Teachers will use a star (*) to indicate improvement point in marking |
| Where do children respond to marking? | Underneath the teacher's written feedback in pencil/ blue pen for challenges. <br> Corrections/ improvements within a piece of work are in green pen. |
| How is peer / self-marking identified? | Using green pen. |
| How is supported work identified? | S:  written for support (next to L.O.) <br> It will then be assumed that all other work is independent |
| How are corrections acknowledged? | A small tick if appropriate. |
| Marking codes | As in standard policy but these will be used more frequently: <br><br> <table><tr><td>Sp</td><td>Spelling</td><td>V</td><td>Vocabulary</td></tr><tr><td>P</td><td>Punctuation</td><td>G</td><td>Grammar</td></tr><tr><td>HW</td><td>Handwriting</td><td>C</td><td>Capital letters</td></tr><tr><td>Co</td><td>Cohesion/ conjunctions</td><td>O</td><td>Organisation (paragraphs/sense)</td></tr></table> <br> Once children have completed a 'correction' following margin marking, the child will cross out the margin code to indicate they have done the improvement. |
| Are erasers allowed? | No. Mistakes are crossed out with a ruler by the child |

## Formal Maths Feedback

| | |
|---|---|
| How do children know if they've been successful in the lesson? | Positive comments and use of stampers and stickers for praise. |
| What colour is used for marking? | Red (class teacher)<br><br>Black (other teachers, students, supply teacher and TA) |
| How is verbal feedback shown? | VF next to work |
| How are mistakes identified? | Correct answers will be ticked.<br><br>Incorrect answers will have a question mark next to them.<br><br>'Green for growth' highlighting to identify where corrections are needed – no more than 2/3 per lesson as further mistakes should be picked up during lessons. |
| How are mistakes corrected? | Crossed out by the child with one straight line using a ruler. |
| How is feedback given? | Through prompts, comments and challenges stuck into books. For example:<br><br>*Correct with good understanding:* next steps/ challenge set.<br><br>*Correct/ incorrect: inefficient method used:* model efficient method with task set.<br><br>*Incorrect, calculation error:* identify error & child to correct.<br><br>*Incorrect: lack of understanding:* identify gap and address appropriately. |
| Where do children respond to marking? | Underneath the teacher's written feedback in pencil for challenges.<br><br>Corrections/ improvements within a piece of work are in green pen. |
| How is peer/ self-marking identified? | Using green pen. |
| How is supported work identified? | 'S' written for support (next to LO)<br><br>'C' written to show concrete resources have been used (next to LO)<br><br>It will then be assumed that all other work is independent |
| How are improvements/ corrections acknowledged? | A small tick if appropriate. |
| Are erasers allowed? | For diagrams/ graphs, at teacher's discretion. Otherwise, children cross out errors with a ruler rather than using an eraser. |

# Section 4: Monitoring - 8 Characteristics for Effective Teaching and Learning

We use our '8 Characteristics for Effective Teaching and Learning' to ensure that our pupils receive a consistently high standard of education. Full details about this can be found in the document 'The 8 characteristics for effective teaching and learning at Dean Bank Primary School' but some key points are outlined below.

## Lesson Observations:

There are 8 Characteristics that will be evaluated during lesson observations:

- Characteristic 1 - Classroom Culture
- Characteristic 2 - Assessment for Learning
- Characteristic 3 - Imparting Knowledge
- Characteristic 4 - Inclusive Classroom
- Characteristic 5 - Appropriate Challenge
- Characteristic 6 - Engaging Curriculum
- Characteristic 7 - Subject Specific Skills
- Characteristic 8 - Questioning

During a lesson observation, teachers will be given score from 0-3 for each of these characteristics based upon specific criteria which are known to all staff with 0 being the lowest score and a serious cause for concern and 3 being the highest score, displaying excellent practice. Scores are given for each characteristic on an individual basis so it is likely that different scores will be awarded for different aspects of a lesson. Once the scores have been given, a total is found and then this is reviewed according to the scoring matrix below. It is expected that a teacher will be able to improve their scores each term following intervention and target setting. The Deputy Head Teacher is responsible for implementing the 4-week mentoring programme and 6-week action plan when these are needed.

| 22 ~ 24 points | Outstanding Teaching & Learning ( good shared practice ) |
|---|---|
| 15 ~ 21 | Good quality teaching & learning. No intervention required but a target will be set and followed up on the next observation. |
| 9 ~ 14 | Several areas for development. A 4 week mentoring programme will be implemented. |
| 0 ~ 8 | Significant cause for concern. A 6 week action plan will be implemented. |
| A score of 0 in any one area | A 4 week mentoring programme will be implemented to drive improvement in that specific area. |

## 4 week mentoring programme:

For the 4 week plan, staff will be supported to identify key targets for improvement based on the 8 characteristics and then appropriate support will be given, which may include observing strong practice in other classrooms, shared planning with the DHT or another teacher, shared work scrutiny, access to online resources etc. Learning walks will then be used each week to review the given targets and set an action step for the next week. This is a supportive process where the teacher is encouraged to be reflective and review their own practice and identify further support they require to make progress. The mentoring process ends with a final discussion after the 4 weeks to review progress and consider any further support that may be needed.

**6 Week Teacher Action Plan:**

**Week 1**

- The teacher will complete an initial self-evaluation and will discuss this with their mentor prior to any observations taking place.
- The mentor will observe the teacher twice ( in 2 different lessons ) to identify areas of strength and key areas for development.
- The teacher and mentor will agree on 3 areas for development for the teacher to improve on over the next 5 weeks. These areas will be based on the outcomes from the self-evaluation and the lesson observation conducted by the mentor.

**Weeks 2-5**

- Firstly, the teacher will observe colleagues who are considered 'experts' in this area and will complete an evaluation of this observation.
- Secondly, the teacher will be observed by the mentor for at least 30 minutes to gain an accurate evaluation of practise.
- Thirdly, the teacher and mentor will meet to discuss findings and the observations and look at progress towards the targets.

**Week 6**

- The mentor conducts two scored observations and gives feedback on the development from the start of the 6 week programme.
- If there is an average score that is less than 16 or any score of 0 an additional 6 week programme will be implemented.
- If, following the second round of support the scores stay below 16 or any areas score a 0, then formal capability proceedings will be initiated.

**Other monitoring:**

In addition to lesson observations, teaching and learning is also monitored using a number of other strategies:

- Learning walks
- Planning scrutiny
- Work/ book scrutiny
- Pupil interviews
- Assessment data analysis

This style of monitoring may be carried out by a senior leader or a subject leader and all monitoring activity is shared with the Head Teacher and Deputy Head Teacher including a RAG rating. Staff should always be given feedback following any type of monitoring to support their practice; this may be verbal feedback or written feedback.

Following these other methods of monitoring, senior staff may deem it necessary to support a member of staff through informal support or they may be placed on a 4 week monitoring plan following the procedure outlined above.

# Section 5: Subject leadership

All staff at Dean Bank Primary School have additional responsibilities within school, which are usually based upon National Curriculum subjects but are also sometimes pastoral elements such as safeguarding, behaviour or pupil voice.

Teachers are expected to have a good understanding of teaching and learning, including progression of skills, in their subject across the age ranges within school; they should promote their subject area through school events and the school website; and provide support to other staff in their subject as needed.

Staff are asked to maintain an up to date record of their monitoring and activities linked to their roles using the subject leader record template. Priorities for development are identified at the beginning of each year (but may be reviewed/ updated during the academic year) and the majority of actions taken should directly link to these priorities. The subject leader will then evaluate their effectiveness at the end of the year and review whether targets have been met or progress has been made towards the development priorities before new areas for improvement are established for the following year.

The Head Teacher and Deputy Head Teacher are responsible for monitoring the effectiveness of subject leadership and providing support to leaders when this is required.

There are 6 key areas within leadership that will be reviewed:

- CPD (for the subject leader and other staff)
- Learning walks/ lesson observations to gain an understanding of teaching and learning
- Work scrutiny (books/ journals and planning) to monitor standards
- Assessment (leader monitoring of assessment)
- Website/ Facebook (updates on curriculum pages and posts about subject for parents)
- Events/awards (any school events to promote the subject or awards achieved)

Reviews will take place at least once per term where these key aspects of subject leadership will be RAG rated and further support will be offered if needed.

# Section 6: Homework

Each half term, teachers will produce a list of 10 homework tasks that children will be able to choose from, 1 per week. 3 tasks will be worth 2 dojo points each, 3 tasks will be worth 3 dojo points each, 3 tasks will be worth 5 dojo points each and 1 task will be worth 8 dojo points.

Children will choose at least 1 task per week and hand their book in the Monday of the last week of half term for this to be acknowledged and Dojo points to be calculated.

Teachers will provide children with other homework activities (e.g. spellings and times tables) as needed and monitor this through specific assessment.

After school tea time club can be used to complete homework tasks if needed.