



Dog Kennel Hill Learning & Teaching Policy

We believe that children learn best when they are excited and engaged, and that what excites and engages them most is excellent teaching which both challenges and enables them to see themselves as successful learners. Through our teaching we want to equip children with the skills, knowledge and understanding necessary to make positive contributions to society.

AIMS AND PURPOSES

At Dog Kennel Hill, we aim to provide a caring, supportive and stimulating environment in which children can develop:-

- An enquiring mind and love of learning
- The ability to take risks in learning without being inhibited by the fear of making mistakes
- A willingness to persevere and a sense of pride in achievement
- Good literacy and numeracy skills
- Imagination and creative expression
- Independence, confidence, flexibility and the ability to co-operate with others
- The ability to thrive in a changing world to become conscientious citizens of our multi-cultural society
- Tolerance of and respect for others' values within a culture of equal opportunity

To achieve this, there has to be highly effective learning and teaching on a day to day basis and positive links between the school, home and the community which promote shared aspirations. This policy aims to clarify, create and maintain a common approach for effective learning and teaching and to ensure that we have a common agreement as to what constitutes high quality learning and teaching.

OBJECTIVES

This policy will help staff to:

- Consider the range of skills needed for effective teaching
- Consider the range of thinking and other generic skills that support learning
- Consider the contexts for enhancing learning

- Use an agreed set of criteria/indicators that can be used to describe good classroom practice in terms of what the teacher does and how the children respond
- Use an agreed set of criteria that can be used to describe effective remote learning provision

EVALUATION OF TEACHING AND LEARNING

We have grouped the characteristics of effective learning and teaching into four areas:-

1. Acquisition of knowledge, skills and understanding
2. Behaviour for learning
3. Resource management
4. Assessment of and for learning

LEARNING

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all pupils to learn effectively. We offer opportunities for pupils to learn in the following ways:

- Investigation and problem solving
- Research and finding out
- Group work
- Paired work
- Independent work
- Whole class work
- Questioning
- Use of the computer
- Fieldwork and places to visit of educational interest
- Creative activities
- Watching programmes/documentaries
- Responding to music or other recording material
- Debates, role plays and oral presentations
- Designing and making things
- Participation in physical activity
- Reflecting on what has been learned and how it was learned

We encourage our pupils to take responsibility for their learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn. Self review and peer review are used, as well as mini plenaries throughout the lesson and a planned plenary at the end of the lesson, to review the key learning objectives and to assess the level of understanding.

TEACHING

We base our teaching on our knowledge of the pupil's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for pupils with additional needs, we give due regard to information and targets in the children's Individual Education Plans (IEPs). We have high expectations of all pupils and believe that all should be included in the full range of educational opportunities and that their work should be of the highest possible standard.

All teachers try hard to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to behavior and classroom management. We praise and reward pupils for good effort and so help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children do not meet the expected standards, we follow the guidelines for sanctions as outlined in our school Behaviour Policy.

Teaching assistants are deployed in a variety of ways. Sometimes they work with individuals and sometimes with small groups. They are also involved in the delivery of support programmes.

All teachers are expected to reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support teachers in developing their skills, so that they can continually improve their practice.

1. Acquisition of skills, knowledge and understanding

Learning	Teaching
Children will:- <ul style="list-style-type: none">• Know what they are learning and why• Build on skills and prior learning• Be willing to take risks and make mistakes• Support each other with their learning• Be open to new ideas• Use a range of skills to enhance their knowledge and understanding• Increase their understanding and/or acquire new skills	Staff will:- <ul style="list-style-type: none">• Plan effectively• Take account of prior learning, using what the children already know and their misconceptions• Have good subject knowledge, ensuring what is presented is correct• Use a range of teaching styles• Make it clear what the children are learning and why, making cross-curricular links as appropriate• Ensure a balance of different activities – practical, written etc• Set an appropriately challenging pace• Understand and promote progression, differentiating appropriately

2. Behaviour for Learning

<p>Learning Children will:-</p> <ul style="list-style-type: none">• Take responsibility for their actions• Understand that what they do affects others and how they can contribute to a purposeful and constructive atmosphere in the classroom• Take pride in their own and others' achievements• Understand the need to listen and sustain focus	<p>Teaching Staff will:-</p> <ul style="list-style-type: none">• Create a positive learning environment and classroom ethos• Have high expectations of behavior• Provide opportunities for co-operative work and independent work• Provide a positive role model as a learner• Praise good effort and behaviour• Build positive relationships and treat pupils fairly• Show enthusiasm for teaching and also for their own learning• Recognise and value learning in different forms and from different sources• Understand that learning can be demonstrated in many ways
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3. Resource management

<p>Learning Children will:-</p> <ul style="list-style-type: none">• Access resources they need, use them responsibly and then return them• Apply themselves well to the tasks set• Be willing to learn from adults and each other• Take care of their environment• Ask for help if needed• Do homework as required	<p>Teaching Staff will:-</p> <ul style="list-style-type: none">• Make resources clearly and easily accessible in order to develop autonomy• Use resources to reflect the diversity of the school and the community• Support groups and individuals to access learning• Build positive home/school links, including setting homework to reinforce or extend learning inline with the homework policy• Understand that use of concrete materials supports the acquisition of new concepts throughout the age range• Use a variety of creative resources to enhance learning, including ICT, the outdoor environment and educational visits/visitors• Ensure displays are current and used to support learning and celebrate achievement
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4. Assessment for and of learning

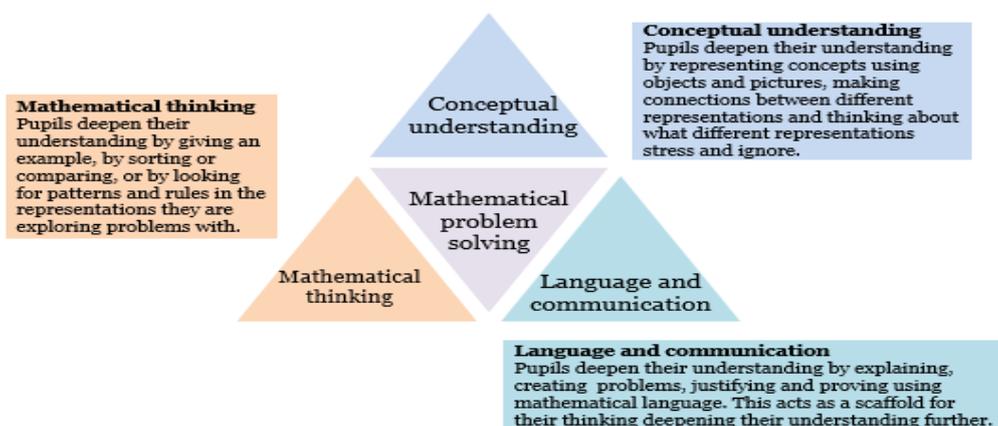
Learning	Teaching
<p>Children will:-</p> <ul style="list-style-type: none"> • Know what they are doing and why • Know what they are doing well and how to improve • Be willing to engage in peer and self-assessment when appropriate 	<p>Staff will:-</p> <ul style="list-style-type: none"> • Mark work regularly in line with the assessment policy • Identify successes and learning gaps and give feedback on how to improve to the pupil • Discuss work periodically with the pupil • Use assessments to feed into future teaching • Use assessment and marking to set targets for individuals, groups or whole class as appropriate • Monitor progress towards those targets

OVERVIEW OF THE TEACHING OF MATHEMATICS AT DOG KENNEL HILL PRIMARY SCHOOL



In KS1 and Year 3, we follow *Mathematics Mastery* plans and *Mathematics Mastery's Progression in Calculations* calculation policy. The program is based around three principles: that conceptual understanding is key, that children must be able to speak in full sentences and use correct mathematical vocabulary and that they can learn to think like mathematicians. Mathematics Mastery uses problem solving as a way to promote these principles.

Key Principles



Lesson Structure

Lessons incorporate a daily talk task using carefully structured sentences to support the development of reasoning. Known facts are chanted during transitions to support fluency in number facts.

Lesson Structure – Six parts



Differentiation

The majority of children in a class move through the programme of study at broadly the same pace and are exposed to the same questions during lessons. Children in all classes sit in mixed ability pairings to allow collaborative learning, exposure to different opinions about the same work and regular opportunities for discussion of answers to support pupils' reasoning skills and check and deepen their understanding. Learners are supported by the structure of the lesson, their peers and additional adults as well as scaffolds provided by teachers. Children are extended as a result of higher order questioning where conjectures and generalisations are required. It is expected that all pupils will experience challenge in a lesson through exposure to rich problem solving tasks and pattern spotting, rather than acceleration to new content.

Depth Symbols

All children are expected to reach a depth task following the Mathematic Mastery symbols differentiated through scaffolding in the majority of lessons.

Homework

In KS1, parents receive a *Maths with Parents* video once every fortnight which includes a short, engaging activity. This enables parents to support pupils at home in line with the school's calculation policy and keep up-to-date on what is taught.

KS2 – Year 4, 5 and 6

In Year 4, 5 and 6 we follow the *White Rose Maths* plans and support this using *Nrich* documents.

During a lesson children will be given the opportunity to practise new skills, apply these skills in different ways as a result of variation or within a different concept and reason and explain about the concept. It is expected that most pupils reach a depth task in the majority of lessons. These 4 key elements form the structure of a typical worksheet, where the number of each question type is limited to allow progression to the depth questions.

Homework

Children are encouraged to use the online learning platform *Times Tables Rockstars* to improve times table and division fact recall speeds.

ASSESSMENT OF MATHEMATICS

Marking

All adults in the classroom mark during the lesson to ensure that children's understanding is assessed by the end of the lesson. This allows a same day intervention to be put in place for the

children that did not understand the key concepts taught within a lesson (shown using a stamp). If there is a common misconception, the lesson will be retaught to the whole class. Children use green pens for self/peer assessment, marking and corrections. Highlighters are used to show quick fix errors (in green) and the use of star words/key vocabulary (in gold) in reasoning and explaining.

Same Day Intervention

A daily slot is timetabled for all year groups to allow a small number of pupils (maximum of 6) to receive additional support (by the class teacher where possible) following the lesson. This ensures no child falls behind because of a lack of conceptual understanding. If more children require support, then the lesson is retaught the following day using variation to focus on the areas of misconception.

Keep Up Intervention

Children who enter our school at different points in the year may have gaps in mathematical understanding. Support staff use *Mathematics Mastery* 5 minute keep-up intervention materials to develop pupils' number sense. After assessment, targeted children receive 1-1 daily 'number' support.

Maths Meetings

Daily sessions are timetabled for all years and are used to consolidate key areas of maths based on assessment and curriculum coverage. Maths meetings provide an opportunity for children to revisit key concepts throughout the year and increase their memorisation of key facts that may not be explicitly covered during all maths lessons. This means that pupils are practicing concepts and skills on a regular basis; they continually build on their mastery of these concepts and are more likely to become fluent.

Assessment

Formative assessment forms a crucial part of every lesson and is built-in to lesson design. Classroom activities are well structured and involve conceptual and procedural variations and intelligent practise. Teachers assess pupils reasoning and explanation skills as well as their discussion and critiquing of answers. Summative assessment, following the assessment timetable, enables teachers to monitor and track pupil's progress.

In the EYFS children's mathematical development is tracked half termly. The information from these assessments is used to plan the next half term's work; thus enabling the teachers to plug the gaps in the children's knowledge, skills and understanding

ASSESSMENT

The aim of assessment and record keeping is to allow class teachers to track the progress and attainment of the children in their class so as to provide an education that is both achievable and challenging. Accurate assessment and record keeping will then be used by the subsequent teacher to build on the success and address the concerns from the previous year. This also allows parents, carers and other stakeholders to be kept informed as to the progress and attainment of children.

Through assessing, recording and reporting on pupils' work, we aim to:

- Enable individual pupils to make progress in their learning
- Be underpinned by confidence that every child can improve;
- Involve both teacher and pupils reviewing and reflecting upon assessment information
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- Include reliable judgements about how learners are performing, related, where appropriate, to national standards
- Enable teachers to plan more effectively

- Provide us with information to evaluate our work, and set appropriate targets at whole-school, class and individual pupil levels
- Enable parents to be involved in their child's progress
- Teachers use *Target Tracker* to assess and track progress and attainment and identify gaps in learning

THE PRINCIPLES THAT UNDERPIN ASSESSMENT AT DOG KENNEL HILL PRIMARY SCHOOL ARE:

Assessment is at the heart of teaching and learning

- Assessment provides evidence to guide teaching and learning
- Assessment provides the opportunity for students to demonstrate and review their progress

Assessment is fair

- Assessment is inclusive of all abilities
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address

Assessment is honest

- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning
- Assessment judgments are moderated by experienced professionals to ensure their accuracy

Assessment is ambitious

- Assessment places achievement in context against nationally standardised criteria and expected standards
- Assessment embodies, through objective criteria, a pathway of progress and development for every child
- Assessment objectives set high expectations for learners

Assessment is appropriate

- The purpose of any assessment process should be clearly stated
- Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information)
- Assessment should draw on a wide range of evidence to provide a complete picture of student achievement
- Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning

Assessment is consistent

- Judgments are formed according to common principles
- A school's results are capable of comparison with other schools, both locally and nationally

Assessment outcomes provide meaningful and understandable information for:

- Pupils in developing their learning
- Parents in supporting children with their learning
- Teachers in planning teaching and learning

The children will be formally assessed at 3 points in the year:

- Autumn Term 2
- Spring Term 4
- Summer Term 6

TESTS

The school uses NTS Reading tests, White Rose Maths tests, Maths Mastery tests and KS1 and KS2 SATs papers. These tests do not define the assessment process and are not central to our assessing of the children.

The current standards of attainment are recorded through the online Target Tracker system which is both a formative and summative assessment system. This is kept up-to-date by class teachers on an ongoing basis and after each "Assessment week". Each assessment week is followed up with Pupil Progress Meetings. At the end of the year, teachers will discuss progress and attainment with the next class teacher.

Through rigorous and continuous assessment and tracking, the children continue to work towards the standard of 'Age Related Expectation'

Statutory Assessments

Years 2 & 6 will complete SATs in May each year at the end of KS1 & KS2.

Year 1 and some year 2 children complete a phonics screening check in June.

Year 4 complete an online multiplication screening check in June.

SATs results will be analysed against predicted targets by the class teacher and the Senior Leadership Team (SLT). Papers will be scrutinised to identify areas for further development.

TEACHING AND LEARNING IN THE EARLY YEAR'S FOUNDATION STAGE

All of the principles stated in the schools teaching and learning policy applies to the early years foundation stage and we recognise that learning begins at birth and continues throughout life. We acknowledge that everyone has the ability to be a competent learner, regardless of disability or other special needs.

All children follow the Early Years Foundation Stage curriculum. The principles which guide the work of all early years practitioners are grouped into four themes:

A Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships – Children learn to be strong and independent through positive relationships.

Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development – Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

They foster the characteristics of effective early learning

- Playing and exploring
- Active learning
- Creating and thinking critically

Teaching and Learning Aims

- That teaching should recognise that early years is a distinctive phase of education requiring specialised teaching to a developmentally appropriate curriculum.
- To observe, support and extend the individual child's learning and to recognise that they are entitled to learn at their own pace and in their own way.
- To enlist parents as teachers and learners in a partnership approach, for the benefit of all.

HOW TO ACHIEVE THESE AIMS:

A focus on the prime areas

Prime areas are fundamental, work together, and are move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical development

The importance of play:

At Dog Kennel Hill we acknowledge the central role of play in the education of the young child.

Assessment

All classes in the EYFS follow the observe, assess and plan cycle: daily, weekly and half termly.

Every child has an individual learning journey which includes observations and information from both staff and parents that record the child's journey and progress through the foundation stage.

Learning journeys include:

1. Short Observations
2. Pieces of work and photographs
3. Comments from children and families
4. Long observations

They form an essential evidence base for planning children's next steps and sharing learning with families.

Planning:

Planning takes place long term, mid termly, weekly and daily and takes account of information from observation and information from parents. This may include children's interests preferred ways of working, and identified schematic behaviour.

Evaluation:

Monitoring and evaluation form the basis of informed planning. Written evaluations take place at the end of each day or session and planning is flexible to take account of this information.

The important role of all adults:

We recognise the importance of the role that all early years' educators play in the care and education of our youngest children.

These roles include:

- Building relationships - getting to know all of our children and families
- Key working with small groups of children
- Observing children to identify their wellbeing and involvement, their needs , strengths, schemas and interests

- Planning for next steps in learning
- Supporting and extending child initiated activity
- Engaging children in focussed activity
- Maintaining a stimulating, welcoming safe and challenging learning environment
- Working as a team to ensure that all children reach their full potential

THE LEARNING ENVIRONMENT:

At Dog Kennel Hill, we recognise the importance of providing a stimulating, interesting, welcoming, safe and challenging learning environment. All rooms are organised and resourced to provide learning opportunities in the seven areas of learning in the EYFS curriculum. Children are taught how to access the equipment in each area of provision independently from the moment they are able, to enable them to follow their own ideas and interests.

There is a high level of staff involvement in children's chosen activities and play. There are also planned age appropriate 'focused activities' for specific children, or groups of children providing a balance of child and adult initiated activity.

Suitably differentiated activities are organised to meet the learning needs of each child. There is some whole class teaching for short periods of time for nursery children such as shared stories. Where possible these times happen at the end of a session of free flow play. In the reception classes, whole class carpet times happen at the beginning and end of each session both morning and afternoon to ensure that children have access to daily phonics sessions, mathematics, and story and shared writing, along with any topics that are of particular interest to children.

OUTDOOR PROVISION

All children in the EYFS have access to the outdoor learning environment for the majority of each session. The outdoor learning environment is valued as half of the curriculum and is organised into areas of provision that promote the seven areas of learning in the EYFS curriculum.

RELATIONSHIP WITH PARENTS

At Dog Kennel Hill, we recognise the importance of parents as children's first educators and the important role the home learning environment plays in the development and education of the young child. We develop our partnership through:

- Home visits
- Consultation appointments with key worker in school
- Regular parent workshops focussed on learning in the EYFS
- Regular parent's meetings
- Whole school and centre celebrations
- Daily opportunities to talk to your key person about your child's learning and development

We regularly monitor our provision to ensure every child's learning is well supported and builds on children's own home, cultural and linguistic backgrounds. We use materials,

equipment and displays which reflect the home languages, cultural and ethnic diversity of the children, the local community and wider world. We work towards supporting bilingual children's development in their home language as well as English. We ensure that bilingual children have access to the full curriculum and are involved in all the learning experiences offered giving the extra support needed so that they can participate and understand. Children learn English through real life, every day, meaningful experiences and through interacting with other children and staff.

CHERISHING CHILDHOOD:

The early years are a time where children progress and grow at a rapid rate and where children are bursting with awe and wonder, fun and joy. All the EYFS staff at Dog Kennel Hill recognise the special responsibility they hold as custodians of the early years and they do not lose sight of this treasured opportunity.

REMOTE LEARNING

Remote education encompasses any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils. During periods of remote learning, we will do ensure that:

- Differentiated Home Learning Packs are emailed to all parents prior to the start of a period of remote education.
- Parents are contacted and given the option of collecting a paper copy of the Home Learning Packs from Day 1 onwards
- Home Learning Packs include an exercise book (may be the homework book), a pencil and reading book/s.
- During the first morning of remote learning, your child's teacher organises an overview video where they will explain exactly how learning will work, set out expectations of your child's involvement and remind children how work will be organised.
- During the 'overview video' the teacher will explain the timetable for the rest of the day and how the children can access extra support if they need it when working independently.
- An online protocol is distributed to all pupils and parents, to ensure that expectations of children, adults at home, and school are all clear.
- Teachers discuss remote learning rules to ensure that all remote learning is carried out in a supportive and caring manner as it is in their "real" classroom.
- A full weekly timetable setting out each day of learning will be provided by day 2 of any self-isolation period.

Remote education (teaching and independent work combined) will take pupils broadly the same amount of time as children in school. The majority of the timetable for the day (see below) will match that of children in school and individual support will be available during normal school hours. This is a blended approach with a mixture of 'live sessions', pre-recorded sessions and assignment-based lessons.

Early Years and Primary school-aged pupils	Number of hours
<p style="text-align: center;">EYFS Nursery and Reception</p>	Pre- recorded overview video (includes English input) Pre-recorded Phonics video Maths Reading/Stories Learning through play activities 30 min Music lesson weekly
<p style="text-align: center;">Key Stage 1 Years 1, 2</p>	Pre- recorded overview video 1hr English daily 1hr Maths daily 1 hr Science per week 30 mins to 1 hour of Foundation Subjects 3 x per week 30 min Phonics/ Reading 30 min PE/exercise Optional Mindfulness activities 40 min Music lesson weekly Storytime daily
<p style="text-align: center;">Key Stage 2 Year 3, 4, 5 & 6</p>	Pre- recorded overview video 1hr English daily 1hr Maths daily 1 hour per week (year 3 & 4) 2 hrs Science per week (5 & 6) 1hr Foundation Subjects 2-3 x per week 30 mins Reading daily 30 min Spelling 2-3 x per week 30 min PE/exercise 40 min Music lesson weekly Storytime – 2 x per week Optional Mindfulness activities

ACCESSING REMOTE LEARNING

- Children will access their online lessons using Microsoft Teams.
- Children will be able to ask questions and request support during the day using Teams chat and in small groups, children receive additional live teaching to help their learning
- Children will access learning from private pages on our website. This will include a timetable with links to digital learning.

Expectations for pupils	What we ask of parents
<ul style="list-style-type: none"> • Pupils demonstrate self-discipline; establish and follow a productive daily routine that will keep them well and able to learn, e.g. going to bed and getting up 	<ul style="list-style-type: none"> • Help children to log in to live learning • Monitor children’s safe access to the internet • Ensure that the computer is placed in a neutral area without distractions

<p>at reasonable times, taking regular exercise, limiting screen time, setting aside specific hours for schoolwork, etc.</p> <ul style="list-style-type: none"> • Pupils arrive” or log in on time to all of their live Teams sessions • Pupils are dressed appropriately for learning • They complete all schoolwork as effectively as possible, taking part in the learning activities, events, and activities on offer • Pupils follow all instructions carefully and re-read everything before asking someone for help • Pupils Show the same level of engagement and respect to teachers when taking part in sessions online. • Pupils behave appropriately as they would during a face-to-face meeting • Pupils do not record calls, take photos or screenshots on any device without permission of the teacher • Pupils mute their microphone if they are asked to by the teacher • Pupils do their best to complete all independent learning tasks • They request help through Teams if they are unsure of what to do, or how to do it • Abide by the agreed remote learning rules and the remote learning contact 	<ul style="list-style-type: none"> • Report any problems accessing learning to the class teacher • Ensure that household members who may be seen during video calls are appropriately dressed and use appropriate language • Set routines at home to support their child’s education • Ensure that children “arrive” or log in promptly each morning • Check that your child/ren stay up to date with their schoolwork as much as possible • Monitor Microsoft Teams account and email for messages from your child’s teacher • Ensure video calls are not recorded or shared with others
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We will check engagement with online learning by:

- Taking a daily register each morning and during every online lesson
- Monitoring children’s completion of learning tasks
- Any child not attending will be marked absent and we will contact parents via email or phone to find out the reason for the child’s absence

We will assess children's work and progress by:

- Providing verbal feedback during live sessions
- Issuing a marked score for some pieces of work
- Providing more detailed feedback to address misconceptions in a virtual live meeting
- Reviewing Learning packs when they are returned every two weeks
- Marking writing tasks that are either returned as part of their learning pack or sent in electronically

ADDITIONAL SUPPORT FOR PUPILS WITH PARTICULAR NEEDS

Some pupils, for example those with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. As a school, we will do all that we can to work with parents and carers to support those pupils, including the following:

- Teachers will differentiate tasks to suit individual children's needs
- Teachers will provide resources to support children's learning
- Additional supports, examples and checklists may be provided
- Where individual approaches are required, we will discuss these with parents
- Our SENDCo will be available to discuss individual needs and how they children can access remote learning.
- Ideas on how to support children with additional needs will be provided to parents at home - this includes links to websites providing high quality material to support a range of needs e.g. fine motor control ideas, memory support, sensory circuits, social skill development ideas etc...
- We will provide online lessons using the Oak Academy 'Specialist' platform where these are supportive of pupils learning
- Where possible, our speech and language therapist will provide remote speech and language therapy for pupils on his/her caseload

REMOTE EDUCATION FOR SELF-ISOLATING PUPILS

Where individual pupils need to self-isolate, but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

For children who are not in school because they are self-isolating, we will do the following:

- Ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.
- Use online lessons such as those provided by Oak Academy when these match the work being taught in class.
- Ensure that the independent work provided is broadly in line with the

class work. Teachers will provide additional instructions through PowerPoints and slideshows to support the learning.

- Provide additional support for children who need it using Teams or email.

MONITORING AND EVALUATION OF TEACHING AND LEARNING

Monitoring and evaluation of learning and teaching

The quality of learning and teaching will be evaluated in the following ways:-

- Scrutiny of planning
- Classroom observations
- Discussions with staff and pupils
- Scrutiny of pupils' books/portfolios
- Pupil tracking information

Date for review:
September 2021