Curriculum Policy

This policy applies to all pupils in the school, including those in the EYFS.

This should be read alongside the Subject specific curriculum policies including the PSHE policy as well as SEND policy, Learning Support policy and English as an Additional Language policy.

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Signed: Mr John Clarke (Chairman of the Board)

Abercorn Curriculum Policy

1   Introduction

1.1 At Abercorn School, we aspire to instill a lifelong love of learning in children and that both children and adults grow and develop academically and personally. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices in their lives. We maintain that learning should be a rewarding and enjoyable experience for everyone. We believe that appropriate teaching and learning experiences at Abercorn will help children to lead happy and rewarding lives.

1.2   Our school's curriculum includes all the planned activities that we organise in order to promote learning, personal growth and development. It includes the Early Years Foundation Stage and aspects of the National Curriculum, in addition to the Common Entrance Syllabi at 11+ and 13+. It also includes extra-curricular activities that the school organises in order to enrich the children's experience. Also covered is personal – this includes self, spiritual and moral understanding, decision making, social collaboration and contribution and finally respecting diversity. We want children to achieve their true academic and personal potential.

1.3   In line with current guidance, the written policy, plans, and schemes of work will not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

1.4   We seek the highest standards of attainment for all ages, aptitudes and needs of children. We also value the breadth of the curriculum that we provide. Alongside developing academic knowledge, skills and understanding we value the central importance fostering independence in our children and to help them become creative, decision makers. Above all, we believe in creating an enabling environment to ensure all children are motivated to learn.

2   Values and Growth Mindset

2.1 Children learn in different ways. At our school, we provide a rich and varied learning environment for all via our value system.

2.2 Our school curriculum is underpinned by the strong values that we hold dear.

2.3   The Abercorn school values are:
- Determination
- Responsibility
- Respect
- Fairness
- Kindness
- Forgiveness

These keywords are based on the Fundamental British values introduced by the Department of Education in 2014. These values are instilled in our children through curriculum delivery, behaviour expectations, daily interactions as well as weekly assemblies.

2.4 The British Values are as follows. These are the overall aims we strive to achieve;
- British values of democracy,
- the rule of law,
- individual liberty,
- and mutual respect and tolerance of those with different faiths and beliefs.

2.5 Abercorn holds central to the development of the need for a Growth Mindset. In this approach to teaching, children are encouraged to take ownership of their own learning through a number of objectives (see 3.2).

2.6 From EYFS and through the school, the PSHE curriculum offers opportunities for children to explore various careers. From Year 5 and above we offer formal careers guidance. Please see the PSHE policy for more information.

3   Aims and objectives

3.1 Through the curriculum, we aim to teach children to be successful learners, confident individuals and responsible citizens by teaching them the following skills;

- **Communication Skills**: Progressing their written and spoken responses through listening, speaking, reading and writing activities;
- **Mathematical Skills**: Increasing their understanding of patterns and relationships through a variety of activities including practical, exploration and discussion including reasoning and problem solving;
- **Scientific Skills**: Building on their knowledge and understanding of the world around them through enquiry.
- **Humanities skills**: Recognising the development of people and places and how actions have changed environments and lives of others over time.
- **Physical skills**: Develop their physical control and coordination skills through regular PE lessons and be supported in understanding the basic principles of fitness and health.
- **Aesthetic and Creative**: Drawing on their imagination, children will innovate, invent and create.
- **Technological Skills**: Effective use of information computer technology to further children's ability to access various aspects of the curriculum; and following processes of planning, creating and evaluating.

Alongside these skill sets children will have opportunities to progress their:

- **Fundamental British Values:** to understand how these underpin the world around them;
- **Culture Development:** to appreciate and value the contribution made by all ethnic groups in our multicultural society;
- **Social Development:** to develop self understanding through self knowledge, self esteem, self-confidence, self-discipline and how to improve their own learning;
- **Spirituality**: to have an awareness of their own spiritual development and to distinguish right from wrong;
- **Morality:** to understand the importance of moral understanding through truth and fairness so that they grow up committed to equal opportunities for all;
- **Understanding of Society**: to value contribution to others, the school and community;
- **Personal Well-Being**: to know how to stay safe and keep mentally and physically healthy.

3.2 Our school curriculum aims to develop positive learning habits through the promotion of Growth Mindset. In doing so, the children should enjoy coming to school and will acquire a solid basis for lifelong learning. Teaching staff promote a culture where children are inspired to seek out a challenge and understand the importance of the process of learning, not simply the end product.

3.3 Our aims and objectives are reinforced through PSHE, form times and pastoral meetings.

3.4 Our school curriculum Growth Mindset objectives are:

● **Be your best self;** *To enable children to* have respect for themselves and high self-esteem, *taking satisfaction in achieving their own goals and being proud of their own efforts.*

● **Persevere in the face of challenge;** *To enjoy a challenge, welcoming and learning from mistakes.*

● **Be imaginative and creative;** *To show interest and develop thinking independently when experimenting with new ideas.*

● **Take risks;** *To always seek out a challenge and see mistakes as a necessary step on the way to success.*

● **Be curious;** *To engage in new experiences and be open and receptive to new ideas and opinions and lead their own enquiries.*

● **Collaborate and cooperate;** *To learn from and for others by living and working cooperatively with others and ensuring that other people feel valued and respected.*

These learning habits are encouraged from Nursery through to Year 8. Upon leaving Abercorn School, we aim to have inspired a lifelong love of learning into each child that can be carried into their future academic environments and into the world around them.

3.5 Teachers in all subject areas aim to contribute to a child's progress in these areas because we believe that all children need to make excellent progress academically and personally if they are to develop their true potential.

3.6 To be an all-inclusive school we aim to inspire and nurture the love of learning in each individual child and to ensure that regardless of age, ability and needs we meet all statutory requirements.

3.7 We aim to create a learning environment that allows us to holistically approach our aims, objectives and values.

4 Effective learning

4.1   Children learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic).

4.2   We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, and value the learning experience not simply the end product.

4.3   All teaching will be structured to maximise learning opportunities, and lessons will be planned in accordance with the following principles:

● the learning should be meaningful and purposeful to the child;
● the learning should build on previous experiences;
● the learning should reflect the needs of the class and be flexible to allow for children's interests;
● the learning should explain the learning objectives, and why the lesson is important;
● the learning should be a product of a range of styles;
● The learning should allow opportunities for the children to build their own knowledge, understanding and skills through various activities;
● the learning should allow opportunities for the children to review what has been learnt;

- the learning should have built-in opportunities for feedback to the children, celebrating success and reviewing strategies used;
- the learning should indicate what the next steps for progress should be.

4.4   We offer opportunities for children to learn in different ways. These include:

- investigation and problem-solving;
- decision making opportunities
- research and discovery;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- responding to visual and musical media;
- debates, role-plays and oral presentations;
- design and creativity;
- participation in athletic or physical activity.

5. Effective teaching

5.1   When we are teaching, we focus on motivating all children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of academic and personal achievement. We use the school curriculums to guide our teaching. This sets out the aims, objectives and values of The School, and details what is to be taught.

5.2   In EYFS the full curriculum is taught through an integrated learning approach and delivered by the class teacher. In Years 1 - 4 the curriculum is taught through separate subjects but with cross-curricular focuses each term and predominantly by the class teacher. Specialist staff teach; languages, music, PE and Games. In Years 5 - 8 the curriculum is taught by specialist staff. Teachers share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the success criteria against which the work will be judged.

5.3   We deliver teaching in different ways to address the needs and strengths of all our learners. Teachers make ongoing assessments of each child's progress and record judgements on Tapestry or Learning Ladders. Formal assessments are used to analyse gaps in learning and judge age related standards. Teachers use this information when planning their teaching effectively. It enables them to take into account the abilities of all their children.

5.4   Teachers modify teaching and learning as appropriate for children with a range of needs as indicated on their lesson plans. We strive to ensure that all instruction and tasks set are appropriate to each child's level of ability. When planning for children with special educational needs, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

5.5   We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum, Common Entrance syllabi and The Early Years Foundation Stage. Our lesson plans contain

the lesson objectives, the tasks to be set,the resources needed and differentiated approaches. We evaluate all lessons, so that we can modify and improve our future teaching.

5.6   We set academic targets for all children in every year group to focus teaching (see 15. Target Setting).

5.7   Each of our teachers makes a special effort to establish positive working relationships with all the children in the class. The ethos in our teaching is reflective of the Abercorn values (see 2.3).

5.8   Within the classroom, to facilitate effective teaching all of our staff follow the School policy with regard to behaviour, discipline and classroom management. (see Behaviour Policy)

5.9   At Abercorn, health and safety is fundamental to delivering effective teaching. We ensure that all tasks and activities follow a strict set of procedures to maximise safety and satisfy risk assessments. (see Health and Safety Policy). When arranging educational visits the venue is visited if necessary, risk assessments are completed, and parents are informed. Overall permission for excursions is obtained when children join the school.

5.10   At Abercorn we value the importance of Teaching Assistants to support children's development and guarantee effective teaching. Directed by the teacher, teaching assistants focus on either individual children, group work or classroom management support; this will be indicated on the lesson plan and verbally communicated.

5.11   Our classroom environments support our teaching. Stimulating spaces set the climate for effective teaching and this positively influences academic and personal development. Displays should promote independent use of resources, celebration of progress and consistent exposure to the Abercorn values. Displays can reflect the topics studied by the children and are changed regularly. Children have the opportunity to reflect their work and progress at different points throughout the year. All classrooms display the values and behaviour expectations of Abercorn School. Classrooms should provide a range of material to support teaching and extend children's independent or guided learning. These may include dictionaries, both fiction and non-fiction books and additional learning resources.

5.12   Use of ICT and technology within the classroom supports effective teaching. (see ICT policy)

5.13   All of our teachers reflect on their strengths and areas for improvement. Through regular meetings with the Senior Leadership Team or Academic Leadership Team teachers plan their professional development accordingly. We support our teaching staff in developing their skills, so that they can continually ensure effective teaching.

6   Planning

6.1   We plan our curriculum in three phases: Long-Term, Medium-Term and Short-Term plans.

6.2   Our planning is derived from statutory requirements. In Early Years, we draw our learning outcomes from Development Matters (2012) to ensure children hit developmental milestones and have the skills needed to begin statutory schooling in Reception. From KS1 through to KS3 the National Curriculum is used. From KS2 we begin to introduce elements that are relevant to the 11+ and 13+ ISEB syllabi. For example, timed reading exercises and comprehension with specific mark schemes to support pupils preparing for future school entrance application,

6.3   All planning considers formative, summative and standardised data as recorded on our online tracking systems, Tapestry and Learning Ladders (See 10- Planning from Assessment).

6.4   Together, Heads of Department and Heads of Year agree Long-Term plans for each subject. This indicates what topics are to be taught in each term, and to which groups of children. We review this Long Term plan on an annual basis and amend as appropriate.

6.3   Through our Medium-Term plans, we give clear guidance on the objectives and timeframe for each topic, as well as reference to cross-curricular opportunities and overarching resources.

6.4   Our Short-Term plans set out the learning objectives and success criteria for each session, to identify what resources and activities we are going to use in the lesson. We plan for differentiation and take into account previous learning. In EYFS, teachers write literacy, phonics, maths and integrated learning plans each week. These plans include adult led inputs as well as children's self directed learning. Pre-Prep and Prep teachers prepare Numeracy and Literacy STP for each cycle topic cycle. They prepare STPs for foundation subjects on a termly/half-termly basis to cover each teaching unit.

6.5   Planning at each academic stage demonstrates planned progression in all curriculum areas.

7 The Early Years Foundation Stage

7.1 The curriculum that we teach in the Reception class meets the requirements set out in the revised National Curriculum and the Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences within the seven areas of learning:

- Personal, Social and Emotional Development – *Prime area*
- Communication and Language – Prime area
- Physical Development – *Prime area*
- Literacy – *Specific area*
- Mathematics – *Specific area*
- Understanding of the World – *Specific area*
- Expressive Arts and Design – *Specific area*

7.2 Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in the Reception class builds on the experiences of the children in their pre-school learning.

7.3 In the EYFS, staff track children's progress regularly via Tapestry. Observations are uploaded weekly and used to plan for each child's individual needs.

7.4 We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing. Parents receive Tapestry training on entry into the EYFS and have access to regular observation to denote progress in class. Parents also have the facility to share their observation of their child with the class teacher.

7.5 When transitioning from EYFS to KS1, the learning outcomes and end of term data are transferred to the Learning Ladders assessment platform to allow for effective transition between the Key Stages.

8 Inclusion

8.1   The curriculum at Abercorn is designed to be accessed by all children regardless of age, ability and needs (please see SEND Policy). In order to meet these needs, modifications may need to be made to ensure the curriculum is personalised and accessible for each child.

8.2   If we need to modify the curriculum in order to meet a child's needs then we do this in consultation with the child's parent/carers and the SENDCo.

8.2   Provision for additional needs is planned for by all teachers in consultation with the SENDCo. Personalised planning is recorded on Short Term Planning documents.

In most cases, a child's needs can be met by the opportunities and resources provided by the class teacher. We will always seek to provide additional support for those children with SEND. However, where a child's needs cannot be met an Individual Education Plan will be put in place and outside agencies may be consulted.

8.3   For practice and compliance please see English as an Additional Language, Learning Support and Accessibility Policies.

9 Assessment

9.1 The objectives of assessment at Abercorn are:
- to enable our children to demonstrate what they know, and understand about what they have learnt;
- to support the children in understanding their next steps in learning and set targets;
- to personalise learning and plan lessons to ensure each child reaches their full potential including children with SEND and those working above age related expectation(ARE);
- to monitor progress and ensure all children make progress over time.

9.2   Effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

9.3   Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise children's achievement. It is based on the idea that the children will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

9.4   Assessment of learning (summative assessment) involves judging the children's performance against internal and external standards. Teachers provide assessment opportunities at the end of a unit of work; of a term; of a year; or of a key stage. For Year 1 and above this includes; Verbal Reasoning (VR), Non-Verbal Reasoning (NVR), Progress in Understanding Maths Assessment (PUMA) and Progress in Reading Assessment (PiRA) standardised tests.

9.5   We give our children regular feedback on their learning so that they understand what it is that they need to do better. We know their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

9.6 For Key Stage 1 and above, formative assessments will be recorded on Learning Ladders regularly and reviewed in Progress Progress Meetings   (See 11.6).

9.7 For children in the EYFS, progress will be tracked four times a year and recorded on Tapestry. These assessments will be reviewed regularly in Pupil Progress Meetings (See 11.6).

10 Planning from Assessment

10.1   Teachers plan lessons with clear learning objectives derived from analysis of data from either Tapestry or Learning Ladders. Success criteria is set to match the needs of each individual pupil.

10.2   Teachers share the learning objective with the children as the lesson begins and use success criteria to assess the children's progress towards achieving the learning objective throughout the lesson.

10.3 Teachers ask well phrased questions and analyse childrens' responses to find out what they know, understand and can do, and to reveal any misconceptions.

10.4   Teachers make a note of those individual children who do not achieve at the expected level for the lesson via Tapestry or Learning Ladders, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

10.5 All Short Term and Medium Term Plans are adapted regularly, based on data, to suit the needs of the class and individual children.

11   Monitoring and Review of Planning and Assessment

11.1 The Academic Leadership Team is responsible for the day-to-day organisation of the curriculum and assessment. They monitor the teachers' planning and ensure that all classes are taught the full requirements of the EYFS, the National Curriculum, Common Entrance Syllabi, and any other preparation needed to fulfil senior school entry requirements. They are also responsible for the monitoring of planning, teaching and learning to ensure appropriate learning objectives are set and delivered. (15.1).

11.2 Heads of Department monitor the way in which their subject is taught throughout the school. They examine Long-Term, Medium-Term and Short-Term planning, and ensure that appropriate teaching strategies are used. Heads of Department also have responsibility for monitoring the way in which resources are stored and managed (see 15.2).

11.3 Heads of Year, from Years 1 to 4, monitor all planning and standards in collaboration with colleagues in the year group.(15.3)

11.5. Moderations will be held within year groups at least once a term to moderate assessments on Learning Ladders or Tapestry. Teachers will provide work samples or other evidence to support their judgements. These meetings will be attended by either HoD or a member of ALT/SLT.

11.6. Pupil Progress meetings will be held twice - three times a year. Baseline (end of Autumn 1), end of Spring 2 and Summer 2 data will be used to form discussions. Teachers will complete a Pupil Progress Action Plan based on how they will address the points raised in the meeting and support pupil progress in the term ahead. The Responsibility for ensuring all points on the action plan are implemented lies with the teacher and will be monitored by ALT and SLT.

12   Target-setting

12.1   We are committed to giving all our children every opportunity to achieve the highest of standards. Target-setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by all our children. Targets may relate to individual children, groups of children within classes, or whole cohorts of children. We set targets in all core subjects for all our children in Key Stage 1-3 throughout the academic year. We discuss individual targets where necessary,

and communicate these to parents. We review the progress of each child throughout the term and set revised targets.

12.2 At Abercorn the targets we set:

- challenge all children to their best ;
- take into account each child's starting point for learning;
- encourage children to discuss and review their progress with teachers regularly;
- involve parents in their child's learning;
- lead to more focused teaching and learning.

12.3 Target-setting is a significant strategy at Abercorn for improving the children's achievement. We know that it will be effective only if we remember that the child is at the heart of the process. The targets that we set are challenging, but realistic, and take into account each child's starting point.

12.4 We involve the children in the target-setting process and, wherever possible, negotiate and encourage them to set targets for themselves. Regular feedback from teachers makes children aware of how they can improve their work and achieve their target. Target-setting for our children means that they have to make decisions about their own learning. This helps them learn more effectively, by making clear what it is that they need to do next in order to improve.

12.5 We inform parents about our target-setting process and our targets for their children during Parent-Teacher meetings and by distribution of a target setting proforma. The parents have regular opportunities to talk about their children's progress towards their targets. This helps parents to identify the ways in which they can support their child with work and encouragement at home.

Target-setting data

12.6 We use a range of information in our target-setting process:

- the Early Years Foundation Stage Learning Outcomes and Profile;
- internal school assessments - both formative and summative;
- Common Entrance results;
- monitoring and observation.

12.7 We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and in groups of children. This is then used to inform planning and provision.

Target-setting across the curriculum

12.8 In our school, we set a range of Small, Measurable, Achievable, Realistic, Targets (SMART).

12.9 Children in all key stages, with the exception of the Early Years, have their own English, Mathematics and Science targets. Targets are reviewed by both the teacher and child throughout the term.

12.10 We set broader targets in a range of other subjects and areas of school life.

12.11 We ask our older children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress.

13 Feedback and Marking

13.1 Feedback to pupils is very important as it tells them how well they have done, and what they need to do next in order to improve their work. Whilst teachers give pupils recommendations and suggestions as guidance, they recognise that pupils gain most when they think things through for themselves. Teachers should provide an effective learning environment where feedback is part of the daily routine and is valued and respected by all those involved.

13.2   We offer feedback (both verbal and written) in order to:

- show that we value the children's work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement.
- give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
- offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment so children take leadership of their learning;
- encourage collaboration and cooperation through providing and accepting constructive feedback from and for others;
- model expectations based on feedback;
- gauge the children's understanding, and identify any misconceptions.

13.3 We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking.

13.4 When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and highlight evidence to support our judgement. If we consider that the objective has not been met, we make it clear why we think so. In either case, we identify what the child needs to do in order to produce (even) better work in the future.

13.5 We have an agreed code for written marking as this ensures that we all mark in a way that the children understand and can respond to. There will naturally be some differences in the marking symbols and grading systems used by individual key stages, and the age of the children will have to be taken into account. However, all children are entitled to regular and comprehensive feedback on their learning from the class teacher. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

13.6 Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always mark the work themselves afterwards.

13.7 We allow time at the beginning of each lesson for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

Inclusion and assessment for learning

13.8 Abercorn aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

13.9 We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

Implementing the marking policy

13.10 The school has explicit rules that apply to all pieces of work. All work should have a clear Learning Objective with success criteria for each lesson. All work must be dated.

13.11 In addition to these general rules, there are specific rules for specific types of work, e.g. numeracy. These rules have been taught and will be modelled by the teacher throughout the teaching sequence. They make it clear what good-quality work in the subject is like.

13.12 The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not;

13.13 In order to encourage a positive response, feedback is constructive. Children are encouraged to have a Growth Mindset and so mistakes are not unusual in the learning process. The children are taught to celebrate mistakes that they have learnt from.

13.14 Marking should be linked to the Learning objective and success criteria set for the lesson. The teacher may comment on the children's progress towards their targets and will give constructive feedback based on these.

13.15 Where pupils interact in the marking process, they will be more engaged and receptive to correction. Therefore, this should be built into the planning.

13.16 When appropriate, children may mark their own or another child's work, but the teacher must always review this marking. Marking their own work is usually preferable, because when the teacher makes a point, the children need to be able to relate it to their own efforts.

13.17 Children will assess their work ahead of final marking using the appropriate system for their key stage. They may also be expected to perform specific checks to increase the quality of their work which will enable them to self-reflect at each step of the learning process.

13.18 In addition, at times, the children will indicate whether they think a particular target has been achieved.

13.19 Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.

13.20 Teachers will provide written feedback on spelling and grammar only in the following cases:

- if spellings and grammar were part of the lesson focus;
- if it is a spelling or grammar error that all pupils should know;
- if it is something related to the child's target(s).

14. The Role of Homework

Introduction

14 .1 Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support the children's learning.

Aims and objectives

14.2 The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote cooperation between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school, and to allow children to practise skills taught in lessons;
- to help children develop good work habits for the future.
- to pre-teach pupils in preparation for future lessons.

14.3   Homework is an important part of a child's education, and can support and extend a child's understanding of the learning delivered in school.

14.4 One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning through organisation and commitment.

14.5   Homework plays a positive role in raising a child's level of attainment. However, we also 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 activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. Children spend more time at home than at school. They develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

Types of homework

14.6   Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning.

14.7   We set a variety of homework activities weekly which are delivered through the Google Classroom Homework Hub's or as a concrete material.

14.8   In all Key stages, we give physical children books to take home and read with their parents as well as digital books via Reading Planet. We give guidance to parents on achieving the maximum benefit from this time spent reading with their child. Sometimes, we ask children to talk about a topic at home prior to studying it in school. For example, in the History topic on toys, we ask children to find out what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other children. Sometimes, we ask children to find and collect things that we then use in Science lessons, and occasionally we ask children to take home work that they have started in school, when we believe that they could benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the Internet.

14.9   All pupils and parents have access to the timetable of activities for the week via the Google Classroom to ensure that they can organise their time accordingly and gain support from their parents.

14.10 Each Key Stage prepare a variety of weekly activities as stated below:

● Early Years Foundation Stage: In the EYFS we ask children to prepare a short speaking and listening piece each week on a topic set by their class teacher. In Reception, we additionally ask children to share a class reading book with their parents for a few minutes each night.
● In Years 1 and 2: We expect children in Key Stage 1 to spend approximately one to two hours a week doing homework; this will include reading with a parent, and weekly spellings and Maths to pre teach, revise or extend their learning of mathematical concepts..
● In Year 3 and 4: We expect children in Key Stage 2 to spend approximately twenty to thirty minutes a night doing homework. Thus will include reading with a parent and weekly spellings and Maths to pre teach, revise or extend.
● Additionally, each half term, children in Years 1 - 3 are set a variety of Creative Curriculum tasks linked to the project they have been learning or will be learning in the upcoming half term.
● In Years 5 and 6: We expect children in upper Key Stage 2 to spend approximately 30–60 minutes per night on homework. We continue to give children the sort of homework activities outlined above, however, we expect them to do more tasks and with increasing independence. Homework is often set for other subjects.
● In Years 7 and 8: We expect children in Key Stage 3 to spend at least one hour per night on Homework which will be set by different subject teachers according to their homework timetable.

14.11 The amount of homework allocated should not exceed these timings. Year groups and departments will meet regularly to discuss the provision of homework, to ensure an equal spread and to ensure homeworks are differentiated appropriately for children's levels and to ensure they are accessible for those that receive support from the SEN team.

14.12 We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

14.13 Homework is marked according to the general school marking guidance (see 13). Any issues that may arise from the work, will be followed up with feedback during lesson time.

14.14 Homework is expected to be completed within the given timeframe. If this is not adhered to then teachers are to refer to the site-specific school behaviour policy.

How parents can support homework

14.15   Parents have a vital role to play in their child's education, and homework is an important part of this process. They are asked to provide their child with the sort of environment that allows them to do their best. In order to enhance learning, parents should provide a good working space at home and discuss the work with their child.

14.15   We ask parents in Year 1 and above to check the homework schedule regularly.

14.16   We ask parents to encourage their child to complete the homework tasks that are set within the time frame given. We invite them to help their child as and when they feel it necessary. If a lot of support is needed, parents are encouraged to communicate with the teacher how their child found the task via email or as written feedback on the work.

14.17   If parents have any questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a general nature, they should contact the relevant

Curriculum Coordinator for their building. Finally, if they wish to make a complaint about the school homework policy, or the way in which it is implemented, parents should contact the Headmaster.

Use of ICT

14.18 The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed.

14.19 There are many websites containing highly educational material which can have a powerful effect on children's learning. We use some of these in school and we encourage pupils to use them to support their learning at home. Parents are advised always to supervise their child's access to the Internet.

14.20 We discourage children from bringing memory sticks into school, because of the risk of viruses. However, when appropriate, a teacher might suggest that a child's work is e-mailed or uploaded to the relevant Google Classroom assignment.

14.21 We also discourage children from copying and pasting information directly from the internet. This is a form of plagiarism and is not benefiting the pupil's understanding and development in the subject. Pupils should ensure that they use their own words or reference where they have taken this information from.

15   The Roles of Leadership

15.1 The role of the Academic Leadership Team

The role of the Academic Leadership Team is to:
● advise Heads of Department on the update, review and development of schemes of work, policies and department plans; the use of performance data to improve pupil achievements; national developments in the curriculum at all levels;
● collate and monitor Medium-Term plans, schemes of work and subject policies;
● monitor standards of teaching and learning within the school, by working alongside and observing colleagues, in addition to analysing work and outcomes; take action to improve further the quality of learning and teaching;
● monitor assessment and target setting procedures, including diagnostic testing and SEN, and ensure that colleagues are working in line with all policies.
● oversee the recording and reporting procedures in the school.
● monitor developments in education which might impact upon the curriculum offered;
● work collaboratively to analyse academic results and ensure that all ongoing student data is entered onto the school's management information system;
● oversee the administration of any relevant internal and external examinations, including verbal and non-verbal testing.

15.2   The role of the Head of Department

The role of the Head of Department is to:

● provide a strategic lead and adirection for the subject;
● support and advise colleagues on issues related to the subject;
● monitor pupils' progress in that subject area, ensuring Tapestry/Learning Ladders is updated weekly.

- provide efficient resource management for the subject.
- keep up to date with developments in their subject, at both national and local levels.
- Review the way in which the subject is taught in the school, and plan for improvement linked to whole-school objectives.

Each Head of Department reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and Common Entrance syllabi, and sees that progression is planned into schemes of work. Once submitted the school will provide the Head of Department time to observe and feedback to members of staff within their weekly timetable.

15.3   The Role of the Head of Year

The role of the Head of Year is to:

- lead by example and ensure practice within the year group reflects our ethos, aims and policies;
- to establish good relationships, encourage and model good working practices and support/lead teachers/teaching assistants in the year group;
- coordinate the delivery of the academic and pastoral curriculum, and liaise with the Deputy Head, ALT and other Heads of Year where necessary;
- to coordinate the planning for the Year Group according to deadlines;
- track and monitor standards of achievement within the Year Group;
- ensure teachers within the Year group are following Abercorn School marking, recording and assessment guidelines;
- to inform the SENDCo and take a lead responsibility with the SENDCo in coordinating any appropriate interventions for students, within your year group, regarding achievement.

The role of the Head of Year is to work in collaboration with their year group colleagues to produce all the planning for the year group, to oversee, manage and give feedback.

15.4 The Role of the Board of Directors

Our Board of Directors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include subject audits from Heads of Department, the Headteacher's report to the Board of Directors, and a review of the in-service training sessions attended by staff.

15.5 The Role of Parents

At Abercorn parents have a fundamental role to play in helping children to learn. The School continuously works to keep parents informed about their child's learning:

- by holding parents' evenings to explain our school strategies for literacy and numeracy, and to discuss the progress of their child;
- by sending information to parents, at the start of each term/half term in the form of a curriculum overview or weekly by newsletter, which outlines the topics that the children will be studying during that term at school;

● by sending regular reports in which we explain the progress made by each child, and indicating how the child can improve further;
● by holding workshops in the EYFS to explain how boths Phonics and Maths work in school and how parents can support this approach at home;
● by sharing strategies to help with homework such as supporting reading or how to help older children with their projects and investigative work.

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

● to ensure that their child has the best attendance record possible;
● to ensure that their child is equipped for school with the correct uniform and PE kit;
● to do their best to keep their child healthy and fit to attend school;
● to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
● to promote a positive attitude towards school and learning in general;
● to fulfil the requirements set out in the home–school agreement.

16   COVID-19 and Remote Education

16.1 Our remote education aims to:

● ensure pupils receive clear explanations of work from a familiar teacher
● support pupil's growth in confidence with new material through scaffolded practice
● ensure application of new knowledge or skills
● enable pupils (or parents) to receive feedback on their submitted work as well as how to progress their learning further
● continue to place pupils well being at the heart of our teaching.

16.2 In the event of a school closure, Abercorn is committed to providing continuity of education to pupils and will do so through a process of remote (online) education. Children will have access to daily lessons taught by their teacher through the Google Classroom platform across all year groups. Regular communication with teaching staff will be facilitated through either Zoom in the EYFS or Google Meets in Key Stage 1 and above. All class work set will be fully explained by a teacher who will be available to answer questions. The amount of provision provided will vary depending on the age of the child but children will be asked to work their normal school day hours. In the EYFS all work will be submitted via the Tapestry platform. In Key Stage 1 and above work will be submitted via Google Classroom. Reading will continue via Rising Stars for pupils in Reception and above.

16.3 In the event of shielding pupils, where a pupil is unable to attend school because they are complying with clinical or public health advice, the school will be able to immediately offer them access to remote education. Pupils will be provided with tasks and lessons to extend their learning and have regular contact with their class/form teacher. All work will be set via Google Classroom.

16.4 In the event of a pupil not attending for other reasons teachers will not be expected to provide live lessons and tasks on Google Classroom. Teachers will stay in touch with parents to support children's return to the physical school building.

16.5 All communication with pupils will be through their school Gmail account. For our youngest pupils parents will be able to use this email to communicate with their child's class teacher.

16.6 In the event of a school closure, pupils, parents, carers and teachers are reminded that the school's Safeguarding and Child Protection still applies to all interactions between pupils and teachers. In that

policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.