



Holly Park School

Learning & Teaching Policy (Including homework)

1. Introduction

1.1 Our school community believes in the concept of life-long learning. The aim of this policy is to ensure that the learning experience is challenging, rewarding, stimulating, inclusive and fun.

1.2 The intention of this policy is to equip all staff with the necessary tools to fulfil this aim.

2. Objectives

2.1 For all our learners to have a successful learning experience.

2.2 To ensure that all staff deliver effective teaching.

Links with the UN Rights of the Child

Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 15

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 31

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

3. Effective Learning

3.1 Pupils are more likely to be engaged with the curriculum they are offered if they believe it is relevant and if they are given opportunities to take ownership of their learning. Clearly, learning is not confined to the time they spend in school, but at Holly Park, we believe that we have a central role in helping pupils to develop the skills and attitudes for learning on which they can draw throughout their lives. Setting clear expectations and modelling positive attitudes, particularly for those whose experience outside of school may not reinforce the importance of learning, is therefore of paramount importance.

3.2 We acknowledge that children learn in different ways and recognise the need to continue to evolve and develop strategies to enable all our children to learn in ways that best suit them.

3.3 We believe that children learn best when....

- they feel happy, secure, confident and valued
- their surroundings are lively and interesting
- they have access to a range of appropriate resources
- they have entitlement to the full range of the curriculum irrespective of ability or disability, social background or gender
- they have time to reflect and talk about their experiences
- they know they are making progress and are able to celebrate their achievements
- they have opportunities for practical, relevant exploration of ideas
- they are able to work collaboratively as well as independently
- they know what is expected of them
- work is matched to their individual needs
- learning is relevant to their lives in the wider community
- they are taught the skill of perseverance.

4. Learning Partners

4.1 At Holly Park, the children are not grouped routinely in class by their academic achievement, and are not set across year groups (except for maths in Y6), as educational research shows that this has little or no effect on improving learning. The children work with their own class for all their lessons unless they are withdrawn for intervention work, or for guided reading (which are grouped).

4.2 Learning partners are chosen at random, and for the whole week, the children sit next to their learning partners. Sometimes they will work on a project together, sometimes they will discuss their ideas, and sometimes they will read through and feedback back on each other's work. In KS1 children sit next to their learning partner on the carpet.

4.3 At the end of the week, the names are jumbled up again, and new learning partners are chosen for the following week.

4.4 In KS2, teachers may use their assessment knowledge to identify groups of children who will need targeted teaching away from their learning partners – e.g. focus groups for additional teaching. However, in KS2 the children will spend the majority of their time with their learning partner. In KS1 the children are drawn together to work in teacher led groups on a flexible basis depending on the assessment the teacher has made about the child's prior learning and needs.

5. Learning Outside

5.1 We believe that every child should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. We believe that places other than the classroom should be used for teaching and learning. We aim to use our own premises as well as the local community and the wider environment to support our curriculum. Experiences outside the classroom will develop learning. We are a Forest School and classes of children are taught at Forest School across the year.

5.2 It is important that:

- Learning outside the classroom provides valuable learning opportunities for all children whilst contributing to their social and emotional development. Therefore, it is essential that children in all year groups are given opportunities to go on educational visits

- The school plans that each year group from Year 1 to Year 6 should undertake at least two trips during an academic year and a visit to a place of worship
- The school is also committed to providing an annual residential trip for pupils in Year 5 & 6
- All learning outside the classroom must have a clear educational purpose which needs to be communicated to both parents and children
- The trip should be linked to something the children are learning about and its purpose should be to enrich children's learning and bring it to life
- Educational visits provide children with the ideal opportunities to learn about risks and how to manage them safely. Asking children to identify potential risks prior to a visit teaches them about responsibility and how to avoid dangerous situations
- For information on procedures, such as pre-visits, risk assessments, transport arrangements and medical requirements, refer to the policy for educational visits.

6. Reflective Learning

6.1 We reflect our diverse community through our teaching and learning by tailoring our curriculum to meet the needs and backgrounds of our community.

6.2 The teaching and learning of the curriculum aims to reflect the needs, backgrounds and diversity of the class. Texts and other resources will be carefully considered for their cultural quality and broad in nature and a range of work will reflect the school community.

6.3 We hold events to embrace and celebrate our diverse community e.g. Cultural Day, International fair.

6.4 We encourage children and their parents to share their expertise and knowledge with the school community.

6.5 School and class displays should reflect the class makeup and the school's community.

7. Learning Skills

7.1 At Holly Park, we believe that children should be taught the skills demonstrated by effective and successful learners. These are taught alongside the National Curriculum.

7.2 The key learning skills required by pupils are defined by Holly Park as:

- Creativity
- Team Work
- Self Management
- Enquiry
- Commitment
- Reflection.

8. Effective Teaching

8.1 At Holly Park we believe in consistently providing high quality teaching to meet our learners' needs as effectively as possible. We believe that securing at least good quality teaching will benefit everyone and build a purposeful and meaningful learning environment where all can succeed. Teachers will ensure that all learners are challenged to reach their full potential and that children are provided with the skills to learn and progress throughout their lives.

8.2 At Holly Park:

- Teachers will show a commitment for quality first teaching at all times

- Teachers will be prepared and organised for all lessons
- Teachers will use prior knowledge of assessment to inform their teaching
- The school adopts different teaching models according to year group and time of year,
- Teachers must adapt teaching styles to encompass all needs and learners.

8.3 We believe that securing the following principles of teaching will benefit everyone and strengthen the relationship between learning and teaching:

- Resources will be used effectively to support learning in all areas of the curriculum
- Lessons will have a good pace ensuring there is adequate time for learning
- Lesson will be pitched at the appropriate milestone for each class or group
- Teachers will set clear expectations that are challenging but achievable
- Teachers will ensure that all pupils know what they are learning and how to achieve
- Teachers will have good subject knowledge
- A range of quality questions will be used to probe, extend and assess a child's knowledge
- Learning will be engaging and purposeful
- Effective differentiation will ensure all children can achieve and be stretched
- The school's behaviour policy will be followed as part of good classroom management
- Children will be encouraged to be independent learners
- Teachers will create an atmosphere where children feel confident enough to take risks, persevere and can accept and learn from failure. Children are encouraged to be resilient
- Teachers will ensure all of the curriculum is covered for their year group at appropriate times
- Teachers will use their professional judgement to adapt and change lessons
- Teachers will use a variety of lesson structures to best fit the learning
- Teachers will form positive relationships with all pupils in the class
- Teachers will make use of independent, paired, group and whole class activities.

9. Planning

9.1 At Holly Park, planning is based on the National Curriculum and the statutory guidance for EYFS across all key stages and subjects. It will encompass long term overviews, medium term plans and short term plans which will be adapted and amended as necessary. Planning is a working document which takes into account differing needs, abilities and learning styles.

9.2 We expect that:

- All lessons will be planned and adequately prepared
- Staff will use the agreed Holly Park planning format for long term and medium term planning
- All lessons should have a clear purpose or learning objective
- Success criteria should be discovered, created or given
- Many lessons will have different levels of challenge to support differentiation
- All weekly plans must be on the school system weekly for the following week
- All plans must be dated.
- Medium term planning will include a termly newsletter for parents that will go on the school website

9.3 At Holly Park, effective long term planning:

- Will be derived from the National Curriculum programme of study and learning programmes for EYFS to ensure all areas are covered across 3 terms
- Will identify opportunities for cross curricular links

- Will be topic based and will include a key quality text
- Will identify opportunities for curriculum days and school trips and visits.

9.4 At Holly Park, effective medium term planning

- Will be created for all subject areas from year 1 to year 6
- Will allow opportunities for children to apply skills
- Will have a clear progression of skills
- Will use long term plans and schemes of work to identify skills to be taught

9.5 At Holly Park, effective weekly planning:

- Can be in any format which suits the needs of the team who will be using it
- Does not have to be full of content or detail
- Will include clear and specific learning intentions that children and other adults can understand
- Be easily differentiated to provide three levels of learning (Cool, Warm and Hot in KS2

and • • • • in KS1)

- Include opportunities to encompass a variety of learning styles and challenges
- Will be shared with all relevant colleagues

10. Effective Assessment

10.1 At Holly Park we aim to ensure a consistent approach to assessment that is in line with LA and national requirements. It will show progression developments and achievements of individuals whilst highlighting areas for further development. At Holly Park we believe that assessment can improve learning not just measure it. Assessment at Holly Park is both formative and summative.

10.2 At Holly Park, we expect that:

- All teachers will carry out ongoing assessments
- All children will be assessed regularly through teacher assessment and appropriate tests
- Teachers will regularly analyse data and use this to inform their teaching
- Regular moderation will take place to ensure assessments are accurate
- All assessments will be given to LA and National databases when required.

10.3 For assessment to be effective:

- Children will need to understand their strengths and weaknesses and be aware of their next steps in learning
- Teachers will use a variety of assessment methods to inform their judgements of an individual in all areas of the curriculum
- Teachers' judgements will be regularly moderated against the national guidelines
- Holly Park will take opportunities to collaboratively assess with other schools against national guidelines
- Tests (including national) will be used as a part of formal assessment
- Assessment is used regularly to identify gaps in learning, therefore informing future teaching and learning
- Pupil progress meetings will be used to monitor progress against end of year targets and identify any intervention and support

- Assessments will be periodically reported to parents, LA, Governors and National databases
- Data will be collected regularly and analysed to identify areas of strengths and weaknesses at school, group, class and individual level. This will be used to inform school improvement planning, identify support and celebrate areas of strength
- All children will be expected to make good progress, most children will be challenged to make accelerated progress
- National data and internal data is used to assess the school's overall progress and attainment to set challenging targets
- Assessments of all children will happen within the first 6 weeks of joining the school
- Observations will be used to inform assessments.

11. Marking and Feedback

At Holly Park we have a separate marking policy which has more detail

- Meaningful feedback that improves pupils' work **does not have to be written** (Department for Education's marking review group and the Education Endowment Foundation)
- Most pupils need a low level of scaffolding or prompts, but very few need extensive modelling and 'hand-holding' through extensive marking.

11.2 We aim to:

- Provide consistency and continuity in marking and feedback throughout the school so that children have a clear understanding of teacher expectations
- Encourage children to look at mistakes in a positive way
- Raise standards by celebrating successes and encouraging children to improve on their last piece of work
- Create a dialogue which will aid progression and improve children's confidence and self esteem
- Help pupils to understand how well they are doing, where a piece of work can be improved and offer additional challenges that extend learning
- Provide teachers with information about future planning
Develop children's ability to self and peer assess

11.3 Throughout the curriculum, effective questioning will be used as an assessment tool.

11.4 Throughout all lessons teachers will provide verbal or written feedback at a class, group or individual level.

11.5 Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Not overload a child – it needs to be meaningful

- Provide specific guidance on how to improve and not just tell students when they are wrong

11.6 In response to marking and feedback learners should be taught how to develop strengths and address weaknesses.

11.7 Our policy on feedback has at its core a number of principles:

- The sole focus of feedback and marking should be to further children's learning
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification
- Written comments should only be used where they are accessible to students according to age and ability
- Feedback delivered closest to the point of action is most effective, and as such, feedback delivered in lessons is more effective than comments provided at a later date
- Feedback is provided as part of assessment processes in the classroom, and takes many forms other than written comments
- Feedback is a part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books
- Feedback will be positive, motivating and constructive
- It will be at the child's level of comprehension
- It will be related to a **specific** learning objective for that piece of work or a target the child is working on
- It will identify what has been done well and what still needs improvement
- It will positively impact on the child's progress
- It will be consistent throughout the school
- Wherever possible, it will be discussed and completed with the child present

11.8 Feedback may be given in one of three ways:

1. Immediate – at the point of teaching
2. Summary – at the end of a lesson/task
3. Review – away from the point of teaching (including written comments)

11.9 We have different styles of marking for writing, maths and other curriculum subjects.

12. Inclusion and Equality

12.1 We aim to be an inclusive school, and treat all our pupils with respect regardless of race, religion, gender, sexual identity, home background or any other element of their life.

12.2 Prior to a child starting in school we liaise with previous schools and outside agencies to assess individual needs of the child entering the school.

12.3 We actively seek to remove the barriers to learning.

12.4 We aim to provide opportunities outside the National Curriculum such as after school clubs.

12.5 The staff are committed to ensuring pupils reach their potential.

12.6 We celebrate any differences and value all pupils equally.

12.7 All children are valued irrespective of age, ethnicity, gender, disability or background.

12.8 Holly Park will not tolerate racism, bigotry, sectarianism or discrimination.

12.9 We acknowledge the ability to speak more than one language is of great value to the individual and the school.

12.10 We are committed to supporting pupils with EAL.

12.11 Equality of opportunity is a reality for children within the school through the attention given to the individual as well as the groups of children in the school community:

- Pupil Premium
- Girls and boys
- Minority ethnic and faith groups
- Children with English as an additional language
- Children with Special Educational Needs and disabilities (SEND)
- Able, gifted and talented children
- Children who are at risk of disaffection.
- Travellers & Asylum seekers/refugees
- Children who are looked after by the Local Authority
- Others such as those who are sick, are young carers, are in families under stress.

13. SMSC and British values

13.1 Holly Park is committed to promoting and enhancing the pupil's social, moral, spiritual and cultural development as part of a democratic and ethnically diverse society. We also promote British Values which are:

- democracy
- the rule of law
- individual liberty and
- mutual respect and tolerance of those with different faiths and beliefs.

13.2 We are committed to preventing the radicalisation of our pupils, and have a robust and comprehensive PREVENT policy and strategy.

13.3 We believe that children should be taught to have: resilience, self-respect, respect for others, to have high aspirations and expectations of themselves in order to be prepared for life as British citizens in a challenging and ever changing society.

13.4 At Holly Park School, we promote the children's spiritual development by:

- Teaching a comprehensive and relevant Religious Education curriculum
- Emphasising the links within and between learning by delivering a holistic and creative curriculum which encourages a sense of awe and wonder
- Promoting and developing every learner's growth mindset and creativity
- Teaching all members of the school's community to be reflective and increasingly self aware.

13.5 At Holly Park, we promote the children's moral development by:

- Exploring controversial viewpoints and topics within the curriculum

- Using circle time and the PSHE curriculum to explore issues in their own, and others' lives
- Providing a safe and secure learning environment in which all views are valued, respected and given equal weight. This should be seen as part of the culture of our school and be part of normal daily practice
- Having clear expectations in terms of behaviour and a clear policy to deal with behaviour that is not acceptable. Pupils are encouraged to be responsible, be self-reflective and understand the consequences of their actions
- Teaching the rule of law, the difference between right and wrong and how to respect the law both as part of the curriculum and within the general ethos of the school as a community.

13.6 At Holly Park we promote the children's social development by:

- Promoting inclusive playtimes and having high expectations from our children in terms of tolerance and respect for others regardless of religious, ethnic or socio-economic background as part of our school culture
- Teaching as part of the curriculum, how to resolve conflict and cooperate with others, especially where there is disagreement
- The teaching of British values, promoting social skills in order to participate fully as a citizen in modern Britain
- Having clear boundaries and expectations in terms of behaviour with clear policies that are consistently followed.

13.7 At Holly Park we promote the children's cultural development by:

- Celebrating the diverse demographic of our school
- Learning about and celebrating the beliefs and ideas of different countries and cultures
- Teaching about elections and the British parliamentary system through the curriculum and in assembly time
- Providing opportunities for the children to participate in activities which promote cultural awareness, such as: art galleries, Modern Foreign Languages and trips to museums and other places of cultural interest
- Having an active school council which is democratically elected and acts as a conduit between senior staff and pupils.

13.8 At Holly Park we are a Values based school. We developed our values by consultation with parents, governors, children and staff. We have 11 values each year (1 value each month) The values are discussed in assemblies and shared with parents in our newsletters and on the website.

14. The Use of Information and Communication Technologies

14.1 Holly Park is committed to the safe, appropriate and professional use of ICT to support and develop learning and teaching. We also recognise that many children will have more confidence and experience with ICT than the teaching and support staff, and seek to use this expertise to enhance learning opportunities.

14.2 Holly Park recognises the huge developments in ICT in the recent past and sees this field as ever changing and as a result seeks to build comprehensive skills and knowledge which will equip children well for a future that remains unpredictable.

14.3 Computing at Holly Park is not seen as a solely discrete subject, but as an opportunity to enhance learning across the curriculum, although discrete Computing lessons are used to develop specific skills.

14.4 We use ICT in the Curriculum in the following ways:

- By following the National Curriculum for Computing
- Fitting every classroom, and many support rooms, with Interactive Whiteboards, which support the teachers and other staff in delivering interactive learning opportunities It is the school's view that these should be used as part of daily practice, however they should not be used all the time as this can cause familiarity and monotony
- Using ICT to support the wider curriculum through the use of peripheral equipment such as digital cameras, electronic microscopes, viewers, musical instruments, etc.

14.5 The school is committed to ensuring that children know how to use ICT safely and responsibly, and has a well-defined Online Awareness Policy. This important area is also taught as part of the wider computing curriculum. An annual e-safety day is held at the school and we also support Safer Internet day and teach about online bullying during anti bullying week.

14.6 The school has a website. This is used to improve home-school relationships.

14.7 ICT is also used to support the management of learning and teaching.

- Planning and resources are stored on the school's central server, in a well-organised drive
- Pupil personal data is stored on Integris. Assessment data is stored on 'Insight' and all teaching staff have the ability to access it. It is the teachers responsibility to ensure that data is kept up to date, and deadlines for data uploads are kept
- Teachers will provide annual reports for children using ICT and these will be professionally and appropriately presented
- Text messages can be sent by the office to contact parents and remind them of important information
- As part of their teaching and learning responsibility, teachers may write letters to parents as part of keeping them informed of curriculum needs, events or visits. These must be professionally written and checked before being sent out
- Staff are expected to check their email daily as this is a key method of communication in the school.

15. Learning Environments

15.1 At Holly Park, the following principles will be evident in all classrooms and learning spaces:

- All learning spaces should facilitate independence
- Classrooms and other learning spaces should be tidy and organised
- All learning environments should be well and appropriately resourced
- Displays should be purposeful and useful
- Behaviour systems/management should be consistent in line with school policy
- The environment should be flexible and adapted to purpose
- Success should be celebrated

15.2 We facilitate independence in the following ways:

- By providing clearly labelled and accessible resources
- By providing a range of resources that support learning (word mats, times table grids etc)
- By encouraging children to use all resources independently as appropriate

15.3 Learning environments should be tidy and well organised:

- Classrooms should be kept tidy and free of clutter
- Children should be expected to be responsible for managing class resources appropriately

- Classroom and school rules and routines should be clear and consistent and displayed where appropriate
- Learning partner charts should be displayed in each classroom

15.4 All learning environments should be well and appropriately resourced:

- Each class should have a book corner designed to encourage reading
- Classroom and school resources should be responsibly shared and managed
- Each class has assigned to it a basic allocation of resources suitable to each year group and other resources are kept in subject areas
- There is a distinction between curriculum resources, such as: word mats, times table grids etc, and classroom resources such as: glue sticks, pens, pencils etc. These should be responsibly managed by the class teacher

15.5 Displays should be of high quality and purposeful:

- There should be broadly speaking two types of display in the classroom:
- displays that show children's work and the current class topic
- displays that directly support the children's learning, for example: literacy or maths walls
- There should be a Vocabulary tree in every classroom that shows vocabulary linked to the curriculum. The Learning Skills should be at the root of the tree.
- Displays should be changed across the year to reflect current learning

15.6 Behaviour systems and management:

- The school's behaviour policy must be displayed in the classroom and be consistently followed by all staff
- Teachers must take into account the diversity and varying needs of their class
- Positive reinforcement is a key principle in managing behaviour
- There should be clearly established rules and routines in place
- Marble jars, Star of the Week and House points should be displayed and used consistently
- Each Classroom should have a Class Charter displayed
- Computer rules, The High 5 and the Holly Park Way should be displayed in each classroom

15.7 Classrooms should be flexible and suited to purpose:

- Teachers should be encouraged and supported to experiment with the layout and organisation of their class to facilitate the best learning environment

15.8 Celebrating success:

- House points should be awarded for positive behaviour and recorded visibly in class
- Marble jars and treats should be awarded for whole class effort and success
- Head teacher awards are to be given to celebrate: progress, effort and/or a learning breakthrough
- Stickers are awarded for great effort with curriculum work and are awarded in relation to our Learning Skills
- Star of the Week certificates should be given to children who have stood out during the week either with their behaviour or personal academic achievement. One certificate each week is voted for by the class.
- Star of the Week certificates are to be given out in a weekly celebration assembly
- Golden Tickets are awarded by our MTS for politeness, caring, helpfulness etc during lunchtimes

- Attendance stickers and certificates celebrate attendance each half term or term which is over 96%

16. Behaviour

16.1 At Holly Park we aim to promote a pleasant, positive and respectful attitude in all our pupils, with an emphasis on self-discipline; respect for others, their opinions and property; courtesy; and good manners.

16.2 We are committed to working in partnership with parents and outside agencies in creating a happy, balanced, caring and safe environment in which our pupils can thrive and achieve academic and personal success.

16.3 At Holly Park, we endeavour to ensure that staff work together to maintain high standards of behaviour with all members of the team supported and valued.

16.4 Our aim is to be positive and praise and reward good behaviour and to be fair and just to all our children.

16.5 At Holly Park we are a Rights Respecting School.

16.6 At Holly Park, we expect children to come to school with a positive learning behaviour.

- To arrive in school ready to learn
- To be motivated and on task
- To work collaboratively with their learning partner
- To follow the class rules and expectations
- To attend school daily and on time.

16.7 We expect that all staff will follow the Behaviour Policy:

- To promote respectful attitude in all our pupils
- To be positive and praise and reward good behaviour
- To display the school code of conduct and systems of sanctions in the class room and referred to it on a regular basis
- To establish a class charter relating to Rights Respecting Schools in consultation with the pupils at the beginning of the year
- To provide motivational rewards such as house points etc

16.8 In addition, we expect staff to:

- Commit to working in partnership with parents and outside agencies
- Ensure all staff work together to maintain high standards of behaviour
- Provide an exciting and stimulating curriculum
- Be fair and just to all our children.
- Have clear and consistent expectations
- Have consistent and clear routines
- Have good classroom management skills and organisation.

16.9 Some children will require additional support from our Learning Mentor. Some children may need to be referred to HEWS or CAMHS

17. Presentation of Work

17.1 At Holly Park we expect all work to be presented to the best of each child's ability. This reflects a pride and care in their work that we strongly encourage as part of our wider school culture. We have a separate Presentation policy with clear guidelines for each year group.

17.2 In the Early Years, children are taught correct letter formation, finger spacing, etc, as part of their presentation of learning

17.3 As children progress through the school, they are required to present their formal written work neatly, using the following acronym:

D: Date

U: Underline

M: Miss a Line

T: Title

U: Underline

M: Miss a line

17.4 In the early years, children are encouraged to choose the writing instrument they will use in a given task. As they progress through the school, the children continue to make this choice between pen and pencil, however there are some restrictions to this:

- The school provides black or blue pens for all pupils
- The school provides writing pencils for all pupils
- The school does not encourage the use of rubbers in any subject other than art and design and accurate technical diagrams. Display quality work may also require the use of a rubber.
- Written errors should be corrected by a neat, single line horizontally through the error. Felt-tip pens should not be used in exercise books. Any colouring should be in pencil
- All drawings and diagrams in books other than the sketch book must be in pencil.
- Work in Maths books should be in pencil.

17.5 Books must be kept neat and tidy. Doodling on the cover of a book, or within a book is not accepted.

17.6 If the presentation of work falls short of the school's expectations for that child's age or ability, the teacher should use their own professional judgment in deciding whether the child should redraft the work in their playtime or lunchtime, and the teacher is responsible for ensuring that the child is appropriately supervised by an adult.

17.7 The school has a consistent approach to handwriting. We use the Penpals scheme from nursery to Y6. Penpals has four planned sessions of handwriting for each week. Fine motor control and accurate letter formation are encouraged and supported throughout the Early Years, in line with each child's personal development

18. Homework

18.1 At Holly Park we believe that homework is vital to help the children and parents understand that learning is a life skill that does not just happen in the classroom. We nurture a belief that learning is a continuous process which should be happening outside as well as in school. We encourage parents to take an active role in their child's learning. Homework should enhance the child's experience of the curriculum, and should inspire the children to share their learning with their family and friends.

Learning and Education is a partnership between home and school and there are certain areas such as reading, spellings and multiplication tables which parents can really support their children

with. Whilst we teach multiplication and spelling at school and we do not expect children to do all the learning of spellings, multiplication etc at home – those who practice at home and are supported at home tend to be more confident with these skills.

18.2 At Holly Park, homework is set weekly. Homework can include reading, multiplication tables, spellings or be part of the planned programme of work for the class. Work will build on and consolidate class work, allowing parents a chance to help support their child's learning.

18.3 Homework will be acknowledged by the staff each week.

18.3 We expect that children will read at home regularly. In KS2 children read from our Reading Challenge and complete a reading log.

18.4 In Reception and KS1 Key words will be sent home to learn with their Bug club book.

18.5 We encourage parents to support their child's learning by supporting any activities set for home learning as set out below:

In Reception children take home books to read and key words. They also need to access Bug club online books

In Year 1 children have a weekly open-ended task to do from one subject in the curriculum. This is a broad and balanced range throughout the year. The children also take home weekly phonics words to practice. In Year 1 phonics words (both real and Alien) will be sent home weekly. They take home a free choice book from the book corner and an electronic Bug Club book.

In Year 2 the children have a weekly open-ended task to do from one subject in the curriculum. This is a broad and balanced range throughout the year. They take home a free choice book from the book corner and an electronic Bug Club book.

In Reception and KS1 children take home books from the book corner and have access to online Bug Club books that are phonetic and graded in difficulty and support the phonics approach to reading. They take home a free choice book from the book corner and an electronic Bug Club book.

In Years 3, 4 and 5 the children have a weekly open-ended question to answer and present in their own style. The questions allow for self-differentiation; fit with each individual's own learning style and are designed to show breadth across all subjects over the year. In addition, the children will complete either one maths task or one Spelling, punctuation and grammar task each week. These 2 tasks are alternated each week. Children in KS1 and KS2 have access to My Maths which they can also access at home

Children in Year 3 and 4 are also encouraged to practice times tables each half term for a half termly tables test. Parents will be informed about which times tables should be practiced each half term. Times tables is an area where parents can really help to practice and reinforce quick recall. Children should practice times tables every week at home supported by parents. Practising times tables at home is part of the Holly Park homework provision.

Year 6 homework is the same as the other junior years and in addition there is a weekly comprehension task. In Year 6, additional homework may be sent home as part of the preparation for the transition to Key Stage 3.

In KS2 children take home spellings every half term. These are a mixture of common words, national curriculum words, non-nonsense spelling pattern words and topic words. There is a half termly spelling test. Children should practice spellings every week at home supported by parents. Times tables is an area where parents can really help to practice and reinforce quick recall. Spelling is part of the Holly Park homework provision.

In KS2, children should read for 30 minutes every day. This is best done supported by an adult. Adults should discuss the text with their child. This helps comprehension skills.

18.6 We encourage most homework to be done on Google Classroom as far as possible. For children who do not have easy access to an electronic device to do their homework, we will provide a large homework book.

18.7 The amount and frequency increases as children progress through the school. Phase team leaders monitor the level and amount of homework to ensure it is consistent across the phase team, and in line with this policy.

19. Parental and Community Involvement

19.1 At Holly Park we believe that parental and community involvement is an important part of a child's development. We encourage everyone to participate fully in the life of our school community. We foster strong links between families and the school and encourage involvement in every aspect.

19.2 Parents are encouraged to take an active part in their child's learning:

- We provide a warm, welcoming environment, for example by teaching staff being visible and available at the beginning and end of each day
- Staff are open and approachable
- There is open communication between the school and its community through things such as parents evenings, regular newsletters, the school website, texts and letters, and workshops
- We have good Parent representation on our Governing Body that we try to ensure represents the school community
- Parents are expected to sign a home/school agreement which covers such things as homework, behaviour and ICT. This will be revisited at the start of each key stage.
- The school participates as much as possible in the life of the wider community using links such as Barnet school competitions, volunteer readers and parent helpers, the Arts Depot Theatre, multi-agency links, the Library service and other community groups
- Where possible, staff should support the PTA and should attend a range of PTA events including the Christmas and Summer fairs
- Staff should demonstrate professional integrity when working with parents, the community and outside agencies
- We build positive relationships with new pupils before they start, usually through a home visit

19.3 At Holly Park we celebrate the children's success with their families by:

- Inviting family members to class assemblies to celebrate and share our learning with parents and the community
- Applauding their achievements with certificates
- Holding many events that involve the whole community such as shows, concerts, sports days and other events across the year

19.4 We share the children's progress with parents by:

- Holding two parents' consultation evenings each year to discuss children's progress and learning
- Offering opportunities to meet teachers after the publication of annual reports, in the Summer Term
- Offering 'Book Look sessions throughout the year in years 1 to 6
- Welcoming parents into the school to discuss progress at other times if needed,
- Fulfilling our duty to offer parents of a child with a statement or an education health care plan an annual review
- Offering a 'meet the teacher' morning held in September to introduce the staff and expectations of the year
- Writing a personal report for each child informing parents of progress and attainment which is sent home in July
- Fulfilling our statutory obligation to report a child's national curriculum assessment results and teacher assessments to parents:
 - Early Years Foundation Stage Profile
 - Year 1 Phonics Check
 - End of Key Stage 1 National Assessments
 - End of Key Stage 2 National Assessments

20. The Curriculum and Timetables

20.1 The aim at Holly Park is to provide pupils with a broad and balanced curriculum, while guaranteeing to meet the demands of the National Curriculum and the Curriculum Guidance for the Early Years Foundation Stage. Emphasis is placed on exploring cross-curricular links, to provide an enriched, creative and meaningful curriculum, where the children are active, independent and motivated learners.

20.2 In the Early Years Foundation Stage, provision for delivering the prime and specific areas of learning is made each day, with full access to outside areas. Subjects in Key Stages 1 & 2 are delivered across the day. In Key Stages 1 & 2 there is a commitment to delivering daily English and mathematics learning, unless exceptional circumstances prevail.

20.3 Outline timetables are drawn up and distributed by the school leadership team at the commencement of the new educational year, who need to be informed of any subsequent timetable changes.

20.4 Special events such as curriculum focus weeks (e.g. 'Book Week') and performances from theatre groups are seen as being an integral means of providing an enriched curriculum. Furthermore, a specialist music teacher delivers music lessons throughout the school, and Holly Park is committed to providing access to a range of instrumental tuition. A specialist Spanish teacher delivers MFL lessons to pupils from Reception to Y6. Opportunities are also provided for pupils to have access to specialist teachers/coaches in P.E.

20.5 Holly Park offers a range of extra-curricular activities, as these are seen as being another means of extending the curriculum on offer.

20.6 Planning, Preparation and Assessment arrangements ensure that teachers in parallel year group classes have the same release time out of the classroom, to promote cohesion in planning and curriculum delivery. PPA cover is provided by experienced teaching staff, including our Music

teacher. PPA teachers deliver discrete self-planned lessons, having previously consulted with the class/year group teacher.

21. Transition and Developing Knowledge of the Children

21.1 All children go through a period of transition as they change year groups but some transition periods are more significant. Children need time to settle and become used to a new and / or different set of systems. This should happen gradually and progressively.

21.2 In Year Transition Into the School - Where possible, all new starters at Holly Park receive a Home Visit, regardless of their age. If personal circumstances mean that families are unable to host a visit, they are invited to visit the school. New children and families are given a tour of the school. New starters are escorted to their class on the first day. New starters are given a buddy to help them become familiar with the school and the routines. Class files are passed from one teacher to the next teacher and teachers have hand over meetings.

21.3 Transition into Nursery and Reception – Once parents are informed that their child has a place at Holly Park the parents are invited to a parent information evening. New children also have an individual visit to school so that staff can get to meet the parents and children separately. For Reception children, children who don't attend our Nursery are invited for an individual school visit as are all Nursery starters. Reception and Nursery children are also invited to come to visit the classroom and teachers before they start without the existing children present. This supports the staff in developing knowledge of the children. There are two intakes per year in nursery, in September and January dependent on a child's birth date. There is a clear procedure for settling new children in both nursery and reception which involves a staggered start to give individual children time to get used to the environment without huge numbers of children present. Nursery children at Holly Park mix with their Reception peers on a daily basis, and this serves as an induction to the Reception year. There is a booklet called 'All about me' which parents complete and give to the new teachers to support transition.

21.4 Transition from EYFS to Year 1. When children transfer from Reception into Year 1, the teachers make initial assessments of reading, phonics and maths. Future planning is based on these assessments. At the start of the school year parents bring their children to the classroom door at the start of the day just for the first week and then after that they say goodbye at the gate along with everyone else. At Holly Park, the teaching in Year 1 is based on an integrated day model. Year 1 children don't attend whole school assembly or events until later in the school year. They use the national Curriculum for planning – differentiating according to need.

21.5 Transition from KS1 to KS2 – We want the transition to be as smooth as possible from one key stage to another. In the summer term of Y2, the children will spend time in the much larger KS2 playground. The children will also make visits into the KS2 building and be shown where the toilets are. In the last term of KS1, the children will move away from the integrated day and have Maths and English as discrete subjects with a carousel of activities in preparation for how the learning will be in KS2. We aim to have our Y3 classes in some of our larger KS2 classrooms to allow for more movement and also opportunity for carpet times. In Y3, teachers will continue to type the date and learning objective and stick in the pupil books. As the first term progresses this will become less with the aim that children are writing these by themselves at the end of the Autumn term. The lines in exercise books will be slightly smaller than in KS1 but larger than the rest of KS2. As children in Y3 move on to their second exercise book, the lines will become smaller as in the rest of KS2.

21.6 Transition from Year 6 to Secondary School - The transition process begins with children visiting prospective schools in October of Y6 and making their choices by the end of

October. Pupils are informed of their school in March of Y6. Staff from the new schools come and visit the children at Holly park and speak to the Y6 teachers. There is a Barnet wide transition day at the start of July when Y6 pupils spend a day at their new school. In addition to this Y6 teachers will plan PHSE sessions about transition to secondary school. These sessions will include: timetables, travelling to school, being organised, fears, friendships, who can help you etc

21.7 General Transition between all year groups at Holly Park - End of year meetings are held between the existing class teacher and the receiving class teacher. These are planned within the cycle of staff meetings. These are handover meetings and information about individual children is shared. Children also get the opportunity to visit their new teacher and classroom at the end of the summer term in order to familiarise them with their new environment. A class file is handed over from one teacher to the next teacher. This contains class information and pupil information. We have a whole school tracking system and this means that academic achievement in terms of attainment and progress can be tracked from when a child starts at the school all the way through their time here.

21.8 SEND Children - There is extra provision made for transition for SEND children. They may require extra visits to meet their new teacher and classroom. Where necessary a transition booklet is made at the end of one academic year with photos of the new teacher and classroom. This is taken home over the holiday for familiarisation. If there is going to be a change in the support person for the child, then this transition is also managed carefully.

22. Resources

22.1 Each class and the music room has an interactive whiteboard, linked to the internet. We use smartboard technology to run these. It is not expected that these will be used in every lesson, but is encouraged where the technology would positively impact on learning and teaching.

22.2 Teachers are provided with laptops to support planning, assessment and resource making. Laptops are pre-loaded with programmes used in school. It is the teacher's responsibility to ensure that laptops are locked away securely at the end of the working day.

22.3 All classes have access to the laptop trolleys and sets of Ipads.

22.4 Classrooms are expected to have a basic set of resources – dictionaries, thesauruses, a class library, a set of maths resources, and other items to support curriculum delivery. These must be accounted for at the beginning and end of each academic year (or when a teacher leaves a class mid-year).

22.5 All other resources are stored centrally. Where subjects are taught through topic, resources are collected together in topic boxes. Resources are managed by the subject leaders, but all staff have a shared responsibility for making sure shared resources are tidy and organised.

22.6 The school is committed to working with other agencies to supplement our resources – for example the Schools Library Service.

22.7 Consumable stock – pens, pencils, exercise books etc – are ordered and stored centrally following an audit in the summer term. It is important that these resources are used effectively and not wasted. The school expects children and staff to treat resources with respect in order that waste is minimised, damage to the environment is lessened, and school financial resources are not spread too thin.

23 Children Moving Classes – Children at Holly Park will be mixed up into different classes at the end of Reception, end of Y2 and end of Y4. We have a Class Composition Policy which gives more detail on this.

24. Monitoring

24.1 It is the responsibility of the Governing Body to monitor the effective deployment of this policy. This responsibility has been delegated to the Senior Leadership Team.

24.2 This policy will be reviewed annually.

25 Related Policies

This policy also relates to:


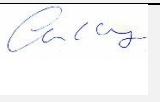
- Presentation Policy
- Marking & Feedback Policy
- Class Composition Policy
- Curriculum Policy

Document Control

Revision History

Version	Revision Date	Revised By	Revision
I.0	January 2017	Ann Pelham & SIT	New Policy
I.1	Spring 2017	Govs T&L	
I.2	Autumn 2017	Govs T&L	Updated & reviewed
I.3	Autumn 2018	Govs T&L	Updated & reviewed
I.4	Autumn 2019	Govs T&L	Updated & reviewed
I.5	Autumn 2020	Govs T&L	Updated & reviewed
I.6	Autumn 2021	Govs T&L	Updated & reviewed
I.7	Autumn 2022	Govs T&L	Updated & reviewed

Signed by

	Name	Signature	Date
Headteacher	Ann Pelham		28/11/22
Chair of Governors	Clare Hegarty		28/11/22

Distribution

Shared with
<ul style="list-style-type: none"> • Staff via school server • Staff via weekly briefings, Inset and phase meetings • Parents via Website • Governors via committee meetings

Date for next review
Autumn 2023