TEACHING AND LEARNING

POLICY

Contents

POLICY STATEMENT

ELPS is, first and foremost, an outstanding learning community where academic excellence sits alongside the breadth of education. We believe in providing a supportive and structured working environment in our school in which all our pupils can flourish. We offer a broad, balanced and innovative curriculum designed to stretch and challenge pupils to reach their full potential.

1. Aims

- To deliver engaging and effective lessons that inspire a love of learning.
- To ensure all pupils make good progress, regardless of starting point.
- To provide a broad, balanced, and ambitious curriculum.
- To ensure teaching is inclusive and meets the needs of all learners.
- To foster skills for lifelong learning, including resilience, independence, and collaboration.
- To ensure consistency of teaching and learning in each classroom and enable teachers to teach as effectively as possible
- To create effective learning environments to support and facilitate pupils learning
- To give children the skills they require to become effective lifelong learners
- Achieve deep understanding, by helping children connect new knowledge with existing knowledge so they are fluent and unconsciously competent at applying their knowledge as skills
- Deliver academic excellence and secure knowledge into long-term memory through developing secure schemas with connected networks of ideas
- Enable children to become confident and interested learners, actively engaged in their own learning
- Develop children's self-respect and respect for the cultures and values of others and the school.

2. Principles of Effective Teaching and Learning

- **High Expectations:** All staff set and communicate high expectations for every pupil.
- **Quality First Teaching:** Lessons are well-planned, with clear objectives and success criteria.
- **Assessment for Learning:** Ongoing assessment informs planning and teaching.
- **Adaptations:** Tasks are adapted to suit the range of abilities, including SEND and EAL pupils.
- **Feedback:** Pupils receive timely, specific feedback to help them improve.
- **Positive Relationships:** Classrooms are safe, supportive, and promote mutual respect.
- **Use of Resources:** Effective use of resources, including technology, to enhance learning.

Teachers will be coached to use (and be held to account against) the WMAT Teaching Toolkit (see *Appendix A*).

3. Roles and Responsibilities

Senior Leadership Team (SLT)

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Monitor the quality of teaching and learning across the school, using WMAT observation form (see *Appendix B*).
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Provide professional development opportunities through carefully planned and tailored CPD.
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Promote team work at all levels, for example by pairing teachers together up to support and promote the sharing of best practice
- Address underachievement of all pupils and intervene promptly and effectively

Parents and Carers

Parents and carers of pupils at ELPS will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day by encouraging them to have a focused learning attitude.
- Ensure their child attends school every day. Good attendance is paramount to a successful education and excellent progress.
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share any relevant information promptly
- Provide resources as required to support learning (KS2)

- Encourage their child to take responsibility for their own learning, fostering discipline and independence.
- Support school expectations and give importance to all areas of the curriculum, including homework.

Pupils

Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete homework activities as required to a high standard

Governors

Governors will:
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school/trust policies promote high-quality teaching, and that these are being implemented
- Conduct school link visits to monitor standards of teaching and learning

Trustees

Trustees will:
- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Scrutinise and ratify all Teaching and Learning policies
- Conduct school visits to monitor the impact of teaching and learning strategies
- Review reports pertaining to Teaching and Learning throughout the academic year

Teachers

Teachers will:
- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Plan and deliver high-quality lessons
- Assess pupils regularly and use data to adapt planning and inform teaching
- Provide data analysis of pupils and use this effectively for teaching and learning
- Foster a positive classroom climate
- Work collaboratively with colleagues, parents, and external professionals
- Embody the ELPS school values with all children

Support Staff

Support Staff will:
- Support learning as directed by class teachers.
- Foster independence in pupils.
- Contribute to assessment and planning as appropriate.
- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Provide teachers with observational feedback of pupils
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Embody the ELPS school values with all children

4. Planning

All teaching staff are expected to keep clear records of their planning over time.

All lessons and activities planned should be uploaded and stored on the Shared Drive in the correct folders. Planning is subject to checks by SLT.

Planning should reflect the expectations set out in the Teachers' Standards:

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

Planning should reflect outstanding departmental practice on learning and progress.

Typical planning records should contain evidence of:

1. High expectations which inspire, motivate and challenge pupils.
2. Clear and varied modes of assessment that promote good progress and outcomes by pupils.
3. Assessment being regularly used to inform planning.
4. Strong subject and curriculum knowledge.
5. Modelling of expectations and tasks.
6. Challenging tasks devised to enthuse, engage and inspire pupils.
7. Opportunities for students to develop their reading, literacy and other wider skills.
8. Pace that reflects the abilities of all students in the class.
9. Homework set according to school policy.
10. Adaptation for individuals, and for different groups.
11. Integral opportunities for SMSC characteristics, and British Values.
12. Opportunities for students to work supportively and collaboratively.
13. Opportunities for students to develop independence and resilience.

5. Learning Environment

When pupils are at school, learning will take place in areas such as classrooms, outdoor spaces, halls, music rooms, art rooms and ICT suites.

These spaces will be kept safe, clean and ready for pupils to use them. There should be no clutter in the classroom, including in spaces such as next to the sink and under the interactive whiteboard. Shelves and windowsills must be kept clear, unless cleared by SLT. Pupils will be incentivised to keep their work places tidy by the celebration of tidiest class of the week during assemblies.

Displays will be purposeful so as to avoid cognitive overload. In Maths, all classes are expected to display a Place Value chart and have a working wall with relevant core knowledge. In English, all classes are expected to display an image of the book they are reading and 4-6 key words from that text. Display boards must be kept presentable at all stages throughout the school year, and must be corrected if they are not.

6. Inclusion

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt learning to cater to the needs of all of our pupils, including:
- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils

Teachers will be held to account against the Teaching Standards regarding the provision for all students.

We understand the importance of providing all children with scaffolds despite their level of ability to help guide their responses or help them recall information. This could be in the form of a help-sheet, sentence starters, word mats, writing frames or physical resources. We have high expectations, and with these scaffolds, expect all children to take part in the learning.

Where required, Maths lessons will include manipulatives to support all learners. Departmental leaders will instruct teachers how best to cater for all pupils. Equally, teachers will be provided with a SEND Teacher Toolkit (see *Appendix C*) so that they are equipped with a range of strategies to cater for all learners. Although the WMAT teacher toolkit encompasses all learners, the SEND toolkit merely highlights the importance of the tailored needs of this group of students.

7. Assessment

- Teachers should use formative assessment as well as summative assessment to report on progress. Teachers should not rely on summative assessment only.
- All summative assessment should be administered accurately under the correct test conditions and with accurate timings used and adhered to.
- Children in Y1, 2 and 6 will sit English and Maths assessments half-termly; children in Y3-5 will sit these assessments termly.
- Children in Y3-6 will sit Science assessments termly through MS Forms.
- In History and Geography, children in Y3-6 will be assessed termly after they have completed an extended piece of writing and completed a group presentation.
- In Music, PE and Art, children will be assessed through practical using teacher judgment termly.

8. Homework

Rationale

At East Lane Primary school, we believe that homework plays a valuable role in enhancing student learning, promoting responsibility, and fostering a love for independent exploration. Our homework policy is designed to create a balanced and meaningful approach to homework that supports our students' holistic development.

Guiding Principles:

1. **Purposeful Learning**: Homework assignments will be purposefully designed to reinforce classroom learning, encourage critical thinking, and apply acquired skills.
2. **Quality Over Quantity**: We emphasise the quality of assignments over their quantity, ensuring that students engage in meaningful tasks that deepen their understanding.
3. **Adaptation:** Homework will be tailored to accommodate diverse learning needs, providing opportunities for extension and support as necessary.
4. **Balance and Well-being:** We are committed to maintaining a healthy balance between academic commitments, extracurricular activities, and personal time. Homework should not impede on students' well-being.

Homework Guidelines:

Types of Homework: Homework assignments will encompass a variety of tasks: Reception and Year 1 will be set paper homework; Year 2 - Year 6 will use CenturyTech (https://app.century.tech/login/).

Frequency: Homework will be assigned on a weekly basis, with consideration for longer-term projects to teach time management and planning skills.

Support and Guidance: Parents and guardians are encouraged to provide a supportive environment for homework completion, allowing students to take ownership of their work. Assistance should focus on understanding concepts rather than completing tasks.

Completion and Submission: Homework assignments are expected to be completed and submitted on time. Teachers will provide clear expectations for deadlines and consequences for late or incomplete work.

Parental Engagement:

Communication: Regular communication between teachers and parents regarding homework expectations and progress is encouraged. Parents are invited to seek clarification or express concerns as needed via the school planner.

Student Responsibility:

Time Management: Students are encouraged to develop effective time management skills, ensuring they allocate time for homework, extracurricular activities, and relaxation.

Independent Learning: Homework offers an opportunity for students to practise independent learning, critical thinking, and problem-solving skills.

Homework Expectations:

Homework will be set weekly on a Tuesday and must be completed or returned by the following Monday.

THE FOLLOWING HOMEWORK TASKS ARE SET EVERY WEEK FOR RECEPTION AND Y1

1. Reception Homework is issued once a week and includes phonics, spellings and reading, plus one other activity (literacy, maths or another curriculum area).
2. Year 1 Homework is issued once a week and includes phonics and spellings, reading and comprehension, and one maths activity.

THE FOLLOWING HOMEWORK TASKS ARE SET EVERY WEEK FOR YEARS 2 – 6

1. CenturyTech: 1 grammar quiz, 1 comprehension quiz and 1 mathematical quiz (and 1 science quiz in KS2).
2. Spelling homework for weekly tests.
3. Reading homework – children are expected to read to/with their parents (of all ages) every day for at least 20 minutes. Every child is expected to read 50 recommended texts throughout the year.
4. In exam year groups (Year 1, Year 2 and Year 6), some children may receive supplementary homework to support their progress. Other learners may receive supplementary homework as decided by the class teacher or senior leader.

It is expected that pupils read for at least 20 minutes each day and then spend the following amount of time on any additional homework:

Year Group	Homework Received	Time Spent
Reception	Phonics	15 minutes (weekly)
	Spellings	ongoing
	Reading	20 minutes (daily)
	1 other *Supplementary homework may be provided if it is deemed necessary by the class teacher*	15 minutes (weekly)
Year 1	Phonics	20 minutes (weekly)
	Spellings	ongoing
	Reading	20 minutes (daily)
	1 other *Supplementary homework may be provided if it is deemed necessary by the class teacher*	20 minutes (weekly)
Year 2	1 grammar quiz (CenturyTech)	CenturyTech in total should take no more than 1 hour. This is weekly homework.
	1 comprehension quiz (CenturyTech)	
	1 maths quiz (CenturyTech)	
	Spellings Reading *May receive supplementary homework in this year group*	Ongoing 20 minutes (daily)

Years 3 and 4	1 grammar quiz (CenturyTech)	*CenturyTech in total should take no more than 2 hours.* This is weekly homework.
	1 comprehension quiz (CenturyTech)	
	1 maths quiz (CenturyTech)	
	Spellings Reading *May receive supplementary homework in this year group*	Ongoing 20 minutes (daily)
Year 5	1 grammar quiz (CenturyTech)	*CenturyTech in total should take no more than 2 hours.* This is weekly homework.
	1 comprehension quiz (CenturyTech)	
	1 maths quiz (CenturyTech)	
	Spellings	Ongoing
	Reading *Supplementary homework may be provided if it is deemed necessary by the class teacher*	20 minutes (daily
Year 6	1 grammar quiz (CenturyTech)	*CenturyTech in total should take no more than 2.5 hours.* This is weekly homework.
	1 comprehension quiz (CenturyTech)	
	1 maths quiz (CenturyTech)	
	Spellings	Ongoing
	Reading *Supplementary homework may be provided if it is deemed necessary by the class teacher*	20 minutes (daily)

Communication with Parents:

Reception	• Reading Logs: Teachers will provide a levelled reading book with the title recorded in the Reading Log each week. Parents need to sign and record a brief comment with regard to their child's reading at home each week.
Years 1 - 6	• Student Planners are used as the main form of two-way communication regarding homework. Teachers and Parents communicate through the planner. • Reading logs, which are located in the planner, are records of reading that has taken place at home; parents need to sign these daily to confirm your child has read.

Roles and Responsibilities:

Staff:

- Will set homework in line with the school's homework policy.
- Will inform parents about incomplete homework by sending a letter home (see *Appendix D*).
- Will check communication from parents via the Student Planners (Years 1 - 6).

Rewards and Sanctions:

- Children will be rewarded for completing homework by receiving certificates in the celebration assembly if they have completed all homework for that half-term.
- There are special rewards for reading. The prizes for reading are as follows:

Badge Awarded	Number of Books Read
Bronze Badge	5
Silver Badge	10
Gold Badge	20
Platinum Badge	30
Reading Challenge Badge	40

- If pupils do not complete homework once or twice in a half-term, a message will be sent home in the planner.
- If pupils continue to demonstrate incomplete homework in a half-term, a letter will be sent home (see *Appendix D*).
- If pupils do not complete homework multiple times in a half-term or across a year, a member of LG will arrange a meeting with the pupil and their parent/carer.

Inclusion

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

9. AI

At WMAT we are committed to using AI effectively to enhance learning outcomes. This can be done primarily through personalising the learning experiences of our students.

To ensure AI is embedded in line with our pedagogical values, all staff must:
- Adhere to their school's Teaching and Learning Policy at all times when using AI in the classroom or in lesson planning.
- Only use AI tools that have been reviewed and approved by the AI Strategic Board.
- Use AI to enhance human creativity and professional judgement, not to replace it.
- Ensure that the use of AI aligns with curriculum intent, promotes equity, and contributes meaningfully to learning.
- Highly tailor AI input and thoroughly review AI output to suit the needs of the learners.

Appendix A - *The WMAT Teaching Toolkit*

The WMAT Teaching Toolkit		
Model: Teachers deliver high quality explanations, demonstrating their expert subject knowledge by presenting complex information clearly and in carefully sequenced, manageable steps that build upon students' prior knowledge and work towards clearly defined end points.	**Assess:** Teachers deliver adaptive teaching, through which they check pupils' understanding effectively and identify and correct misunderstandings. Teachers use assessment to inform their teaching, both in-class and over a sequence of lessons, helping students to embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.	**Practice:** Pupils engage in carefully planned and sequenced independent practice, comprised of demanding tasks and activities that deepen understanding and support long-term recollection. Appropriately scaffolded student discussion evidences students deepening their knowledge in lessons; students' work in books evidences their learning over time.
Expert subject knowledge Teachers demonstrate expert knowledge of their subjects and use this to inform their modelling, assessment and practise phases of their lessons. **Learning objectives and curriculum narrative** Teachers present progressively challenging learning objectives that deepen understanding across the lesson. Teachers link the lesson content to what came before and what comes next so pupils know what prior skills are being built on and are working towards clear end points. Teachers benchmark success by regularly referring to learning objectives so that pupils are not simply memorising disconnected facts but building fluency. **Sequencing new content** Teachers identify the most important knowledge and concepts pupils need to know, based upon schemes and prior information on learners. New content is carefully planned and sequenced so that new knowledge and skills build on what has been taught before and are attached to pupils' existing schema. Composites are broken down into components, which are carefully modelled. **Modelling** Teacher show pupils how to succeed through clear modelling from the teacher. This involves the teacher breaking down more complex processes into manageable steps and instructions, which are communicated clearly and concisely to the pupils. **Thinking aloud and dual coding** Teachers orate the thinking process verbally and visually on the whiteboard or under the visualiser. They explicitly model note-taking and annotating skills so pupils become engaged, independent learners. **Engaging exposition** Teachers deliver the curriculum with passion, enthusing pupils with their emotional connection to the learning. Their delivery is engaging. **Experts in the room** Using assessment data, teachers allocate each group a pupil expert. Pupil experts' re-model a previously learnt and/or misconceived concept to the group. **Synthesising and Applying** Teachers provide pupils with information/stimuli that will allow them to access/understand key information/concepts independently or in pairs. Teachers instruct pupils clearly on how to use the resources and pose challenging questions that pupils must respond to in order to show they have met the learning objective. Teachers address misconceptions and add depth through discussion. **Model answers** Teachers provide mark schemes and model answers to support pupils to critique and enhance their understanding.	**Low-stake quizzes** Teachers use low-stake quizzes to assess the most important knowledge and concepts that students need to know. They build in regular retrieval practice to support long-term memory and recall. **Questioning** Teachers use a range of questioning techniques throughout the lesson. Hands-up questioning is used to build confidence. Cold-calling/hands-down questioning is used to gain an accurate 'temperature check' of understanding. 'Serve and return' and hypothetical questions are used to deepen understanding. When pupils are unable to respond, teachers scaffold questioning. Teachers assess pupils' responses and use these to inform adaptations in their teaching. **Mini-whiteboards** Teachers use mini whiteboards appropriately to carry out whole-class assessments i.e. to identify where all pupils are in their learning. Teacher use this to identify errors and correct misunderstandings in pupils' knowledge by re-addressing knowledge gaps to avoid cumulative dysfluency. Effective assessment means that teachers use the assessment to inform the next phase of teaching. **Rigorous and Robust** Teachers use assessment questions that mirror the level of challenge in the practice phase to aid the teacher in identifying knowledge gaps. For example, using multiple-choice questions with four options provides a greater level of challenge than using three. **Self/peer-assessment** Teachers identify opportune moments in the lesson for self/peer-assessment. When doing so, teachers provide clear success criteria. Teachers gather data from the self-assessment and use it to inform adaptations in their teaching. **Improving independent practice** Teachers provide clear verbal and written feedback to pupils to address errors and misconceptions from classwork, homework or summative assessments. They then give pupils the opportunity to respond to this feedback. Pupils' books evidence this process.	**Substantive independent practice** Teachers ask pupils to complete independent practice of demanding tasks that are aligned with the curriculum aims. During this phase, pupils are producing substantial, high quality, independent work to ensure an alteration in the long-term memory. **Appropriate level of challenge** Teachers provide additional bespoke scaffolding to pupils who require support in understanding key concepts during the practice phase. For those who finish the main practice activity, teachers provide additional challenging work to allow them to deepen their understanding through application of skills and knowledge to new contexts. **Write Pair Share** Pupils deepen their understanding of key concepts through paired discussion activities, which teachers set up by posing appropriate questions. Pupils independently gather their thoughts, discuss, and feedback to the class. Teachers assess through circulating during the 'pair' phase and cold-calling in the 'share' phase. Teachers guide the feedback and use it to inform the next phase of teaching. **Dialogue for learning** Teachers pose challenging questions and set up appropriate process-driven discussion that allows pupils to prepare their thoughts, discuss their learning, share with the class and deepen their understanding. **Design the question/mark scheme** Pupils work in pairs/teams to construct their own exam question and mark scheme based on the learning that has taken place. Teachers circulate to support and assess quality of questions. Pupils feedback and teachers pose the best questions to the group to deepen understanding. **Missing link** Teachers give pupils the opportunity to reflect on what they know, where they are going, and to identify the gaps in their knowledge to allow them to solidify their learning journey. **Instruct/inform me** Based on the model, pupils create step-by-step instructions to teach someone else how to follow a process.

Circulating the room

Teachers circulate the room during lessons to assess engagement, understanding, and identifying misconceptions, targeting pupils who need the most support or extension. Teachers correct in red pen, pupils in green. Using the assessment feedback, teachers stop and re-teach individuals, groups, or the class, using it to inform their teaching accordingly.

Lesson Pace

Teachers dynamically navigate lesson activities. They set the pace appropriately so that pupils are engaged, have enough time to develop understanding and that lesson time is optimised.

Appendix B - *WMAT Observation Form*

Teacher: _____ **Observer:** _____

Subject: _____ **Period:** _____

Class: _____ **Date:** _____

INTENT, IMPLEMENTATION AND IMPACT

Evidence and outcomes (where observed) of:	**Also:**
- Teacher's subject knowledge - Learning dialogue - Systematic checking of understanding - Clarity of feedback - Adaptive delivery - Activities supporting long-term recollection - Accurate and appropriate use of assessment - Amelioration of gaps in knowledge - Demanding tasks, aligned with curriculum aims - Carefully planned and sequenced activities - Clarity of instruction	- High expectations - Positive behaviour - Relationships - Confidence, resilience

EVIDENCE OF SEQUENTIAL DEVELOPMENT / COHERENT CURRICULUM PLANNING *(as emerging from work seen in books)*

AREAS OF STRENGTH *(Identify 2-3 high leverage strengths in line with our toolkit foci.)*

NEXT STEPS *(What are the immediate next steps? What reading/insights might support the teacher's development? When will progress towards the development areas be reviewed?)*

Appendix C - *SEND Teacher Toolkit*

<table>
<tr><td colspan="7"><u>How do I support a child with SEND effectively?</u>
The most effective way to support a student with SEND is through quality first teaching. This is ensuring that teaching is accessible to all learners and all make progress. We do not need to be experts in every SEND diagnosis. Quality 1st teaching ensures progress for all our learners. It is an approach whereby the teacher provides a range of options which are available to everybody</td></tr>
<tr>
<td><u>Explicit instruction</u>:
Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

I Do – We Do – You Do model</td>
<td><u>Cognitive and Metacognitive strategies:</u>
Managing cognitive load is crucial if new content is to be transferred into students' long-term memory.

Provide opportunities for students to plan, monitor and evaluate their own learning.

Ask: What steps did you take to be successful today?</td>
<td><u>Scaffolding</u>
When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.</td>
<td><u>Flexible Grouping</u>
Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.</td>
<td><u>Using Technology</u>
Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.</td>
<td>Research Source:

EEF SEND in Mainstream Schools research:

<u>Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)</u></td>
<td><u>Short on time?</u>

Watch this helpful three-minute video on the Five a Day principles:

<u>High quality teaching: The 'five-a- day' principle (youtube.com)</u></td>
</tr>
<tr>
<td><u>Encouraging oracy</u>
Use of structured oral rehearsal prior to any whole class sharing, have vocabulary banks on desk and on display, ask a TA or peer to write down content prior to sharing and use graphics for multiple choice responses.</td>
<td><u>Set Mastery outcomes</u>
Mastery outcomes should be set for all with additional scaffolding for those who need it. Inclusive pedagogy is not thinking in terms of 'most' and 'some'. This limits belief in what the child can achieve.</td>
<td><u>Ability Profiling</u>
Catch yourself quietly if you label or limit a learner by the language you use, but positively reinforce yourself and your colleagues when remarks are made about what a learner can do (rather than what they cannot).</td>
<td><u>Co-operative Learning</u>
Adopt an approach to classroom management where learners can learn together in small heterogeneous teams. Learners encouraging each other to succeed is inclusive and highly motivational.</td>
<td><u>Grow confidence</u>
Inclusive teachers do not assume that knowing more about a condition will automatically shape how we teach. We use assessment for learning strategies to build ever stronger evidence of how children and young people in our classrooms learn.</td>
<td>Resource Source:

NASEN Teacher Handbook
A great guide for all educational professionals:

<u>Teacher SEND handbook 30th January 2024.pdf (nasen.org.uk) Section 3</u>

Create a free subscription to NASEN for access to the handbook and multiple useful resources.</td>
<td>Short on time?
Twenty minute online CPD units:

<u>Online CPD Units | Whole School SEND</u></td>
</tr>
</table>

Dear [Parent/Guardian's Name],

Re: Homework Completion – [Child's Name]

I hope this letter finds you well. I am writing to inform you that [Child's Name] has not completed their homework on three occasions during this half-term.

Homework is an important part of our learning program as it helps reinforce the skills and concepts taught in class. Regular completion supports your child's academic progress and helps develop responsibility and good study habits.

We kindly ask for your support in encouraging [Child's Name] to complete their homework assignments on time. If there are any challenges or circumstances making it difficult for [Child's Name] to complete their homework, please feel free to contact us so we can work together to support them.

Thank you for your attention to this matter. We look forward to your cooperation in helping [Child's Name] stay on track with their learning.

Kind regards,