

# Ullesthorpe C of E Primary School

## Teaching and Learning Policy WC5

Signed by the Governing Body:

Agreed by Governing Body: May 2016

To be reviewed: Summer 2019 or earlier if required.

### 1. Curriculum

The aims of our school curriculum are:

- to sustain sound Christian values throughout the whole life of the school;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to develop the key skills of English, mathematics, communication, problem solving, computing, working with others and improving own learning and performance;
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time, helping children to understand Britain's cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to develop an awareness of their own spiritual development, and to distinguish right from wrong, enabling them to be positive citizens;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and others, to have high self-esteem, and to live and work cooperatively with others;
- to encourage children to recognise the importance of pursuing a healthy lifestyle whilst keeping themselves and others safe;
- to fulfil all the requirements of the National Curriculum and the Diocesan Syllabus for Religious Education.

Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential. Our school curriculum is underpinned by the values that we hold dear at our school. The main values of our school, upon which we have based our curriculum, are:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

### Curriculum organisation and planning

We agree a long-term plan for each key stage. This indicates what topics are to be taught in each year, and to which groups of children. We review this long-term plan on an annual basis. Our short-term plans are those that our teachers write on a weekly or daily basis setting out the learning objectives and success criteria and identifying what resources and activities we are going to use in the lesson/s. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum, the Diocesan Syllabus for RE and the Early Years Foundation Stage, and there is planned progression in all curriculum areas.

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### **The curriculum and inclusion**

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents/carers have been consulted. If children have special educational needs or disabilities, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having special educational needs, then his/her teacher makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for a SEND Support Plan or an Educational Health and Care Plan, and we involve the appropriate external agencies in making an assessment. The school provides a SEND Pupil Passport for each of the children who are on the special educational needs/disabilities record. This sets out the nature of the additional needs/disabilities, and outlines how the school will aim to address them. In addition, the school keeps a record of higher attaining and talented pupils. We review and monitor the progress of each child in our school at regular intervals.

### **Curriculum monitoring and review**

Our governing body is responsible for monitoring the way the school curriculum is implemented. There are named governors and teachers assigned to core areas of learning. The headteacher is responsible for the day-to-day organisation of the curriculum. Areas of learning leaders monitor the way their area of learning is taught throughout the school. They examine recorded work and ensure that appropriate teaching strategies are used. Areas of learning leaders also have responsibility for monitoring the way in which resources are stored and managed.

## **2. Key skills**

Our children learn, practise, develop and refine a range of skills. Some of these skills are specific to certain subjects; others are general skills, and therefore key to learning in all subjects. These key skills underpin learning throughout the school. We aim to equip all children with the key skills, so that they can be as successful as possible in the future. The following six key skills form the basis of success at school, and being vital to life-long learning:

**Communication:** This includes listening, speaking, reading and writing.

**Application of number:** This includes mental calculation skills, and learning how to apply these skills to solving number problems.

**Information technology:** This involves using new technology to find, analyse, interpret, manipulate and present information. It also involves the skills necessary to use technology appropriately and successfully.

**Working with others:** This involves the ability to work well with others as a team member or team leader. When children are offered the opportunity to work with others, they learn to consider the views of others, and to develop the social skills of co-operation and mutual understanding.

**Improving own learning and performance:** This involves children in evaluating their own performance, and understanding what they need to do next in order to improve.

**Problem-solving:** This involves learning how to apply common techniques to solve problems in a variety of contexts and situations.

We teach key skills through all curriculum subjects, and we also develop them within the pastoral curriculum. The class teacher pays special attention to each child's progress in the particular key skill of working with others, giving each child plenty of opportunities to work as part of a group, and to take responsibility for the group's work. We teach children how they can contribute to the work of a group, and what being a successful member of a team involves. Targets often focus on progress in these key skills. Our school believes that it is very important for children to reflect on what they have learned – what has been done well, and what could have been done better. We see this as an important part of successful strategies for future learning. Teachers talk to each child individually about their work, to make them aware of their strengths and weaknesses.

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**3. Teaching**

Effective teaching is linked with a flexible use of strategies appropriate to the intended learning. It takes place when the teacher encourages children to develop increasing responsibility for their learning. Teaching is effective when:

- teachers have high and consistent expectations of all children's behaviour and attainment;
- children understand the lesson's aims and objectives, what they should learn, and how this fits in with the scheme of work;
- children are on task in an orderly atmosphere conducive to learning;
- classroom management is appropriate to the teaching situation;
- the classroom is organised to enable teacher and child interaction and purposeful teacher intervention;
- children have opportunities to be proactive and involved;
- clear targets are set for children and they receive feedback on the strengths and areas for improvement in their work based on regular and appropriate assessment;
- verifiable progress is being made and the children are aware of this;
- tasks are appropriate, relevant, challenging and with differentiation so that all children can participate and feel valued;
- teachers are well prepared and use a variety of teaching strategies to motivate, create interest and develop a range of skills amongst children;
- teachers use skilful questioning to challenge, develop thinking and deepen understanding;
- teacher / pupil relationships are effective, praise and positive reinforcement are used and the teacher is enthusiastic, motivating children through tasks, lesson delivery and the celebration of achievement;
- the learning environment is attractive and appropriate to the subject and activity;
- there is good use of instruction, explanation, and where appropriate, demonstration;
- teachers use a range of organisational strategies to include teaching the whole class, teaching groups and individuals, and a range of flexible grouping structures for different purposes;
- children are encouraged to evaluate their own achievements;
- teachers use appropriate assessment as part of the planning and learning process.

Working in these ways, we can gain insight into children's thinking and are able to influence it.

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<b>Good teaching to facilitate effective learning needs:</b>	<b>Examples of evidence:</b>
<p><b>Clear planning</b></p> <ul style="list-style-type: none"> <li>• define learning objectives and success criteria</li> <li>• clearly communicated objectives and success criteria</li> <li>• description of the overall context of the lesson</li> </ul>	<p>Children know what they are learning and what they have to do            Children know what to do to be successful            Children can explain the purpose of the lesson            Children understand links to previous and future work            Children know the links between lessons and across subjects</p>
<p><b>Different teaching styles</b></p> <ul style="list-style-type: none"> <li>• effective questioning</li> <li>• variety of activities linked to different aptitudes</li> <li>• opportunities for independent learning</li> <li>• opportunities for collaborative learning</li> </ul>	<p>Questions promote children's thinking as well as recall            Kinaesthetic, auditory, visual methods of learning &amp; multiple intelligences reflected in teaching materials            Children have opportunity to exercise choice and responsibility during lesson            Children make sensible choice of materials and resources to use, including ICT            Different groupings            Children explaining, sharing and responding to each others answers            Children take different roles e.g. leader, team member, time-keeper, presenter</p>
<p><b>Pace and challenge</b></p> <ul style="list-style-type: none"> <li>• select strategies which meet children's needs</li> <li>• differentiated materials and expectations</li> <li>• first hand experiences or practical activities used to stimulate learning</li> <li>• challenge and inspire children to deepen knowledge</li> <li>• subject knowledge and expertise is applied</li> </ul>	<p>Children respond readily            Evidence of differentiation by task, outcome, resources, response or support            Quality of work produced reflects children's age and level of attainment            Children's interests, knowledge or experiences are used in the lesson            Appropriate artefacts are used as part of the learning process            Appropriate practical activities            Children ask pertinent questions in relation to their ability            Children understand what they are doing and find tasks demanding but achievable with sustained effort            Teacher demonstrates enthusiasm, good subject knowledge and expertise</p>
<p><b>Organised classroom management</b></p> <ul style="list-style-type: none"> <li>• effective time management</li> <li>• clear expectations of children's work</li> <li>• management of children to maximise learning</li> <li>• highlights pupil success</li> <li>• insists on high standards of behaviour for learning</li> <li>• effective use of support staff</li> </ul>	<p>Children review previous learning and respond to comments on marked work            Lessons have pace, start, development phase and satisfactory conclusions            Children are aware of the 'big picture'            Children are clear about expectations regarding work            Children are on task and motivated            Communication chosen to suit learning objectives for the lesson            Everyone able to participate            Use of reward systems and agreed discipline procedures            Evidence of liaison with and deployment of support staff to enhance learning</p>
<p><b>Good classroom relationships</b></p> <ul style="list-style-type: none"> <li>• atmosphere of mutual respect and trust</li> <li>• teacher / pupil relationships are good</li> <li>• pupil / pupil relationships are good</li> </ul>	<p>Children value teacher and each other, listen and respond appropriately            Individual children are involved in the lesson            Good balance of contributions e.g. gender, ability, SEND etc.            Children prepared to ask questions of the teacher, take chances and make mistakes            Teacher acknowledges and values contribution that each pupil makes to the lesson            Children ask questions of and listen to peers            Children recognise and support contribution other learners make to the lesson</p>

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<p><b>Relevant homework</b></p> <ul style="list-style-type: none"> <li>effective tasks to reinforce, extend or enhance learning</li> </ul>	<p>Homework has a clearly identified contribution to make to children's learning  Homework is related to learning outcomes  A sufficient number of opportunities to practise skills  Differentiated and related to expectations of pupil achievement</p>
<p><b>Monitored progress</b></p> <ul style="list-style-type: none"> <li>clear expectations of children's work</li> <li>teacher has planned monitoring / assessment procedures</li> <li>questions used to assess learning</li> <li>progress and attainment recorded and next steps made clear</li> <li>assessment is consistent and standardised</li> <li>a range of assessment methods are used</li> </ul>	<p>Previous diagnostic and formative assessments have informed planning  Children know / understand assessment objectives  Children assess their own work / progress  Children are able to assess the work of peers and know the appropriate criteria  Teacher acknowledges responses to questions and uses answers to develop learning further  Records show pupil progress  Children receive regular feedback  Children's work is assessed constructively  Children able to identify next steps and targets for improvement  Children perceive expectations to be comparable with peers  Enables children to know what is good about their work and how it can be improved  Evidence of written, oral, practical, graphical, and combined methods  Assessment methods are appropriately challenging and differentiated</p>
<p><b>Stimulating environment</b></p> <ul style="list-style-type: none"> <li>displays provide stimuli for learning</li> </ul>	<p>Effective displays guide learning, reflect range of outcomes / expectations and celebrate success</p>

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**4. Learning**

Effective learning takes place when children are personally involved in their learning. Learning is effective when:

- children know what they are aiming to achieve;
- children can work in a variety of ways as independent learners, in pairs or groups;
- children are encouraged to ask questions and/or report their findings to others;
- children experience work appropriate to their ability that challenges but is not beyond reach;
- children are supported through identification of skills, concepts, research, vocabulary, technical language needed to complete tasks;
- children know the criteria for assessing their work and how they can achieve success;
- children enjoy and are interested in what they are doing, they are motivated and persevere;
- children can transfer learning skills to other learning situations;
- children are encouraged to use subject specific vocabulary when developing their knowledge and understanding;
- children make decisions about the outcome of their work;
- children reflect on the work that they have done and are involved in identifying how to improve;
- children can test and refine their own ideas;
- children feel valued and have their successes celebrated;
- children are able to learn in a secure, attractive learning environment;
- the learning environment and the adults within it provide positive models for learning;
- children use their creative imagination and powers of enquiry within purposeful activities based on first-hand experience;
- play is valued as an intrinsic part of skill and conceptual development.

Learning is not just about intellectual development. It is inextricably linked with emotional, social, moral, physical, cultural and spiritual development. Optimal learning acknowledges the complex workings of the brain and that each side of the brain influences different types of learning:

<b>Left brain</b>	<b>Right brain</b>
<ul style="list-style-type: none"> <li>• language</li> <li>• logical</li> <li>• mathematical formulae</li> <li>• number</li> <li>• sequence</li> <li>• analysis</li> <li>• words of songs</li> <li>• phonetic reader</li> </ul>	<ul style="list-style-type: none"> <li>• imagination</li> <li>• tune of a song</li> <li>• daydreaming</li> <li>• patterns</li> <li>• images and pictures</li> <li>• music appreciation</li> <li>• rhythm</li> <li>• spatial manipulation</li> </ul>

We are aware of the value of activities such as brain gym to develop links between right and left hemispheres. We are also aware of Gardner's theory of multiple intelligences:

- Linguistic – find pleasure in written and spoken words
- Interpersonal – play collaboratively, see things from someone else's view and enjoy being in teams
- Intrapersonal – prefer independent learning
- Bodily kinaesthetic - show physical dexterity
- Musical – playing or listening to music activates both sides of the brain and is a powerful stimulus to learning
- Naturalist – see patterns, relationships and effects on the environment
- Visual and spatial – able to create or recreate images or objects
- Mathematical & logical – delight in sequence, logic and order and readily discern patterns

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<b>Effective learning demonstrating effective teaching takes place when children know:</b>	<b>Examples of evidence</b>
<p><b>how to make progress</b></p> <ul style="list-style-type: none"> <li>• appropriate tasks</li> <li>• acquire new knowledge and skills and develop ideas to increase understanding</li> <li>• the 'big picture' is explained</li> <li>• timing appropriate to the task</li> </ul>	<p>Learners acquire knowledge and skills in relation to ability            Learners can talk about what they are learning            Learners can review previous learning            Learners can apply knowledge, skills and understanding acquired earlier to tackle new learning            Learners can identify what they have learned in the lesson            Learners understand how subject matter contributes to overall understanding of the unit            Learners understand links between current learning and that in other lessons            Learners use time effectively and work at a good pace</p>
<p><b>what they are achieving</b></p> <ul style="list-style-type: none"> <li>• communication</li> <li>• use assessment criteria</li> </ul>	<p>Learners express themselves clearly orally, graphically and in writing            Learners can explain and share ideas            Learners understand learning outcomes of the lesson or series of lessons            Learners gain a clear understanding of the immediate standards for which they are aiming            Learners understand what they would have to achieve to move to a higher level of attainment</p>
<p><b>how to learn</b></p> <ul style="list-style-type: none"> <li>• work in different contexts</li> <li>• stay on task</li> <li>• understand</li> </ul>	<p>Learners contribute to whole class discussion / take a lead when appropriate            Learners work collaboratively in pairs or small groups            Learners engage in independent study as appropriate            Learners can make effective use of technology            Learners respond positively to direct instructions            Learners tackle routine tasks quickly and effectively            Learners approach open-ended tasks in a systematic way            Learners work is productive            Learners able to explain what they are learning            Learners can apply their skills, knowledge and understanding in different contexts</p>
<p><b>the attitudes needed in the classroom</b></p> <ul style="list-style-type: none"> <li>• respect</li> <li>• interest</li> <li>• responsibility</li> <li>• independence</li> </ul>	<p>Learners handle resources without risk to themselves or others            Learners handle resources sensitively and carefully            Learners acknowledge positively other peoples views and work            Learners know how to use the learning environment            Learners become involved very quickly            Learners are able to maintain concentration            Learners persevere if difficulties arise            Learners are willing to practise to achieve success            Learners ask questions            Learners are willing to explore and experiment            Learners take responsibility for their own learning</p>

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	<p>Learners express a point of view with conviction</p> <p>Learners listen and respond to the views of others</p> <p>Learners take responsibility for themselves and others in the class</p> <p>Learners try to achieve the expectation for class work and homework</p> <p>Learners plan own learning and make sensible choices to work with a degree of independence</p> <p>Learners think and learn for themselves</p> <p>Learners can adopt different roles in different contexts</p>
<p><b>the skills they need to develop</b></p> <ul style="list-style-type: none"><li>• problem solving</li><li>• understanding concepts</li><li>• enquiry and research</li><li>• investigative skills</li><li>• analysis, reflection and review</li></ul>	<p>Learners think creatively about different solutions</p> <p>Learners evaluate the effectiveness of a solution</p> <p>Learners can apply learning to new situations</p> <p>Learners show ability to make links and apply knowledge, skills and understanding across the curriculum</p> <p>Learners can explore a range of possibilities in a systematic way</p> <p>Learners use an increasing range of techniques, processes and resources with confidence</p> <p>Learners apply study skills effectively</p> <p>Learners have a range of strategies for investigating a problem</p> <p>Learners can draw inferences from evidence collected and make decisions about what is relevant</p> <p>Learners can explain their conclusions</p> <p>Learners are able to understand and interpret a variety of data</p> <p>Learners are able to reflect on how they learned</p>



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### **5. Classroom practice, planning, assessment and feedback**

#### **5.1 Equal opportunities:**

In accordance with the school's Equality Duty and Inclusion policies, all children at Ullesthorpe must be given full access to the National Curriculum and Diocesan syllabus for Religious Education. Staff will endeavour to help all children reach their potential irrespective of race, gender, age or ability.

#### **5.2 Planning:**

- clearly identifies what children should learn (knowledge, skills and understanding)
- clearly identifies how they are to learn it
- clearly identifies how the learning will be verified
- meeting the needs of all children by mastery of the curriculum and deepening thinking / understanding will be particularly evident
- teachers plan using the programmes of study of the National Curriculum subjects and the Diocesan Syllabus for Religious Education
- children with special educational needs and/or disabilities are identified and supported in line with our SEND policy and the Code of Practice
- learning support assistants work closely with teachers, supporting groups and individuals, and are responsible for assessing and sharing with the teacher the progress of the children they have worked with.

#### **5.3 Lesson structure:**

- ensures that learning objectives are shared with children and are linked to previous learning
- uses resources, tasks and activities in an imaginative way which is well geared to the focus and demands of the lesson
- provides opportunities over a period of time to work in a variety of learning styles (visual, auditory, kinaesthetic)
- provides for active participation in a variety of tasks such as problem solving or thinking activities
- ensures time is used in the most productive way, with children engaged in effective learning, clear on what they need to do and how long they have to do it in
- includes flexible groupings to suit the task, the abilities and the needs of the children
- contains opportunities for review on progress towards the learning objectives
- provides for plenaries during which children reflect on the extent to which the learning objectives have been met, teachers verify this and discussion ensues as to where the learning goes next

#### **5.4 Pace and challenge:**

Pace should be maintained by:

- prompt and clear introductions setting out what is to be learned, where it fits in, what is to be used and what the tasks are
- defined lesson structure
- setting short term, attainable goals
- by asking what if? How could you improve that? What other ways can you think of?
- encouraging children to look for more than one answer to a problem or quicker solutions

Challenge can be provided by:

- extension and enrichment activities
- open ended investigations
- starting with the core and introducing higher concepts
- selective use of ability groupings
- timely interventions and open questions
- encouraging use of different methods to solve problems
- more use of estimating and checking
- access to and choice of resources
- encouraging self-evaluation and setting of new targets

#### **5.5 Resources:**

- should be accessible, clearly labelled and appropriate
- resources will be reviewed regularly as part of the curriculum leader's responsibility

#### **5.6 Classroom management shows evidence of:**

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- a prompt start and good time management throughout the lesson
- focused teaching of groups
- effective use of strategies such as seating plans to pre-empt problems arising
- clear and effective intervention to support, re-direct or challenge inappropriate behaviour
- clear, shared expectations and habits of work within a context of an expectation of self-discipline and mature behaviour
- good relationships characterised by mutual respect
- providing for a confident and positive atmosphere in which to learn
- frequent use of praise

Classroom management is supported by the whole school behaviour policy. Underachievement is challenged and any response is followed through to ensure an improvement in levels of achievement.

### **6. Assessment, Recording and Reporting:**

Please see our current assessment, recording and reporting policy.

### **7. Homework:**

Homework is anything children do outside lesson time, either on their own or with the support of parents/carers that contributes to their learning and is in response to guidance from the school.

Through homework, we aim:

- To consolidate and reinforce what is learnt in the classroom, particularly in English and mathematics;
- To support the school based learning situation;
- To provide a closer link between home and school;
- To exploit resources for learning outside school;
- To encourage pupils to develop the confidence and self-discipline to study independently;
- To facilitate progression towards independent learning skills;
- To prepare pupils for progression to secondary school.

Class teachers have the responsibility to see that homework is completed. Homework also needs to be:

- Appropriate for the level of ability that the pupil is working at;
- Regularly monitored and evaluated to ensure that it is manageable by pupils and staff;
- Supported by parents/carers.

Through the Home School Agreement and other measures, parents / carers will be encouraged to:

- Provide a reasonably peaceful, suitable place in which their child/ren can do their homework;
- Make it clear to their child/ren that they value homework and support the school in explaining how it can help their learning;
- Encourage their child/ren and praise them when they have completed homework.

Occasionally pupils are unable to complete homework for a variety of reasons. In such cases, parents /carers should write a note in the home-school diary. Staff may write in the home-school diary if homework is not completed or handed in on time.

The type of homework:

Year Group	Children in all year groups are encouraged to read daily.
<ul style="list-style-type: none"><li>• Foundation Stage and Year 1</li></ul>	<ul style="list-style-type: none"><li>• Reading, phonics (related spellings), number bonds</li></ul>
<ul style="list-style-type: none"><li>• Year 2</li></ul>	<ul style="list-style-type: none"><li>• Reading, phonics (related spellings), tables, mathematics, topic</li></ul>
<ul style="list-style-type: none"><li>• Years 3 and 4</li></ul>	<ul style="list-style-type: none"><li>• Reading, spellings, tables, English, mathematics, research assignments</li></ul>
<ul style="list-style-type: none"><li>• Years 5 and 6</li></ul>	<ul style="list-style-type: none"><li>• Reading, spellings, tables, English, mathematics, science, research assignments</li></ul>

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The precise amount of time spent on homework is less important than the quality of the tasks set and the way they are planned to support learning. The school believes a regular pattern of homework is important, particularly for English and mathematics.