



## **JUNIOR SCHOOL CURRICULUM POLICY**

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## **1. Aims of the Policy**

The Junior School curriculum is in accordance with the College aims, detailed in the Master's Mission Statement.

*The College's aims are:*

- To ensure that all our pupils feel equally secure and valued;
- To offer academic challenges that enable all pupils to realise their potential;
- To provide sporting, cultural, charitable and adventurous engagement for all our pupils to enjoy, and through which they can learn to work co-operatively and to lead;
- To nurture a supportive community that encourages a sense of social responsibility.

In the Junior School, we seek to establish these good learning habits from the beginning of the pupil's journey at Dulwich College with most students transferring to the Lower School at Year 7. This long-term view of the pupil journey allows us to deliver a bespoke curriculum offering breadth and depth, underpinned by high achievement.

*The Junior School aims are:*

- To provide a broad, exciting, relevant and challenging curriculum which stimulates and engages our pupils;
- To provide opportunities for pupils to develop creative, artistic, musical, cultural, charitable and sporting interests and talents within and beyond the curriculum;
- To provide an environment that is safe, stimulating and challenging to all pupils;
- To promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- To equip children with a range of skills and a desire for lifelong learning;
- Help children grow into courteous, reliable, independent and positive citizens;
- Ensure our curriculum helps foster fundamental British values.

## **2. Curriculum Context**

The entrance assessment process for Dulwich College Junior School is designed to ensure that pupils who join will enjoy the challenging curriculum and the wide range of co-curricular opportunities on offer. We encourage students to take advantage of the many opportunities on offer whilst also teaching the

importance of commitment, setting high self-standards and time management. As pupils move through the College, these skills become ever more valued and allow students to reach their potential.

The list of subjects taught, and the time allocation of those subjects can be seen in Appendix 1. All subjects are taught in mixed ability classes except Year 5 Mathematics and Year 6 Mathematics and English. Information regarding setting can be found in Appendix 2.

The curriculum also meets the aims of the College through:

- Developing a Games and PE curriculum which focuses on the values of respect, teamwork, leadership and sportsmanship. There are regular fixtures throughout the year and we aim to ensure that every pupil has the opportunity to represent the Junior School.
- The use of the Junior School Library and its wealth of fiction and non-fiction books, where we aim to foster a love of reading.
- Maintaining a sharp focus on the wellbeing of pupils.
- Building a strong community that focuses on celebrating diversity and developing respect for cultures, values, beliefs and abilities in our community and around the world.
- Giving access to numerous trips, residential and team building activities to further enhance our students moral and social development and help them grow into courteous, reliable, independent and positive citizens.

### **3. Curriculum Planning**

Our curriculum is based on the National Curriculum but is adapted to suit our pupil profile. We keep abreast of educational reform and welcome new initiatives, trialling and reviewing those we feel will enhance our curriculum.

We build opportunities for excellence and enrichment into our planning to enhance learning for our pupils. We aim to develop the seven areas of learning:

- communication and language;
- physical development;
- personal, social and emotional development;
- Literacy;
- Mathematics;
- understanding the world;

- expressive arts and design.

The Deputy Head Academic, working with Subject Coordinators and Year Group Coordinators, seeks to devise a curriculum, which is broad, exciting, relevant and challenging. This consists of many elements: academic, creative, artistic, cultural, charitable, physical and moral. The pupil experience is enriched by a range of external trips and visiting speakers and opportunities for free learning. Ultimately, the curriculum aims to enable pupils to become confident, independent learners who have a lifelong love of learning.

Curriculum overview and Subject Development Plans are in place to give further information and guidance on each specific subject. This enables staff to make links across subjects. Appendix 3 contains a specific list of staff responsibilities with regards to curriculum planning.

#### **4. Teaching and Learning**

Our curriculum is underpinned by high quality teaching and learning which aims to:

- Maintain a high standard of teaching and learning in all lessons;
- Ensure consistent practice across year groups, with all stakeholders knowing their roles;
- Ensure equity in access and opportunity for all children;
- Reflect the College's ethos within the teaching and learning that takes place.

We see teaching and learning as a partnership between staff, pupils and parents. Our ultimate aim is to enable pupils to become confident, independent students who enjoy learning. We aim to foster creative learning, critical thinking and an appropriate and stimulating challenge for every pupil. We build opportunities for excellence and enrichment into our planning to enhance learning for our pupils.

##### **4.1 Learning Environments**

The environment created in the Junior School is paramount aspect of optimising learning. As such we seek to ensure that our learning environments are:

- Tidy, well organised and welcoming;
- Relevant and have recent displays of children's work which contribute to the learning environment;
- Filled with opportunities for creativity, mistakes and problem solving.

Our learning environments allow pupils to:

- feel safe and supported;
- discuss their ideas confidently;

- be heard but also provide opportunities to listen to and respect the views of others;
- work individually, in groups or as a whole class across the course of an academic year;
- learn, to share, take turns and collaborate with their peers;
- become active and interactive learners;
- develop cognitive abilities and thinking skills and where appropriate, have the opportunity to take their learning further by thinking more deeply and asking questions;
- develop skills in communication, language, maths, science and develop their physical, artistic and creative abilities.

#### **4.2 Effective Teaching and Learning**

Effective learning is facilitated through high-quality teaching. To enable effective learning, teachers at the Junior School always have high expectations of our pupils both in their academic work and behaviour, encourage consistent effort and ensure that the learning environment is always of the highest quality.

Further to this all staff should ensure that:

- Lessons are well planned in order to match pupil abilities;
- Lessons have clear learning objectives and clear success criteria that provides a pathway to success;
- A variety of resources and activities are implemented to promote a love of learning and enhance it;
- Assessment for Learning (AFL) strategies are used expertly and consistently in each lesson so that the determination to meet each pupil's needs is strived for.

A list of strategies for ensuring effective teaching and learning can be found in Appendix 4.

#### **4.3 Lesson Observations**

Lesson observation takes place at regular intervals. Its main purpose is to monitor teaching standards and to enable the staff as a whole constantly to improve their teaching and so ensure the pupils' learning experience is of the highest possible quality. To this end there is a rolling programme of lesson observation.

Learning walks take place in accordance with the assessment schedule. Other lesson observations by SMT and peers take place throughout the year. Each programme is followed by a feedback session.

#### **4.4 Pupil Voice Forums and Book Looks**

At regular intervals, as organised by the Deputy Head Academic and outlined through the assessment schedule available to all staff, there will be a scrutiny of work in conjunction with pupils. These regularly

include subject coordinators but will have a member of SMT actively involved in this process. The books are looked at through pupil voice forums, created by a stratified sampling of pupils in order to ensure a fair representation of pupil voice and understanding.

Broadly speaking the book looks will look for rapid progress, constructive marking and target setting, with demonstration of scaffolding and extension where required. For a more detail list of all areas of the book looks, please see appendix 5.

#### **4.5 Supporting Pupil's Learning** (see the Junior School Learning Support Policy)

The Junior School has three teaching assistants who support in the core subjects. One works in Y3 only, the other two teaching assistants are split between Y3/4 and Y5/6. The Learning Support teacher supports individuals who need extra input, on either a long or short term basis. These pupils generally have a SPLD but could be EAL.

#### **4.6 Record Keeping**

All Form Tutors and other staff where relevant, have an Assessment folder in which to store all relevant assessment data. Staff are also encouraged to keep good notes on their formative understanding of the boys in order to shape their planning and teaching processes.

#### **4.7 Behaviour Management and Rewarding Effort and Achievement** (see Junior School Behaviour Policy)

The Junior School Core Values are at the heart of everything we do and form the core of expected behaviours in school. These values are:

- Do the right thing
- Care for others
- Join in
- Strive for Excellence

Behaviour management strategies refer back to these and routines and rules within the classroom are based on them. In addition, recognising and rewarding effort, as well as attainment is fundamental to our core values and are embedded in the Junior School ethos. We have a highly motivational, popular, rewards system, highly valued by pupils and widely used by staff. In the main, pupils are consistently praised with positive feedback from staff, regularly awarded House Points, given commendations or for excellent effort and achievement, a Head's Award.

### **5. Home Learning**

Through the planning and delivery of Home Learning, we seek to:

- Foster positive attitudes towards independent learning;
- Encourage pupils to develop good work habits for future life;
- Provide meaningful Home Learning, which reinforces and extends classroom work;
- Promote the partnership between home and school.

The purpose of home learning is to support pupils in their aim to achieve the highest possible standards and develop a love of learning. The School believes that Home Learning is one of the main ways in which pupils can develop independence in their learning. However, parents also play an important role and are asked to show an interest and provide support where needed.

**5.1 Setting Home Learning** Home Learning is set every weeknight via Microsoft Teams. Usually, the Home Learning task is set with a deadline of the following day. Home learning expectations for each year group are discussed at the Curriculum and Social Evenings at the beginning of the year. The approximate timings for Home Learning activities for each year group can be found in Appendix 6.

## **5.2 Expectations of the Home-School Partnership**

The school firmly believes in ensuring a strong home-school partnership. Teachers, pupils and parents all play key roles in ensuring that this takes place. It is expected that all involved in the Home Learning partnership understand their roles. A full list of roles and responsibilities can be found in Appendix 7.

## **5.3 Problems with Home Learning**

Where a pupil's Home Learning is handed in late this should be recorded. If this happens more than twice, the teacher who set the Home Learning (in communication with the Form Teacher) should try and establish the reason for this. In this first instance this will be through a conversation with the pupil and then if the problem persists through discussion with the parents. Appropriate steps to support the pupil with their personal difficulties will be made.

If a pupil's Home Learning is deemed unsatisfactory, or he fails to complete it without a good reason, he may be asked to complete the Home Learning at a break time or complete it at home, over subsequent evenings.

## **5.4 Holiday Home Learning**

Holiday Home Learning is not routinely set over a holiday period. However, parents and carers are asked to encourage their children to continue reading over the holidays.

On occasion, there might be times where pupils are required to complete an enrichment project or House activity over the course of a school holiday. Where this is the case, the project is generally open ended so that pupils may choose the length of time to spend on it.



Over the October Half Term and Christmas Holidays, Year 6 are set Holiday Home Learning, so that they can prepare for their 11+ examinations.

### **5.6 Provision at School**

Home Learning Club is offered daily from 16:00-17:00 at school. This is run by after school care staff, in Junior School classrooms. These sessions are for Home Learning only and a quiet environment is maintained. Pupils are expected to complete their Home Learning independently, although some help is given by the member of staff running Home Learning Club or boys from the Senior School who come to help.

Parents are asked to ensure that Home Learning has been completed once their sons are at home.

All pupils should read daily at home, even when they have attended Home Learning Club. For those pupils in Year 3 and 4, this should be with a parent or carer.

### **5.7 Monitoring and Evaluating Home Learning**

Teachers monitor the quality of work completed for Home Learning and may adjust the nature and timing of tasks set accordingly. The home-school partnership is considered fundamental to the success of Home Learning. Dialogue is encouraged and Home Learning will be discussed at parent consultations. The Year 4 and 6 parents' survey provides feedback on Home Learning for SMT to analyse.

## **6. Assessment (see also Junior School Assessment & Feedback and Marking Policy)**

Dulwich College Junior School uses Formative and Summative Assessment to monitor pupil progress and attainment, inform planning and as a means of reviewing the effectiveness of the curriculum. The assessment schedule can be accessed via the Academic folder on SharePoint.

Assessment for Learning (AFL) underpins the Junior School approach to Teaching and Learning, how we feedback on work, and it is embedded into our teaching practice. Teaching staff are empowered to make decisions on how to best adapt short term planning, the structure and pace of a lesson, how to introduce scaffold learning or increase challenge to meet the needs of their learners. As such, lessons should be designed with AFL in mind and ensure there are opportunities to check understanding and progress of learners.

All pupils undertake InCAS in the Michaelmas term to assess reading, spelling, maths, mental arithmetic, developed ability and attitudes to learning. The resulting data is analysed on an individual, class group and year group cohort basis by all teaching staff and Dulwich College Junior School SMT. Specific actions are then taken on individual level to ensure all pupils are best placed to reach their potential.

In the academic year 24/25, we are trialling Quest Assessments, offering what we feel will be a deeper insight into the learning and progress of the boys within the Junior School.

All pupils also undertake a Primary Writing comparative judgement task once per year. The resulting data is analysed by all teaching staff and Dulwich College Junior School SMT, allowing us to have some understanding of each pupil's progress in writing compared to national averages.

End of term assessments take place in Reading, Writing, Grammar and Maths. The combination of teacher assessment and end of term exams forms the basis of reports to parents.

#### **7. Learning Support Provision** (see also Junior School Learning Support Policy)

The Junior School Learning Support department oversees provision for pupils with additional needs. Throughout the school year, the Learning Support Coordinator works closely with Form Teachers, Year Group Coordinators and the Deputy Head Academic to use school data and qualitative evidence to identify pupils who would benefit from additional support. This support may be in-class differentiation, Precision Teaching Groups, personalised 1-1 support or adjusted examination access arrangements.

#### **8. Extension & Enrichment** (see also individual subject policies)

At Dulwich College Junior School, we do not keep a Gifted & Talented register. As a selective school, many of our students could be classed as such. Instead, we consider opportunities to provide Extension & Enrichment for all throughout our curriculum.

Throughout the academic year, our students engage with educational visits to museums, places of worship, and other places of interest to develop a deeper, richer understanding of a topic or concept. In addition, specific events are held in-house and in partnership with other schools to also enrich our curriculum.

Each year, students undertake a research project designed to enrich a particular area of the curriculum. The degree of choice and freedom in researching and presenting grows as they progress through the Junior School culminating in an Extended Research Project in Year 6 following the 11+ exam.

An annual Junior School Symposium takes place in April, in partnership with James Allen's Girls' School (JAGS) and Dulwich Wood Primary. The Symposium focuses on a central theme, which is then interpreted in many different ways by staff and guests. Pupils experience a range of activities, lectures and workshops throughout the day. DCJS also has a Collaboration Partnership plan in conjunction with Sydenham Hill (Years 3 and 4) and JAGS (Years 5 and 6).

Many of our co-curricular clubs allow pupils to extend their understanding and interest in an academic subject. Clubs are open to all students (given year group and number restrictions) and are therefore mixed ability. Pupils choose clubs to attend thereby demonstrating their commitment to Free Learning.

#### **9. Junior School Subject Policies**

These are stored electronically in the subject folders. It is the responsibility of teachers to become familiar with the policies in the subjects they teach and put them into practice.

## 10. Equal Opportunities

All pupils have the right to equal opportunities. All teachers should adhere to the Equal Opportunities and Inclusion Policy (Pupils) set out in the College Handbook for Teaching Staff.

**This policy should be read in conjunction with**

- Junior School Assessment, Feedback and Marking Policy
- Junior School Learning Support Policy
- Junior School Behaviour Policy

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<b>Policy Owner:</b>	Head of Junior School
<b>Last Reviewed:</b>	September 2024
<b>Date of Next Review:</b>	Academic Year 2026 - 2027

## Appendix 1 - Subjects Taught and Time Allocations

All pupils are taught Art, Computing, D&T, Dance, Drama, English, French, Games, Geography, History, Maths, Music, Physical Education, Religious Studies, Science, Wellbeing.

Year 3 and 4 take part in specialist music lessons where they learn a String or Brass instrument (respectively). Years 3-6 also have weekly singing sessions scheduled.

Year 6 work towards the 11+ exam in December and have opportunities to familiarise themselves with VR and NVR. After the 11+ exam, pupils take on an Extended Research Project (called our 'Great Exhibition') on an issue linked to the UN Sustainable Development Goals, which is then presented to peers and parents.

### Timetable & Lesson Allocation

Time	Lesson
08:25 - 08:35	Registration
08:35 - 08:55	Assembly
08:55 - 09:50	<b>P1</b>
09:50 - 10:45	<b>P2</b>
10:45 - 11:10	Break
11:10 - 12:05	<b>P3</b>
12:05 - 12:35	LUNCH
12:40 - 13:35	<b>P4</b>
13:35 - 14:15	Break / Clubs
14:15- 14:25	Registration
14:25 - 14:50	<b>P5a</b>
14:50 - 15:45	<b>P5</b>

15:45	End of school
16:00 – 17:00	HL /After School Clubs
17:00 -18:00	After School Care

There are three Forms in each of Years 3 to 6. The table below shows the time allocation for each subject. We strive to have a weekly timetable, but as the Senior School operate on a 2-week timetable, some subjects may be taught on a Week A/Week B basis. For clarity 0.5 refers to one of the 25 minute periods per day. These are named 5A on the timetable.

	E N G L I S H	M A T H S	W E L L B E I N G	F R E N C H	H I S T O R Y	G E O G R A P H Y	C O M P U T I N G	S C I E N C E	A R T	D . T .	G A M E S	P . E .	R . S . P H I L O S O P H Y	S T R I N G S / B R A S S	D R A M A	D A N C E	H A N D W R I T I N G	F O R M P E R I O D / L I B R A R Y	M U S I C / S I N G I N G
<b>Y3</b>	5	5	1	1	1	1	1	2	1	1	2	1	0.7	0.7	0.3 5	0.3 5	0.2	2	1.5
<b>Y4</b>	5	5	1	1	1	1	1	2	1	1	2	1	0.7	0.7	0.3 5	0.3 5	0.2	1.5	1.5
<b>Y5</b>	5	5	1	1	1	1	1	2	1	1	2	1	1	0	0.5	0.5	0.5	1.5	1.5
<b>Y6</b>	5	5	1	1	1	1	1	2	1	1	2	1	1	0	0.5	0.5	0.5	1.5	1.5

### Carousels

- Year 3 & 4 R.S./Philosophy, Drama/Dance, and the strings and brass lessons are taught in a carousel during two timetabled periods throughout the year. Year 3/4 Drama/ Dance is taught on a half-termly carousel.

- Drama and Dance are taught in half termly blocks to ensure equal coverage of both subjects.
- Form Periods allow Form Teachers to manage the wellbeing of the class.
- Each class has an allocated 25min session in the library each week.

## **Appendix 2 – Information on Setting**

Setting in English (Year 6 only) and Maths (Year 5 and 6 only) brings together students of similar abilities and allows the pace and content of lessons to be specific and targeted. In other curriculum areas and in Maths and English in other year groups, we believe the benefits of mixed-ability teaching is most suitable for our students.

### **Appendix 3 – Staff Roles in the Curriculum**

#### *Role of the Dulwich College Senior Management Team*

- Ensure all school personnel, pupils and parents are aware of and comply with this guidance;
- Keep up-to-date with new developments and resources;
- Lead curriculum development, teaching and learning throughout the Junior School;
- Work closely with Subject Coordinators and Year Group Coordinators to monitor the effectiveness and engagement of the curriculum;
- Monitor and review the curriculum to ensure that consistency, continuity and progression are evident;
- Ensure that Subject Development Plans & Policies are in place and reviewed regularly;
- To liaise with specialist staff in the Senior School to ensure a smooth transition to the Lower School and beyond;
- To report to College Leadership Team and Board of Governors.

#### *Role of the Subject Coordinator*

- Lead and promote their subject in line with this guidance;
- Work closely with the Year Group Coordinators and Deputy Head Academic;
- Keep abreast of new developments and resources and be involved in relevant CPD discussions including Cluster Group Meetings;
- Ensure that their subject(s) Development Plan & Policy is in place;
- Ensure that planning is in place for their subject(s), which shows progression of knowledge and skills. The planning should also cater for all abilities to ensure all pupils make progress;
- Review and monitor attainment and progress in their subject area(s) by leading Learning Walks and pupil discussions then feeding back to relevant staff and the Deputy Head Academic;
- Provide guidance, support and training to all staff on induction and when the need arises;
- Encourage relevant educational visits and speakers to link with topics and curriculum areas.

#### *Role of the Year Group Coordinator, Teaching Staff and Support Staff*

- Be aware of all aspects of this policy and guidance;



- Undertake careful planning of all areas of the curriculum (following the curriculum overview) and take time to develop those special moments of interest/unique events which will further children's experiences;
- Liaise closely with the Subject Coordinator when reflecting and evaluating aspects of the curriculum;
- Adapt plans as necessary to suit the needs in each class;
- Maximise learning opportunities by encouraging pupil independence and free learning.

#### Role of Pupils

- Be aware of this policy and guidance;
- Take ownership of their learning by following the Dulwich College Core Values in the classroom and beyond;
- Feedback suggestions for the curriculum via the School Council.

## **Appendix 4 – Strategies for Ensuring Effective Teaching and Learning**

All subjects are planned thoroughly. The planning has three strands. Long Term plans provide a brief overview of the topics to be taught. Medium Term Plans are the schemes of work. Weekly plans are the short term planning. Year Groups meetings are held once a week to ensure effective planning across the year group. The weekly planning will be based on the medium term plans but adapted for each group of pupils.

- Year Group Coordinators oversee the weekly planning and organisation of activities, across the year group. A Year Group meeting is timetabled each week for this purpose.
- The subject coordinators review, revise and update plans regularly.
- The Deputy Head Academic has overall responsibility for effective planning.
- The SMT have a rolling programme of Learning Walks, Pupil Voice Forums and Book Looks to monitor standards of teaching and the use of effective strategies for teaching.
- All staff have the opportunity to undertake peer lesson observations to support their ongoing professional development.
- The SMT and staff analyse assessment data and use this information to implement new initiatives, and improve procedures, as necessary.
- Assessment data is analysed carefully and used to inform planning and monitor progress by all relevant staff. · Staff INSET is provided at the beginning of each term, through staff meetings, and staff are encouraged to attend INSET courses externally to improve their practice for CPD.
- New staff have a comprehensive induction process in line with the policy (see Induction Policy for new staff).
- NQT's are well supported through statutory induction programme.
- The Learning Support coordinator produces Learning Profiles for those who have difficulties with and gives staff support and guidance on strategies for developing skills with these pupils.
- · The two Junior School teaching assistants support in the classroom, supporting small groups and individuals, in the core subjects.

## **Appendix 5 – Pupil Voice Forums and Book Looks**

We will look for evidence of the following:

- Effective learning and rapid progress.
- Work well matched to pupils' abilities.
- Differentiation for the full ability range.
- Planning from schemes of work, across year groups, in evidence.
- Appropriate volume of work.
- Care with presentation.
- Constructive marking and target setting in line with our marking policy.
- Learning objectives and success criteria used constructively by pupils and staff.
- Progress over time.
- Variety of activity.
- Excellence and enrichment activities.
- Creative learning.
- Opportunity to use ICT skills.

## **Appendix 6 – Home Learning Timings Overview**

### **Year 3 and 4 (approximately 30-40 minutes each day)**

- ~20mins Maths & English home learning (twice a week);
- ~20mins Humanities home learning (once a week);
- ~20mins Reading (daily);
- Spelling (weekly);
- French (weekly).

### **Years 5 and 6 (approximately 40-60 minutes each day)**

- ~30-40 mins Maths & English home learning (twice a week);
- ~30-40 mins Humanities home learning (once a week);
- ~20mins Reading (daily);
- Spelling (weekly);
- French (weekly);
- Year 6 can expect more Home Learning in English and Maths and less in other subjects in the Michaelmas Term in preparation for the 11+.

## **Appendix 7 – Home Learning Partnership Roles**

### *Expectations and responsibilities*

Teachers are expected to:

- Set tasks appropriate to the needs and abilities of the pupils;
- Plan tasks, which support or enrich classroom learning;
- Provide sufficient information so that pupils and parents/carers know what is required and the timescale involved;
- Mark home learning and give feedback as appropriate;
- Celebrate effort and achievement in home learning tasks through the rewards system;
- Contact parents/carers where any problems with home learning arise;
- Record on iSAMS if Home Learning is handed in late or to an unsatisfactory standard.

Pupils are expected to:

- Access their Home Learning via Teams on a daily basis;
- Ask the teacher if they are unsure of the Home Learning task;
- ‘Hand in’ their Home Learning via Teams, or via the means asked for by the teacher (e.g. handwritten);
- Strive for excellence in each home learning task;
- Meet the deadline for the home learning task;
- Explain to the teacher if they have had difficulty in completing the home learning task.

Parents are asked to:

- Provide a suitable environment for pupils to work;
- Ensure that sufficient time is set aside to complete Home Learning;
- Support the child’s learning, yet allow them to take responsibility for it;
- Support reading development by listening to their sons read aloud, sharing and discussing books with them;
- Help their sons with organisation to ensure Home Learning is completed and handed in on time;

- Write a brief email to the relevant teacher explaining why Home Learning has not been completed, where this is occasionally unavoidable.