

DUNHURST, BEDALES JUNIOR SCHOOL

TEACHING AND LEARNING POLICY (abridged / website version)

Including the Curriculum Policy

January 2012

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1. Overview

Learning at Dunhurst is a rich tapestry of opportunity and extends far beyond the classroom. We pride ourselves on a genuinely creative learning and teaching environment reflecting the Five School Aims. The teacher is respected for facilitating and empowering pupils with passionate and enthusiastic delivery of subjects which inspires inquisitive learners who cherish independent thought.

Dunhurst maintains as much freedom as is practically possible from the pressures of testing, exam results and Common Entrance preparation. We are committed to:

- a discursive approach to all subject areas and encouraging philosophical discussions and thinking in classes, tutor groups and whole school meetings;
- providing wide opportunities for differentiation in academic studies with additional support for the less able, gifted and talented opportunities and a programme of extra-curricular activities to encompass the holistic development of each child as an individual;
- acknowledging that doing and making are involved in all kinds of learning, both in the creative arts, practical work and intellectual pursuits;
- equally valuing creative arts with other subjects and ensuring that the timetable allocation reflects this;
- drawing in external practical expertise, wherever possible, to enhance learning experiences
- raising academic standards through these means and a detailed focus on ‘Assessment for Learning’(2010-12)

2. Raising Academic Standards

– ‘Assessment for Learning’ focus

‘Assessment for Learning’ at Dunhurst means:

- involving sharing learning goals with pupils;
- aiming to help pupils know and recognise the standards they are aiming for;
- involving pupils in peer and self assessment;
- providing feedback, which leads to pupils recognising their next steps and how to take them;
- promoting confidence that every pupil can improve;
- involving both teacher and pupils reviewing and reflecting on assessment information.

Raising Academic Standards is developed through a range of ideas including:

Teaching and Learning Group for Staff

Pupil Academic Forums

Work Scrutinies and Pupil Shadowing

Bringing relevance of tracking data to Pupil Reviews and day-to-day discussions

‘Learning Detectives’ Committee

Gifted and Talented Opportunities; Year 8 Scholars’ Project

Development of Assessment for Learning through all these avenues

Developing an open environment where sharing of best practice is valued

Scholarship classes

Teaching and Learning Group (TLG)

This group started in March 2011 and meets two or three times a term.

Interested staff work to continually improve and develop their practice within an encouraging and sharing team, particularly focussing on formative assessment and trialling new ideas. Agendas set new tasks to try out and give staff an opportunity to feedback on new ideas tried out.

Pupil Academic Forums (PAF)

These are twice termly occasions for a range of pupils in Groups and Blocks to meet with the Director of Teaching and Learning and another member of interested staff so that they can feed into the teaching and learning cycle. Pupils reflect maturely on their learning and provide ideas and opinions which are valid and useful. Feedback is passed to the staff team and used to enrich learning.

Work Scrutinies and Pupil Shadowing

These are valuable ways to learn about and to improve the standard of learning we offer at Dunhurst. Both Work Scrutinies and Pupil Shadowing can be carried out at regular intervals by the Director of Teaching and Learning or other staff as best suited.

Work Scrutinies will:

- ✓ Always be scheduled prior to the event and notified to HoDs to disseminate to department
- ✓ Always have particular foci which are notified prior to event
- ✓ Always require self-selected evidence and random evidence
- ✓ Provide general and individual department feedback

Pupil Shadowing will:

- ✓ Always be scheduled prior to the event and notified to staff
- ✓ Always have particular foci which are notified prior to event
- ✓ Focus on the pupil experience
- ✓ Provide general and individual department feedback

Learning Detectives

A small committee of Year 8 are further engaged in investigations in the classroom and reflective practice which will feed into further teaching and learning discussions. Their role will increase and develop during the first year that this runs (2011-12) and will include working with staff and pupils.

Scholarship Classes

Year 8 pupils selected to take the Bedales Scholarship exams are given additional weekly classes focusing on higher level skills for these exams. The main Bedales Entrance Tests and Scholarship Tests for Dunhurst pupils are taken at the end of February / beginning of March before entry in the September. Year 8s selected to take the Scholar Tests for Bedales take this test two weeks before the rest of the year groups takes the standard entry tests. This fortnight is used as a 'Scholars Project' which is an independent learning project, with mentor guidance, an immersion day and background study with a final presentation.

3. The Curriculum

Curriculum Overview

We teach by creating curiosity and setting challenges.

Confidence grows as the children grow, and, with it their desire to question and discuss. Our distinctive approach to learning helps children excel academically.

We follow our founder's vision of focussing on all aspects of a child's life – head, hand and heart – and we believe that education should empower children through opportunity and experience.

Much learning takes place through making and doing, especially through our extra-curricular activities programme. Surprising talents are often unearthed by the children themselves and by our supervising staff.

The strong pastoral support system, including weekly 1:1 tutorials for Years 7 & 8, helps pupils to become independent in managing their work and to feel supported and part of the Bedales community through all their commitments to the academic and extra-curricular life of the school.

Years 4 – 6 (Groups 1 -3) Academic Overview

The curriculum is broad as well as deep. Unlike many preparatory schools, we are not bound by the Common Entrance syllabus; and we are guided by the National Curriculum but not locked into it. If teachers want to pursue a topic in depth, they can.

In Groups 1-3 (Years 4-6) the children spend most of their lessons with their class teacher. Much of the English and Humanities curriculum is taught through topic work, which makes it more interesting and relevant. There is specialist teaching in Maths, Science, Creative Studies, Music, Physical Education, Drama, French, Dance and ICT.

We encourage children to be aware of, and care for their environment. Pupils take part in 'Outdoor Work', managing the 'Conservation Area', caring for livestock and undertaking various environmental projects.

Each summer term all year groups go away on residential camps, staying under canvas, in youth hostels or study centres. All trips complement the curriculum and introduce children to new situations and challenges.

Years 7 - 8 (Blocks I and II) Academic Overview

In the 'Blocks' all subjects are taught by specialist teachers, and pupils are in Tutor Groups. All pupils have 'Green' periods when they can complete independent study or prep, or pursue other activities: academic (Modern Languages, or extra Maths or English), creative (individual instrumental or vocal

lessons or LAMDA) or sporting. The number of Greens increases as children move up through the school: they are one of the means by which children learn to take responsibility for themselves and to organise their own time.

The pupils have a voice in the running of the school. The School Council comprises representatives from all age groups; the agenda is pupil driven and major issues are taken forward to a staff meeting. Older children serve on a number of committees, chaired by staff, so that they can take responsibility for areas of their school life. Every pupil in Blocks 1 & 2 is expected to contribute to the Community Service programme, where they give time to help others both within and beyond the school community.

Curriculum Area Overviews

These are regularly updated by HoDs and can be viewed on the school website: <http://www.bedales.org.uk/dunhurst-subject-areas.html>

Groups Curriculum Allocation of Time for Subjects per week (2010-11)

	Group 1	Group 2	Group 3
English (including circle and class time)	8	9	8
Maths (sets)	8	8	8
Topic	8	6	7
Science	4	4	4
P.E.	4	6	6
Creative Studies	4	4	4
Outdoor work	2	2	1
French	2	2	3
I.T.	1	1	1
Music + Choir	3	3	3
Greens (independent study, music lessons, learning support lessons)	5	4	4
Drama	1	1	1

50 periods

50 periods

50 periods

Block 1: Year 7	English	5 lessons per week	
	Maths	6 lessons per week	In sets
	Science	5 lessons per week	
	Creative Studies	4 lessons per week	
	French	4 lessons per week	In sets
	History/RE	4 lessons per week	By French sets
	Geography	2 lessons per week	By French sets
	Music	2 lessons per week	split for 1 lesson
	Vocal Ensemble	1 lesson per week	Selected pupils
	Instrumental Ensemble	1 lesson per week	Selected pupils
	PE	4 lessons per week	
	Games	2 lessons per week	
	Drama	2 lessons per week	
	IT	1 lesson per week	½ classes
	PSHE	1 lesson per week	
	Latin	2 lessons per week	Optional
	Green	7 lessons per week	
	Outdoor Work	1 lesson per week	½ classes
	Tutor time	1 lesson per week	
Jaw	1 lesson per week		
Block 2: Year 8	English	3 lessons per week	
	English Grammar	1 lesson per week	
	Maths	6 lessons per week	In sets
	Science	6 lessons per week	
	Creative Studies	4 lessons per week	
	French	4 lessons per week	In sets
	History/RE	4 lessons per week	By French sets
	Geography	2 lessons per week	By French sets
	Spanish/German	1 lesson per week	
	Music	2 lessons per week	
	Vocal Ensemble	1 lesson per week	Selected pupils
	Instrumental Ensemble	1 lesson per week	Selected pupils
	PE	4 lessons per week	
	Games	2 lessons per week	
	Drama	2 lessons per week	
	IT	1 lesson per week	
	PSHE	1 lesson per week	
	Latin	2 lessons per week	Optional
	Green	7 lessons per week	
Outdoor Work	1 lesson per week		
Tutor time	1 lesson per week		
Jaw	1 lesson per week		

Our 'activities' programme enhances and supports our curriculum. A wide range of activities which changes each term and are chosen by the children take place Monday – Thursday, from 4.30 – 5.30pm (Groups) and 6.00 – 7.00 for Blocks. Assemblies, notices, Jaw and a programme of outside speakers, together with an 'outdoor' curriculum delivered through Outdoor Work and Badley projects, add to fulfilling our belief that the curriculum should be lively and ever changing.

More information can always be found on the school website, with information about specific events in the calendar and details of the week ahead in the Friday Report.

4. Daily Timetable

(8.25am Bell)

8.25am	Registration
8.35am	Notices and Assembly (Monday and Thursday) Instrumental Ensembles (Tuesday and Friday) Tutor/Form Time (Wednesdays and Saturdays)
8.55am	Lesson 1 (ends 9.30am)
9.30am	Lesson 2 (ends 10.05am)
10.05am	Lesson 3 (ends 10.40am)

Break

(11.00am Bell)

11.05am	Lesson 4 (ends 11.40am)
11.40am	Lesson 5 (ends 12.15pm)
12.15pm	Lesson 6 (ends 12.45pm for Groups, 1.00pm for Blocks)

Lunch

(1.25pm Bell)

1.30pm Lunchtime Lesson for Groups only

(2.00pm Bell)

2.05pm	Lesson 7 (ends 2.40pm)
2.40pm	Lesson 8 (ends 3.15pm)
3.15pm	Lesson 9 (ends 3.50pm)

** Blocks do not have lessons on Wednesday afternoon*

Snack

(4.15pm Bell)

4.20pm	Lesson 10 Blocks only (ends 4.55pm) Groups to Register in the Well Friday only – all to Form Teachers followed by JAW Groups Activities Start (ends 5.30pm)
4.55pm	Lesson 11 Blocks only (ends 5.30pm)

Supper

(5.55pm Bell)

6.00pm	Blocks Activities (ends 7.00pm) <i>Tuesday and Thursday Block activities run from 6.30pm – 7.30pm</i>
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5. Additional Information:

PREP AND GREENS

Preps are set by subject. The number of preps increases each year. Pupils with a heavy additional workload – LAMDA, additional musical instruments, learning support – should be able to be aware of the impact on workload before they commit to extra activities. Tutors and class teachers need to be able both to ensure that a student’s workload is neither too light nor too heavy and to take appropriate action if that is thought to be the case. Preps will be regularly and reliably set and marked. School stickers are to be used at the end of each piece of work that has been marked and should give grades for achievement and effort as well as a target for the pupil for their next piece of work. They will consist of varied and interesting material. They will be promptly marked and returned to pupils.

Subject allocation of Prep –

	Group 1	Group 2	Group 3	Block I	Block II
Maths	1	1	1	1	1.5
English	1	1	1	1	1.5
Topic	1	1	1		
Science	1	1	1	1	1.5
French			1	1	1
Music					
ICT				1	1
PSHE				1	1
History/Religion				1	1
Geography				1	1
CS	Occasional	Occasional	Occasional	Occasional	Occasional
Latin				Optional	Optional
Total	4	4	6	8	9.5

Notes () set from summer term 1.5 - means 45 minutes

Setting of Prep

- Each prep unit lasts for approximately 30 minutes of concentrated time ie: a green period.
- Staff may specify that a prep is to be handwritten.
- Days for prep setting will be decided before September to ensure an even pupil work load.
- Staff record set on the network areas for Groups and Blocks as soon as possible after setting as well as being given to FB for Learning support children. The Head of Learning Support will write the preps on the board outside the Library.
- Weekly preps will be set every week, fortnightly preps every two weeks.
- Pupils will usually be given one week for completion of preps. They will be given notice if it is to be less.

- Prep will be clearly explained to pupils, with guidelines on content, length, format etc. and recorded in prep diaries and homework books.

Nature of Prep

- Prep will not be used for finishing off class work.
- A variety of Preps is paramount – reading, learning by heart, research, extension of class work, opportunities for independent learning, consolidation, practise of new skills etc.
- Parents are welcomed to enquire about their child's prep, to take an interest and give support.
- Preps should generally be achievable and suitable to a child's ability.
- Preps requiring research on the Internet will have guidelines for suitable websites to use and for making sure students respond in their own words.

Standard Tests Information:

InCAS (age 5 – 11)

- Measures of reading and mathematics acquisition reported as intuitive age related scores
- Ability measures incorporating non-verbal test and vocabulary test
- Reading and maths scores broken down to sub-levels to provide powerful diagnostic information
- Remediation advice booklets with suggestions for interventions from a systematic review of evidence
- Predictions to KS performance
- Attitudinal measures

MidYIS (11 – 16)

- Robust, nationally standardised curriculum-free measures of ability in vocabulary, mathematics, non-verbal and skills areas.
- Target setting measures, for KS3 / GCSE / IGCSE performance
- Progress measures (value-added) from MidYIS to INSIGHT/SOSCA / KS3 / GCSE / IGCSE
- Attitudinal reports
- Analysis software
- Test can be administered in Year 7, Year 8 or Year 9 (ages 11+, 12+ and 13+)

MidYIS is used for testing Years 7 & 8

6: Effort and Achievement Grades

Effort Grades are celebrated at Dunhurst and Groups pupils will only receive Effort Grades in their marked work. Achievement Grades are recorded for all pupils and used for tracking and Pupil Review grades.

Effort Grades

- 1 = giving their best, using their skills and abilities to the full
- 2 = putting in effort, trying hard
- 3 = reasonable effort shown
- 4 = some cause for concern – lack of effort
- 5 = real cause for concern – effort well below that expected

Achievement Grades

- A = Excellent; outstanding work
- B = Good; above average
- C = Competent; work generally of an average level
- D = Below average; clear confusion in areas
- E = Finds the work difficult and find comprehension of most topics challenging

('average' is based on national expectations of the pupils' age group together with carefully judged expectations of each HoD in their own unique Dunhurst curriculum)*

7. Reports and Parent Teacher Meetings

Reporting

1. All teaching staff contribute to **Pupil Reviews**:

Each term, a record of progress is also kept in the form of marks for effort and achievement. These records are used as a basis for discussion when we have a 'Pupil Review Meeting'. These meetings generally happen at least once a term, but not all students are reviewed at each meeting.

Effort and achievement are measured twice termly (except in the summer) using the whole school effort and achievement grades. Poor performance by any pupil will be noted by tutors/group teachers, discussed with colleagues, and any particular worries will be fully discussed. All the teachers need to provide these marks for effort and achievement via input into Schoolbase prior to the meeting; they then attend the Pupil Review meeting at which each child is discussed individually and information is shared. We talk about how the children are doing; their strengths, weaknesses, responses to different subject areas; their general behaviour in class, etc. There are a variety of outcomes to these meetings: some children are invited to go to see the Head for praise and positive comment; or a meeting might be arranged with Learning Support staff, or parents, to address particular concerns; or a class teacher may focus on a specific area with a child. Tutors go through Pupil Reviews with their tutees

Advice to parents is as follows:

The Pupil Review acts as a snapshot of a child's individual progress. As a staff, we are entirely happy to share this information with you. We would like to suggest, however, that it may not be helpful to share this information with your child. If you do choose to share your child's marks with them, it would be helpful for you to focus on their effort grades rather than their achievement grades.

2. These inform **Parent / Teacher Meetings**:

- Parent/teacher meetings are invaluable to parents. They provide an opportunity for parents to meet the teachers of their children and ask any number of questions about their child's ability, progress, effort and work. There should be no surprises; communication with parents should be very regular and pro-active. Parent/Teacher evenings, however, are important.

Meetings are arranged for all parents twice a year (including individual appointments with tutors and Group teachers), although we also encourage parents to contact the school if they are at all concerned about any aspect of their child's education. Group teachers and Block tutors are expected to contact the parents of all of the pupils in their care by the end of the third week of the Autumn term.

3. These contribute to **End of Term Reports**:

- These are written for every subject in the autumn and summer terms (spring not summer for Block I) and sent to the parents.

4. These inform **Progress / Transition Reports**:

Overview of Annual Timetable for Parent /Teacher Meetings, Pupil Reviews and End of Term Reports

PARENT TEACHER MEETINGS

September

All Teachers and Tutors to make contact with parents in 1st 10 days

October

Pupil Review Groups and Blocks

Parent Teacher Meeting Block II (Maths Eng, Tutor, LS only)

Parents to meet Group Class teachers informally

November

Pupil Review Groups

Parent Teacher Meeting Block I (All Subjects)

December

Reports for all

Feb

Pupil Review Groups and Blocks

Groups Parents Teacher Meeting (All Subjects)

March

Block I Reports

May

Pupil Review Groups and Blocks

Groups Parent Teacher Meeting (All Subjects)

Block I Parent Teacher Meeting (All Subjects)

June

Block II Parent Teacher Meeting (All subjects)

July

Reports for Block II and Groups

	S	O	N	D	J	F	M	A	M	J	J	A
Groups												
PTM		X				X						
Review		X	X			X			X			

Reports				X							X	
Block I												
PTM			X						X			
Review		X				X			X			
Reports				X			X					
Block II												
PTM		X								X		
Review		X				X			X			
Reports				X							X	

8. Gifted and Talented Policy

Aims

- ✓ To promote the identification of Gifted and Talented pupils using a variety of methods of nomination and assessment
- ✓ To ensure that all Gifted and Talented pupils achieve their full potential through their love of learning and independent thought
- ✓ To provide a rich and challenging curriculum in which Gifted and Talented pupils can work at their own level and pace developing inquisitive, open-ended learning
- ✓ To give opportunities throughout the curriculum and extra-curricular programme for pupils and their staff to identify and develop gifts and talents
- ✓ To create an environment where pupils can have and achieve the highest aspirations
- ✓ To develop and support the whole child with emotional, social and intellectual support
- ✓ To work as an extended community to develop Gifted and Talented pupils

Definitions

At Dunhurst it is expected that a fluid number of pupils will demonstrate academic abilities or specific talents at any one time. There is no pre-conceived idea of the percentage of pupils at any one time who will fall into the band of 'Gifted and Talented' and the number will depend on the individuals who make up the school.

Gifted and Talented are defined as thus:

Gifted

Possession of exceptionally high level of academic ability (potentially or demonstrably) in one or more subject areas :

- Maths
- Science
- English (aspects)
- Humanities

Talented

Possession of an exceptional talent in one or more of the following areas:

- Artistic and Creative
(Creative Arts, Music, Drama, creative imagination)
- Practical
(Design Technology, Woodwork, ODW, mechanical ingenuity)
- Physical
(PE, Sports, Dance, Karate, Outdoor Pursuits)
- Social Skills
(personal, interpersonal, leadership, debating, communicating)
- Linguistic
(MFL, Classics, English Language (aspects))

Identification and Nomination to the Register

Identification at Dunhurst will be through a wide range of sources, involving all staff and the wider community:

Class Teachers	Through monitoring level of work of pupils in their class
Heads of Departments	Through monitoring work of pupils in department, use of Assessment Data and via discussion with departmental staff
Tutors	Through an overview of pupils' academic work and extra-curricular activities; overview of social interaction and interests; information from parents, pupil and peers when given
Specialists (Sports Coaches, Dance Teachers, LAMDA, Visiting Music Staff etc.)	Through records of qualifications achieved, competitions, successes.
All Staff	Through day-to-day interaction with pupils
Parents	Through opportunities given to pupils at home
Pupils & Peers	Through self-appraisal, peer-appraisal / nomination and individual interest
Head of Assessment	Through MidYIS, InCAS, Spelling and Reading Age Scores and other Assessment Data as appropriate

The Register

The Register is designed to be a fluid list of pupils who are Identified and Nominated as Gifted and Talented at any one time.

- Identification and Nomination can happen at any time
- Removal from the Gifted and Talented Register can happen at any time
- The Register is compiled and updated by the Gifted and Talented Co-ordinator after Identification and Nomination has happened.
- The Register is formally reviewed annually each January
- An up to date Register is always accessible on the Dunhurst network under 'Files from the Director of Teaching and Learning>Gifted and Talented>Register
- A hard copy of the latest register is available in the staffroom.
- All staff are emailed when a change to pupils occurs on the register.

The Register identifies for each Gifted and Talented pupil:

The Area / Subject of exceptional ability

The Specifics of exceptional ability

Initials of the Nominator

The Date of Nomination

Provision

Whole School

Gifted and Talented opportunities are available to all pupils at Dunhurst through:

- ✓ A broad and balanced curriculum with equal emphasis on creative subjects as academic disciplines
- ✓ Excellent classroom and prep setting practice including:
 - Differentiated starting points, tasks, open-ended outcomes
 - Extension and enhancement activities
 - Multi-sensory approach
 - Sets and Fast-Tracking (where appropriate)
- ✓ A wide provision of extra-curricular activities and opportunities, allowing for vertical grouping of pupils
- ✓ A caring community where everyone has a voice
- ✓ Peer Listening where older pupils mentor younger pupils
- ✓ Pupil led assemblies
- ✓ QI programme
- ✓ Withdrawal, experts in the class, trips

Specific Groups

Groups of nominated pupils who have similar strengths and interests should be catered for by their own programme which may contain specialist lessons, access

to external experts and further opportunities as appropriate. These are established by and are the responsibility of the Gifted and Talented Co-ordinator.

Individuals

Opportunities for Individuals with specific gifts or talents are the responsibility of the class teacher (academic) or tutor (pastoral / extra-curricular). A programme of opportunities or differentiated activities should be achieved for these individuals, in conjunction with the Gifted and Talented Co-ordinator. Some Gifted and Talented pupils benefit from IEPS, which are drawn up in discussion with the pupil, parents and Gifted and Talented Co-ordinator.

Wider Community

Opportunities to involve Gifted and Talented pupils from local schools are also welcomed at Dunhurst and include a Music 'Woodwind Day' (2010) ;an 'Inspire, Create, Perform Day' (CS, Drama, Dance, Music; 2011) and a 'Science, History and the Big Outdoors' Day (March 2012 planned)

Celebrating Success

Successes for exams, excellent work, outstanding achievements are all important in raising awareness of high expectations and achievements in Dunhurst. All of these are celebrated at Dunhurst in assemblies with a showing of examples of excellent work or presentation of certificates and medals.

Continuity and Progression

Pupils who come from a previous school with a recommendation for Gifted and Talented will be provisionally placed on The Register. This will then be closely monitored and confirmed by the G&T co-ordinator after a reasonable period of time.

The development of links between the three Bedales schools means that recommendations for Gifted and Talented from Dunannie will be given to the Director of Teaching and Learning to be provisionally placed on The Register as above.

Pupils moving on to Bedales have special Tutor Reports written for them and indications of gifts and talents should be noted here. The Director of Teaching and Learning will also forward The Register (and previous registers) pertinent to the year group moving up to the Director of Teaching and Learning / Managing Head / G&T co-ordinator at Bedales.

Pupils moving to different schools from Dunhurst should have information from The Register included in the details / reference to the new school.

9. Learning Support Policy

See separate Learning Support Policy.

10. Role of Parents

Parents are becoming increasingly interested in their child's learning and opportunities for them to be involved are welcomed. 'Childtalk' information evenings are advertised to parents to come and find out about aspects of Teaching and Learning; Prep Diaries have space for parental comment and formal Pupil Review marks and subsequent Parent / Teacher meetings (see: **Teaching and Learning Cycle: Assessment Policy**) enable staff and tutors to talk on a one-to-one with parents about their child's progress. Parents are always encouraged to email, phone or come in to speak to class teachers or tutors to discuss any aspect of their child's education. During 2011-12 the development of the VLE will be integral to wider dialogue between teaching staff and parents to support and develop learning at home.

This policy is reviewed regularly by the Director of Teaching and Learning.