



## TEACHING & LEARNING POLICY

\*see also Remote Learning Policy

Last reviewed: January 2026

## **AIMS OF THE POLICY**

This policy has been created by and agreed upon by the teaching staff and Governing Body.

At WHS we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

## **PRINCIPLES OF TEACHING AND LEARNING**

Learning is the purpose of the whole school and is a shared commitment. At WHS we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being
- develop children's confidence and capacity to learn and work independently and collaboratively
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live
- encourage children to become active and responsible citizens, contributing positively to the community and society.

### **Teaching standards**

WHS acknowledges the DfE teaching standards, see:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665520/Teachers\\_Standards.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf)

and considers this minimum expected standards for its staff (see appendix 1)

Of note, Part 2 of the Teachers' Standards is used by the Teaching Regulations Agency (TRA) when assessing cases of serious misconduct.

### **Ethos**

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work
- providing a welcoming environment, in which courtesy, kindness and respect are fostered
- providing positive role models
- providing a fair and disciplined environment, in line with the school's behaviour policy
- effective management of their professional time
- developing links with all stakeholders and the wider community
- valuing and celebrating pupils' success and achievements
- reviewing personal and professional development in order to ensure a high level of professional expertise.

### **Roles and Responsibilities**

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well-ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- working as a team, supporting and encouraging one another.

Teachers will

- Enable pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- Foster self-motivation, the application of intellectual, physical and creative efforts, interest in their work and the ability to think for themselves
- Ensure lessons are well planned and multi-sensory
- Be willing to examine their own practice should a pupil not seem able to learn in our lessons

- Show a good understanding of the aptitudes, needs and prior attainments of each pupil and ensure these are considered in planning
- Demonstrate good knowledge and understanding of the subject matter being taught
- Be prepared to strive to develop in pupils both a love of our subjects but also an awareness of their responsibilities to themselves and others when part of the process to develop success in them.
- Utilise effectively classroom resources of a good quality and range
- Demonstrate that a framework is in place to assess pupils work regularly and to use the assessment information to inform practice so that pupils can progress
- Utilize effective strategies for managing behaviour and encouraging pupils to act responsibly
- Not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Adhere to the Equalities Act, 2010
- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement
- ensure that learning is progressive and continuous
- be good role models, punctual, well prepared and organised
- keep up-to-date with educational issues
- provide clear information on school procedures and pupil progress
- have a positive attitude to change and the development of their own expertise
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment
- providing support for the discipline within the school and for the teacher's role
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme
- participating in discussions concerning their child's progress and attainment
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- support the school's homework policy and give due importance to any homework
- ensuring that all contact addresses and telephone numbers are up to date and correct
- allowing their child to become increasingly independent as they progress throughout the school
- informing the school of reasons for their child's absence

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep
- attending school regularly and punctually
- being organised, bringing necessary equipment, taking letters home promptly, etc
- conducting themselves in an orderly manner in line with the expected behaviour policy
- taking increased responsibility for their own learning.

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills
- supporting school events

## **Planning**

### **See Curriculum policy**

We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Planning takes place half-termly, with reference to the National Curriculum and Early Years Foundation.

Termly/half-termly plans are submitted to the Deputy Headteacher. Plans are based upon previous assessment data; pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study.

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities
- monitoring progress in their subjects and advising the Headteacher on action needed, taking responsibility for the purchase and organisation of central resources for their subjects
- keeping up to date through reading and attending relevant courses

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

## **Organisation**

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc)
- one to one teaching
- collaborative learning in pairs or groups
- independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources in each area will be grouped according to curriculum subject
- book corners will be comfortable and attractive
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner
- pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Excellence is celebrated in display and performance. Each child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. (See Behaviour Management policy for rewards).

## **Differentiation**

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace
- content
- task
- relevance
- resources
- extension

- autonomy
- outcome
- teacher support.

Differentiated tasks will be detailed in planning. Learning objectives will be specified for all differentiated teaching and reference will be made in Individual Education Plans where appropriate.

Pupils with special educational needs (including gifted and talented children) receive support provided by a Learning Support Assistant, SENCo or relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy)

### **Homework**

Homework is a valuable element of the learning process. (See Homework 'Policy')

We believe that homework should be set:

- to help teachers keep abreast of what the pupils can and cannot do
- to encourage children to talk about their work to their parents and explain what they are doing and how
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies
- to prepare children for secondary school experiences of homework
- to view learning as a lifelong process and not just restricted to school hours.

The school's agreed practice for homework is that:

- homework is set on a regular basis, for all years, in line with our homework policy
- homework will generally follow on from work which has taken place in class but may take many different forms, including reading, timetables and spellings. It should not entail new ideas that require explanation from a teacher
- homework may sometimes consist of preparation for work yet to be done
- children should understand exactly what they are expected to do, how to do it, and how long it should take
- children who have made insufficient effort during class time may occasionally be asked to complete work at home.

### **Assessment, Recording and Reporting**

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal assessment is carried out at the beginning and end of each school year through CATs, PTE and PTM. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Initial baseline assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Suitable tasks for teacher assessment include:

- group discussions
- short tests in which pupils write answers
- specific assignments for individual pupils
- discussions in which children are encouraged to appraise their own work and progress
- pupil observations
- CATs

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive
- is often done while a task is being carried out through discussion between child and teacher
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.

All results from assessments are analysed and used to inform future planning. (See Assessment Policy)

Cross phase continuity is ensured by:

- pre-school liaison meetings
- cross-phase liaison meetings
- in-school liaison meetings between staff
- liaison meetings between Year 6 teachers and those from prospective secondary schools
- visits to secondary schools by Year 6 pupils
- transfer of pupil records of progress and summative assessment results.

Records of progress kept for each child are:

- updated as a minimum annually by teachers
- examined by class teachers at the start of each academic year as they prepare for a new class
- retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave.

Reporting to parents is done twice a year through consultations and three times a year through a written report. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government.

### **Monitoring and Evaluation**

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Deputy or Headteacher. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books. The Headteacher will observe each class teacher in a specified curriculum area on a regular basis. The Appraisal cycle informs learning and teaching.

### **Teaching Strategies and Styles**

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- provision of an integrated curriculum
- teacher observation
- discussion and questioning (open and closed as appropriate)
- previewing and reviewing work
- didactic teaching
- interactive teaching
- listening
- brainstorming
- providing opportunities for reflection by pupils
- demonstrating high expectations
- providing opportunities for repetition/reinforcement
- providing encouragement, positive reinforcement and praise
- making judgements and responding to individual need
- intervening, as appropriate, in the learning process in order to encourage development
- providing all children with opportunities for success
- using a range of communication strategies – verbal and non-verbal.

Activities should show a balance in terms of individual, group and whole class work. Specialist teaching is available from subject leaders.

The emphasis of our policy is on a good variety of experiences and we encourage children increasingly to take an active role in their own learning. Thus:

- investigative work is used
- children are encouraged to communicate findings in a variety of ways
- opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning.

At WHS we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- application of number
- communication
- computing skills

- problem solving
- working with others
- improving own learning and performance.

Thinking skills will also be developed across the curriculum. This will include:

- creative thinking
- enquiry
- information processing
- reasoning
- evaluation.

At WHS we recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every child can improve and an awareness of the importance of children's high self-esteem. The four elements are: sharing learning goals; effective questioning; self and peer evaluation; effective feedback. Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning. This includes:

- creating a positive learning environment
- focusing all feedback on specific performance improvements which can be acted on
- sharing an overview of content, process and benefits of the learning to come
- engaging learners by posing problems and challenging thinking
- providing opportunities for learners to meet the challenge in a variety of pairings and with multiple ways of representing their understanding
- creating space for reflection and meaningful dialogue
- reviewing what has been learned, how it was learned and how it will be used.

### **Learning Processes and Learning Styles**

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes and learning styles. These include:

- investigation
- experimentation
- listening
- observation
- talking and discussion
- asking questions
- child-initiated play (EYFS)
- practical exploration and role play
- retrieving information
- imagining
- repetition

- problem-solving
- making choices and decision-making.

At WHS opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills. We aim to provide opportunities to develop a wide range of learning styles. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We shall ensure that learning is accessed by as many means as possible, e.g. VAK. Staff are aware of a range of theories and research linked to learning including encouraging a 'Growth Mindset'.

Planning will incorporate as many styles of working as possible. These styles include:

- individual learning
- collaborative learning in small groups, or pairs
- one to one learning with an adult, or more able pupil
- whole class
- independent learning.

Group work may include friendship, matched ability, mixed ability, etc, appropriate to the activity. Collaborative learning is encouraged, although some periods of the day may be set aside for silent work.

Teachers at WHS feel that pupils learn best when:

- they are happy, healthy and alert – receptive and positive
- they are interested and involved – learning is relevant and stimulating
- the purpose of a task is understood – they understand why they are doing it
- they feel secure – in terms of environment, relationships and learning
- they feel valued – teachers and other adults care about their development as learners
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- they have an element of control and can work with independence
- they receive positive feedback and praise for achievements
- the learning environment is well-organised and resources are easily accessed
- tasks are differentiated, matched to the child
- learning is built on existing knowledge and experience – clearly defined small steps
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas
- the teacher is knowledgeable, enthusiastic and motivated
- they have clearly defined targets which they can successfully achieve eg appropriate time scale

Effective learning is ensured through the process of monitoring successful teaching and pupil's learning outcome i.e. Baseline Assessment, reading ages and CAT scores.

Successful teaching takes account of children's prior learning and must ensure continuity and progression.

Linked to the above, successful teaching is:

- confident – teachers have a clear understanding of subject knowledge and setting objectives
- high expectation – there is optimism about, and high expectation of success
- well planned – there is differentiation with methods and organisation strategies which match curricular objectives and needs of all pupils
- interactive – pupil's contributions are encouraged, expected, extended
- characterised by high quality oral work
- well-paced – there is a sense of urgency, driven by the need to make progress and succeed
- informed – by assessment outcomes

### **Resources**

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand
- all children know where classroom resources are kept and the rules about their access and use
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate
- the library is a valued resource and used appropriately
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with appropriate resources and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

At WHS the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas.

Time is a resource that we value. To maximise its use:

- as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time
- opportunities for learning are maximised by ensuring that tasks are made specific by focused objectives
- teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities

- all children engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.

Computing is a major resource, which is used across the whole curriculum.

Health and Safety issues are the responsibility of all who work in the school. Two members of staff are nominated as Health and Safety representatives and all problems should be reported to them. These are the Headteacher and School Secretary.

## Appendix 1:



Department  
for Education

# Teachers' Standards

## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

### A teacher must:

#### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## Appendix 2:

### **The role of the Form Tutor**

A Form Tutor's role is central in both caring for pupils and, crucially, monitoring their progress both academically and socially; encouraging involvement, commitment, and high standards of work and behaviour.

Form tutors take on the responsibility for overseeing one Year group. They should register the children in the morning and will only register the children in the afternoon after lunch if they are teaching their Form.

If a child is marked absent on the register and we do not know why the child is absent, the school secretary will phone the child's home (see Missing Child Policy).

Form tutor will maintain the classroom in which the Form is based, including maintaining wall displays. It is important that these are kept tidy as visitors will judge us on external factors as well as our academic record.

Form tutors should be aware of the progress children in their Form are making across all subjects by referring to the Numbers data spreadsheet and will attend Termly pupil progress meetings.

Form tutors are required to write three pastoral reports a year that contain information on the pupils personal development and attendance data.

Each Monday and Friday, there is a whole school assembly. Form teachers will be notified by SLT as to their contribution to the assemblies.

Form tutors should ensure they are aware of the achievements of the members of their Form, both inside and outside of school. Notable achievements should be celebrated in Friday's celebration assembly and any relevant achievements should be recorded in the Good Work Book and the newsletter

On the three remaining Form periods, form tutors should complete the following activities with their Form group:

- pupils should be taught the relevant lesson from the 'character' scheme of work
- discussion-based session around a news item
- discussion-based sessions around an environmental/equality, diversity and inclusion matter or an extension to the character lesson from the previous Form period
- preparation for assembly presentations

From time to time, it will be necessary to discuss school council business - please do this as close to the council meetings as possible.

Form periods may also contain a prayer or reflection – this can be said by the teacher or the children, but this is a means of starting the day in a contemplative way, as an act of collective worship.

If you are away from school and sending in/leaving cover, you should also do the same for Form period, including the prayer/reflection for any day when there isn't a KS assembly and Character Education for Tuesday's Form period.

Form tutors are responsible for following-up any incidents that involve the children in their forms. Behaviour incident reports may be given to Form tutors for the children in their Form by other staff. These need to be followed-up by the Form tutor and the completed form given to the SLT, who will monitor and follow-up any ensuing consequences; a copy of the form should be uploaded into the relevant folder in One Drive.

From September 2022, Form tutors will be responsible for teaching their own Forms RHE/PSHE; where possible, they will also teach the No Outsiders curriculum to their Form.

Form tutors are responsible for recording all parent meetings, including parent consultation meetings in the relevant Parent Meeting Logs. A copy of the minutes/actions should be given to the SLT.