



# Eastbrook School

## ACADEMIC POLICY

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## 1. Aims

This policy aims to:

- Explore the fundamental basis for our approach to teaching and learning, the evidence-based pedagogy on which it is based, and the systems we employ to continuously improve it.
- Examine the nature and impact of the CPD we offer to staff.
- Explain the way in which we approach assessment as a whole school, set out expectations for all stakeholders regarding data collection, marking, the use of data and feedback for stakeholders.
- Clarify what is expected of staff, students and families around 'independent study', and why our school deliberately avoids the term 'homework'.
- Examine, explain and justify the continuities and divergences between our approach at both Primary and Secondary level.
- Elucidate the positive impact of our approach in all the above areas and justify these decisions.

## 2. Statement of Intent

We believe that balance is the critical measure by which all successful enterprises can be measured. The classical conception of the 'good life', includes physical and mental activity, moments of challenge and moments of support, an acceptance of the collective good and individual accountability to it.

Our intent is to offer the broadest, best balanced and richest, academic experience, to all students. By all students we mean students with additional learning needs, those from disadvantaged backgrounds, vulnerable students, but also pupils with niche intellectual interests and high prior attainers. Essentially, we believe that all students deserve to be challenged and enriched, by our powerful approach to academia at Eastbrook. Our policies, both the Academic Policy and others, are designed to create the ideological framework in which this can take place.

We believe that students deserve:

- A balanced range of knowledge rich content across a breadth of curricular time and a range of subject areas.
- Opportunities to work creatively and independently within each subject area.
- To be taught to be passionate subject experts to a high standard, every lesson.
- To become independent learners outside of class and have equal opportunities no matter their background.
- To be prepared for assessment, achieve well when examined, and progress into meaningful future pathways.

We also believe that teachers deserve:

- To be respected as independent curricular and pedagogical experts who are also stakeholders in curricular choices.
- To teach in ways that reflect their interests and passions, as well as the school's expectations.
- To mark and feedback only on work that students have been well prepared for and tried hard to succeed in, and that can be shown to improve student progress.
- To teach students who are as respectful, disciplined, well prepared and accountable, as they are.

## 3. Teaching and Learning Strategy

A fundamental component of our approach to teaching and learning is to measure the quality of outcome, not to micromanage the process of delivery. Giving staff autonomy and creativity in their classrooms, will always be a critical part of retaining our strongest staff, achieving continuous change, and diversifying student experience. Although our whole school strategy is devised with thinkers such as Rosenshine and Lemov in mind, staff members are not asked to parrot or imitate exclusively, these thinkers, either verbally, or in their practice. Rather, we expect staff to build on our principles and non-negotiables, enthusing their lessons with a discreet passion for their subjects, and the wealth of their lived experience, both in teaching and beyond. We measure the quality of staff teaching in two ways, firstly that our basic principles are visible throughout lessons, for instance the use of a Connect task, complex questioning and delivering reward points. Secondly, we evaluate outcomes, for instance, student engagement levels or improved academic results. When staff members are judged by

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outcome, not process, they have the freedom to deliver outstanding classroom experiences on their own terms, whilst remaining accountable nonetheless.

We do not expect lessons to look the same, minute by minute, but rather to follow the same curricula, guiding principles and deliver high quality outcomes. Ultimately, we ask that all lessons follow the simple structure, Connect, Consolidate, Challenge. An activity which connects to prior learning, an activity which consolidates it further, and an activity which pushes students further in learning new content.

Our whole school teaching and learning strategy is divided into two primary components, namely pedagogy and culture.

Our pedagogical principles are based on the traditional and highly regarded principles of Rosenshine, which inform all of our planning and delivery.

### **Rosenshine's Principles and Lemov's Work**

Rosenshine's Principles:

Begin a lesson with a short review of previous learning.  
Present new material in small steps with student practice after each step.  
Limit the amount of material students receive at one time.  
Give clear and detailed instructions and explanations.  
Ask a large number of questions and check for understanding.  
Provide a high level of active practice for all students.  
Guide students as they begin to practice.  
Think aloud and model steps.  
Provide models of worked-out problems.  
Ask students to explain what they had learned.  
Check the responses of all students.  
Provide systematic feedback and corrections.  
Use more time to provide explanations.  
Provide many examples.  
Re-teach material when necessary.  
Prepare students for independent practice.  
Monitor students when they begin independent practice.

Our cultural principles are based on the Teach Like a Champion framework authored by Doug Lemov. Lemov articulates a range of techniques for building a classroom culture structured around; student engagement, trust, joy, accountability and the inclusion of all students, without compromising the key tenants of rigorous academic teaching and high expectations.

Through these techniques, Lemov explains how to:

- Check for understanding.
- Raise academic expectations.
- Increase the ratio of the cognitive work students do.
- Motivate and engage students.
- Make classrooms more writing-intensive and improve discussions.
- Redirect student behaviour so it is positive and productive.

These techniques are connected to contemporary research, most explicitly in the cognitive and social sciences.

The marriage of these two approaches forms the focus on our approach to teaching and learning. For instance, when inducting a new staff member, taking an observation, or delivering a CPD session we will ensure that resources, objectives, models and seminars, focus on these threads in practice.

## 4. Curriculum

Through our Character and Academics approach to curriculum design, we express our belief that education is as much about developing young people's character strengths and virtues as it is about developing their academic ability. This means that in addition to considering the sequencing of skills and knowledge within each subject area, at each stage of education, and how these build toward agreed end points, our curriculum design also considers the development of character at each stage of education and how this enables students to flourish.

It follows that our curriculum has been carefully designed to:

- Provide opportunities for students to develop their character, focusing at Primary on our core character virtues of curiosity, perseverance, teamwork, gratitude and kindness, and at Secondary on the sets of character virtues denoted by principle, resilience, openness, understanding and discipline.
- Provide opportunities to develop the core skills of Literacy and Numeracy.
- Provide opportunities to develop transferrable skills across the wide range of subjects.
- Teach subject specific disciplinary knowledge to all students through a knowledge rich curriculum.
- Provide opportunities to develop a deep knowledge and understanding of the essential facts about our world that constitute 'the best that has been thought and said', starting from 'that which has endured'.
- Inculcate a cultural literacy that conveys British values.
- Provide enriched experiences that our pupils may not otherwise enjoy and learn from.
- Involve parents and carers at every opportunity.
- Extend students involvement in the local community and beyond, developing their understanding of local, environmental and global issues through service learning; and,
- Provide thorough coverage of the skills, concepts and knowledge set out in the National Curriculum programmes of study (Years 1 to 11) and the Early Years Foundation Stage Framework (Nursery and Reception).
- Ensure the best academic outcomes for students at Years 6, 11 and 13.

### Continuing Professional Development (CPD)

#### Subject Specific CPD

We believe that good CPD is critical to outstanding teaching and learning. We also believe that good CPD comes in a range of different forms. The best CPD for classroom teachers is usually subject specific and led by outstanding classroom teachers, or subject leaders. For this reason, our primary CPD offer is conducted through our weekly departmental meetings, these are focused on departmental leaders and outstanding staff within the department modelling to staff, excellent classroom practice and discussions on curriculum. For instance a head of maths may model a starter activity for Y11 and then discuss with staff, how best to teach a particular problem solving question. In the Primary School, teaching staff meet weekly. Several of their meetings are led by a subject leader delivering relevant INSET to colleagues.

#### Whole School CPD

CPD also exists at a whole school level, for all staff, including of course, teaching staff. Like many schools we aim to begin our academic year with two full days of whole school CPD, certain sessions relevant to all, such as those on safeguarding are delivered, whilst departments and particular groups, such as ECTs or HODs will break for sessions specific to them.

We take an innovative approach to Inset Days, rather than placing them across the academic year, we disaggregate them into 1.45hr twilight sessions, once per HT, allowing us in effect, to finish in the week prior to usual summer closure, for UK schools. This approach ensures that CPD is delivered in manageable chunks, at

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times of the year appropriate for it, whilst improving staff wellbeing by enabling a longer summer break. It further reduces the risk of a staff absence on just a single day, meaning critical information is not missed.

We calendar a series of sessions, run by professionals from across the school and outside of it, to meet the school's unique needs. A broad range of voices are critical to purposeful CPD, we ensure that our SENCO, DSL and PSHE leads, as well as our SLT members, are heard. In this way, and accompanied with the above, we develop a truly broad and balanced, curriculum of CPD, for all staff.

### **CPD Beyond the School**

Staff are also encouraged to pursue CPD outside of school, with allowances made both financially and in support with cover, for them to attend courses, take up programs of Masters study, train as examiners and the like. We ensure that all staff take part in meaningful CPD, by including it as a required appraisal target in our 'Professional Development' cycle, so named to further embed the importance of CPD.

### **CPD in Summary**

In summary our CPD is organised just as a University programme or effective school curriculum is, 'enrollment and evaluation' are done via our appraisal system, 'course lectures' are timetabled across the year as twilights, 'tutorials'-small group work exercises-are delivered through departmental meetings. Through this approach we believe that staff learn the most information, of the most relevance, in a clearly structured programme, that models established approaches to delivering curriculum, and fits neatly within the existing academic practices and traditions of our institution.

## **5. Students with Additional Needs**

### **Our Values**

We set the highest of expectations for all pupils, regardless of their background or additional learning needs. We firmly believe that students benefit from having consistent expectations and being able to follow the curricula of their peers. We focus our resources on supporting students to approach curriculum and assessment, not limiting curricular pathways or expectations, for students with additional barriers to their learning.

### **SEND and EAL/ESOL**

We have a strategic director of SEND who works across both Primary and Secondary phases to ensure our outstanding and diverse SEND provision is effective. Our first all-through Additional Resource Provision (ARP), known as Apollo, caters to an extremely high needs group of ASC students, who achieve well above expectations owing to the dedicated support from both teaching and TA staff in the provision. Our second all through provision ARP caters to students with speech and language difficulties who follow additional curriculum provisions with specialist staff and again, achieve well.

All teaching staff are expected to know their students and their needs and are given the tools to do this through our Arbor based seating plans, available data and student profiles provided by the SEND team. Staff are expected to offer the same high-quality teaching and curriculum to students with additional needs. We firmly believe that outstanding teaching is adaptive in its very nature and that its features are just as positively impactful for students without additional learning needs, as those with. For instance, using visuals for dual coding, knowledge organisers as scaffolds, focusing on targeted questioning and mastery teaching, some of the key tenants of our Academic Policy, directly benefit all students and exponentially benefit those with SEND. The SEND staff are also deployed to work in classrooms to support learners with particularly challenging needs and to offer interventions in order to ensure that students who are struggling, do not fall behind on our regular curriculum.

Our SEND policy can be viewed for further details on SEND students and our provisions such as the ARPs. Our EAL/ESOL team also offer dedicated sessions to students who do not speak English as their first language, almost 40% of our students. We take exactly the same approach to this as with SEND, in asking them to meet the same curricular expectations and working tirelessly to ensure that outstanding teaching, knowledge of the students' needs and by the deployment of specialist staff working in smaller groups, to ensure EAL and ESOL students are not placed at a disadvantage.

## **6. Assessment, Feedback, Marking and Data**

### **The Assessments**

All subject departments and the Primary School assess students in line with our policies. Students in Secondary sit one multiple choice, knowledge-based test midway, through each half term, in each subject. Students also sit one extended assessment, focused on independent, creative work, at the end of each half term. What we mean by independent, creative work, should vary, depending on subjects. Departments have the freedom to assess as appropriate to their subject area.

In Primary, children will be given formal tests (NFER) in the core subjects of maths and English at three points in the school year. Autumn term testing provides a baseline for the year, Spring gives mid-year data to identify year group progress and students who need further support and intervention. Summer tests give final judgements for the year.

Test results are collected in the early Autumn, mid-Spring and late Summer. Teachers will have the opportunity to provide a teacher assessment alongside any test data submitted. This is especially relevant for EAL and SEND pupils who may not achieve test results. In the Spring term, teachers will submit a teacher assessment, using the assessment statements to support their judgements. Alongside this, teachers reflect on whether students are on track to meet their end of year targets. These results are all stored in FFT Aspire and provide us with a whole-school picture which we can analyse in different ways.

### **Subject Specific Approaches**

We believe that subject lead, passionate teaching is the correct approach to producing the best outcomes in education. As such, whilst a whole school approach is critical to assessment, we continue to give subject leaders the flexibility within this, that they need. For instance whilst all Secondary departments will be asked to deliver one peer assessed knowledge based 'Mid Term', and all one extended piece of assessed work 'End of Term', in each Half Term, the content of these will vary, based on the subject. A knowledge based 'Mid Term' in art may ask students to identify different artistic movements by showing them paintings or identify terminology use in sketching, whilst a 'Mid Term' in history, may ask students to place events in chronological order. Although all 'End of Term's' are given percentage scores, this is simply a reflection of where the student is relative to how likely they are to achieve a KS4 target. Receiving 50% in a Year 9 Art 'End of Term' might suggest a student is on track for a 5 at GCSE, as would the same grading in a history 'End of Term', however, what the student receives marks for, will differ entirely, based on the subject. In this way we offer a cohesive and centralised framework which produces highly transferable and comparable data, without compromising subject leaders' capacity to design assessments.

### **Marking and Feedback**

In Secondary, student books are divided clearly into 'Exercise Books' and 'Assessment Books'. In Primary, all work is recorded and collated within the child's exercise book. Exercise books are the responsibility of students to maintain and use as a note taking, class work and revision tool. The school and individual staff, do not set specific expectations around their use or require them to contain specific documents. We do not mark exercise books at Secondary, this ensures staff time is not wasted, marking a limitless body of work, which may not represent a student applying themselves under controlled conditions to the highest of their ability. In Primary, a minimum of 1 piece of work each week must be 'descriptively marked' in maths, writing and one foundation subject. For each of these, a marking ladder should be used.

Assessment Books at Secondary are used only for assessment. They remain in our classrooms at all times and are notable in being preprinted to for each subject, with a cover page identifying the key stage, and trackers and curriculum maps, pre-printed on the inside front and back cover pages, respectively. All Mid Term and End of Term assessments are treasury tagged into these books, in which students complete their responses to questions. Staff mark only these books, Mid Terms are peer assessed, though they are still recorded on the inside front cover tracker, End of Terms are assessed by the teacher, and the outcome is also added to the tracker. Students are expected to write in black pen, staff to mark in blue pen and then students finally, are expected to write feedback, in green pen. Feedback could be corrections, additions or other improvements, made following marking.

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This approach ensures only the most powerful work is marked, that marked work remains in once space, across a year or even key stage, that progress on the learning journey is immediately visible to any stakeholder, simply by looking at the tracker, and that students associate assessment with a formal and neat practice, to be completed under controlled conditions, better preparing them for examination at GCSE. Trackers allow students to measure their progress against their own most recent outcomes in the subject, creating a healthy 'personal best' approach to competition and self-improvement, at KS4 they are permit students to reflect on where their most recent assessment places them in regards to their KS4 FFT20 target.

### Data Collection

In Secondary we collect data in two primary formats. The first is the percentage score of students, or grade at KS4, in their 'End of Terms'. These scores are inputted across the year, and averaged as they build up. With careful data use and quality reviews, we have ensured that tests stand as accurate predictions of the student's likely KS4 outcomes, based on their current performance. We track a student's progress against their FFT20 predicted grades, determining progress and interventions, whatever they may be, based on whether they are consistently below, on, or above, track for their target grade.

We share this data termly with parents, staff and students. These stakeholder groups can also track progress at any time, based on the progress trackers found in all student 'Assessment Books'.

Alongside academic data, and also shared termly with the above stakeholders, we collect RAG rated data on student attitudes to learning and in particular, their 'independent study' grade, reflecting the teacher's assessment of the quality of focus, work and engagement, that they have put into the 'independent study' exercises from their knowledge organiser for that term. In Primary, formal, NFER data is triangulated with ongoing teacher assessment (recorded on our FFT curriculum tracker).

### Data Use

We believe that data can be extremely powerful if used correctly, safely, intelligently and fairly. However, we do not believe that large quantities of complex or diverse data are ever useful. The most impactful use of staff time is the marking of a limited range of higher stakes assessments, planning and delivering content, not frequent marking of low stakes assessments, or frequent inputting of data. We further believe that data should be simple to read, for the benefits of all stakeholders, in particular students and families. Finally, we believe that if data is collected, it must be used impactfully, or it's collection is unjustified.

We therefore ensure that data is collected only in two simple formats, %s scored, grades and RAG rating, and only reported once per term. When we receive data we ensure that interventions are always made as a result, for instance additional tutoring for a Y11 off target, a class group change for a lower ability student requiring more support, or additional CPD for a staff member, who is teaching a challenging topic. We aim for interventions never to involve removal of students from regular teaching lessons but rather for their focus to be on supporting our existing systems and stakeholders, to better approach the curriculum they are following. Data is of course also used to frame meaningful conversations with parents and students, and senior and middle leaders, regarding performance.

## 7. Homework and Independent learning

### Homework and its Hazards

At Eastbrook we recognise the power and importance of self-study, independent work and learning to revise. However, we consciously avoid the term 'homework', and it's historic connotations and practices.

When homework includes research or new learning, is set in different ways or inconsistently, requires specific resources at home, or does not come with accompanying learning resource or tuition, it can be counterproductive by;

- Resulting in excessive sanctions against those with poorer academic performance.
- Reducing the outcomes of disadvantaged students relative to their more privileged peers.
- Removing the opportunity for students to take part in extracurricular activities, develop a social life with family and friends, rest and engage in mindfulness and engage in healthy physical activity and play.
- Increasing levels of stress and disengagement among students and within families.
- Increasing the demand on teachers to set, collect and or mark, work that is unlikely to improve students progress.



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### **Independent Learning**

At Eastbrook we ask students to engage in 'self-study'. We publish knowledge organisers both online and in print to students, which contain the subject specific knowledge by half term, in every subject area, for a given year group. These knowledge organisers contain 5 self-study questions for each of the 5 weeks of a half term excluding the final assessment week. These self-study questions replace homework. Students study one per week, per subject. They are expected to study from these knowledge organisers, outside of the classroom, using self-questioning, the simple; read, cover, write, recall, technique, and are given time, in which this study is modelled.

### **Knowledge Organisers**

Our knowledge organisers are carefully constructed such that a student of any ability level can use them, as an aide memoir with visual stimuli, as a vocabulary bank with key terminology, as a reminder of the core knowledge required to succeed in assessment in a given half term. By ensuring students have this resource to study from and study from these pre-established 'self-study questions' we maintain the powerful practice of self-study, actually teach student the practical skill of revision, and ensure that any student has the resources required to study at home, regardless of the economic condition of their family.

All of our knowledge organisers can be found on our website.

### **Empowering Stake Holders**

Our approach to self-study also empowers parents, who can easily review our curriculum, test students at home without being subject experts and find and refer to the studying their child should be completing, by simply checking the week of the half term and selecting the appropriate question.

Ensuring that staff time is dedicated to the production of these knowledge organisers means that staff spend their time thinking deeply about their curricula, not setting, collecting, or marking, busy work that is not completed with support or in controlled conditions and is always too frequent and copious to mark.

### **Improving Student Outcomes**

Furthermore, our approach to self-study and the use of knowledge organisers has been shown to improve pupil outcomes. All research into cognitive science and pedagogy has found that carefully designed resources, frequent recall, and consistent expectations, improve pupil progress more than; vague requests for research, attempts to learn new content in isolation, or the production of new resources such as mind maps.

### **How We Monitor Independent Learning**

Apart from the weekly self-study form time slot, we utilise knowledge organisers throughout our lessons, when preparing for assessment and when speaking with parents or students. Their profile is raised through assemblies, our pastoral curriculum and by staff, who draw on them as a classroom resource. We check self-study through these mechanisms by asking students to recall and orate, responses to their independent learning questions.

This is important in improving student oracy, confidence and capacity for recall. For example, during the weekly self-study session, a form tutor will ask students to orate responses to a range of questions from across the subject areas of the knowledge organiser, relating to the appropriate week. Pastoral staff who notice that pupils are not engaging in independent learning share this information with pastoral leaders and parents, so that action can be taken.

Another example would be a lesson focused on the weekly independent learning question, a staff member will ask students to recall answers relevant to the knowledge on their knowledge organiser, in that particular subject area. Students who are consistently not meeting these expectations are identified to parents and leaders by the use of grades inputted by staff alongside assessment grades, at the point of data drops. This allows the whole school to track meaningful data on the application of students to independent learning.

Self-Study is also monitored through our internal data on academic outcomes, for instance our mid and end of half term tests are designed such that those who have completed the independent learning questions will achieve at least their potential grades, consistent or sudden drops in student progress, would also lead to measures being put in place, such as intervention, mentoring, parental engagement, or similar, to ensure the student engaged in self-study and the culture around it.

## 8. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. Staff follow the principles and expectations iterated in this policy and families follow their own Home School Agreement, signed on entry to the school.

This is how we will create the above conditions for students' learning at all times:

### 3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct and teach outstanding lessons as set out in the Teachers' Standards.
- Actively engage with stakeholders such as parents and families through open communication and events such as parents evenings, or equivalent.
- Mark student assessments and submit data to allow the school to report on academic progress to students and families.
- Manage the needs of all pupils including those with additional learning needs and ensure that disruption does not prevent the learning of students within their classrooms, through effective behavior management including use of the school's rewards systems.
- Focus on the personal development through internal and external CPD and developing their subject knowledge around the curriculum they deliver.
- Ensure that safeguarding of pupils remains a fundamental priority regardless of their role.

### 3.2 Support staff

Support staff at our school will:

- Know pupils well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

### 3.3 Heads of Department (Secondary) and Subject Leaders (Primary)

Heads of Department at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills.
- Sequence lessons in a way that allows students to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out as above for teaching staff.

### 3.4 Senior Leaders

Senior leaders at our school will:

- Base leadership decisions on the following precepts:
- Build a work and study environment, based on positive relationships and clear and consistent systems.
- Approach all leadership decisions strategically, rather than operationally.
- Challenge all instances of poor performance or a breach of standards from both staff and students.
- Offer high levels of support to all staff and students, even those in breach of standards.
- Engage positively with all stakeholders including those in the wider community.
- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Make decisions based on research, data and empirical evidence.
- Maintain the highest of ambitions for themselves, staff and students, at all times.

### 3.5 Students

Students at our school will:

- Come prepared to school with the correct equipment and uniform, on time and as frequently as possible, aiming for 100% attendance.
- Work hard when in class and support a positive scholarly culture.
- Take responsibility for their own learning, engaging with independent learning through the use of their knowledge organisers.
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Be curious, ambitious, engaged and confident, social and participative learners
- Take responsibility for their own behaviour and academic targets and progress.
- Follow expectations set out in the behaviour policy and by the school, without exception.

### 3.6 Parents and Carers

Parents and carers of pupils at our school will:

- Value learning and support the school's efforts to engage students in their learning, particularly independent learning.
- Attend events such as parents evenings and information evenings, read all communications from the school such as the parent newsletter and academic reports.
- Communicate promptly and professionally with the school regarding any concern, request for information or other relevant matter.
- Support their student in ensuring they: *come prepared to school with the correct equipment and uniform, on time and as frequently as possible, aiming for 100% attendance.*
- Sign the Home School Agreement and accept the implications of it in the event that their student is found to have breached it.

### 3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- Monitor the impact of teaching and learning strategies on students' progress and attainment.
- Monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.
- Make sure other school policies promote high-quality teaching, and that these are being implemented.

## 9. Review

This policy will be reviewed every year by Deputy Head Academic. At every review, the policy will be shared with the full governing board.

## **10. Links with other policies**

This policy links with the following policies and procedures:

- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- SEND policy and information report
- Home-school agreement
- Equality information and objectives
- Staff code of conduct
- Appraisal and Professional Development